

El Cajon Valley High School

WASC Focus on Learning Self-Study Report

Site Visit October 27-30, 2013



El Cajon Valley High School
1035 East Madison Avenue
El Cajon, CA 92021



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Chapter 1
Student and Community Profile

Community

Nestled in a scenic interior valley in the eastern foothills of San Diego County, El Cajon Valley High School is situated in the center of the city of El Cajon. The city is located on the Rancho El Cajon Mexican land grant made in 1845. The 14.43 square mile area was named El Cajon, (translated to mean “the box”) due to being surrounded by hills on all sides. El Cajon, known now as “The Valley of Opportunity,” was incorporated as a city in 1912.

According to the 2010 census, the city of El Cajon has a population of 99,478. The racial make-up of the city’s residents are: White, non-Hispanic 56.8%, Black 6.3%, American Indian and Native Alaskan .8%, Asian 3.6%, Native Hawaiian and Other Pacific Islander .5%, Hispanic/ Latino 28.2%, Two or more Races 6.9%.

Home ownership in the city is about 42.4% with multi-home structures making up 48.1% of the city’s households. In total there are roughly 32,400 households in the city. Median household income is \$47,303 but as of 2011, 23.5% of the city’s population was living below the poverty level with 34.8% of the city’s children living in poverty. According to data compiled by the Center on Policy Initiatives from U.S. Census Bureau, American Community Survey, El Cajon has the highest percent of poverty in San Diego County. El Cajon is also the largest resettlement area of Iraqi refugees in the county which numbered approximately 10,000 people from 2007-2010 and an additional 9,000 in 2011 alone. The East County Refugee Center estimates that there are 40,000 Iraqis now living in East County and up to 90% of them are refugees.

District

In 1955 the Grossmont Union High School District (GUHSD) established El Cajon Valley High School (ECVHS) as the Home of the Braves. An immigration boom in the area saw the population soar from 5,600 in 1949 to 37,618 in 1960 so opening of ECVHS was quickly followed by five other schools in the district. ECVHS is the third school of the Grossmont Union High School District which serves students in the cities of El Cajon, La Mesa, Lemon Grove, and Santee; and the unincorporated communities of Alpine, Casa de Oro, Crest, Dehesa, Dulzura, Jamul, Lakeside, Mount Helix, Rancho San Diego, and Spring Valley. (All of these areas make up East County.)

GUHSD operates nine high schools and one continuation school, two alternative education sites, four special education facilities, a middle college high school program, a Regional Occupational Program (ROP) and an adult education program. Over 24,000 students attend the District’s schools. Approximately 54% of the high school students are white while 32% are Latino, 8% are African-American, 2% are Asian, 2% are Filipino, 1% is Pacific Islander, and 1% is Native American in ethnicity according to district records. The 2,300 full-time employees in the District, combined with hundreds of hourly employees, make GUHSD the largest employer in San Diego’s East County.

In March 2013, GUHSD convened all stakeholder groups to conduct a needs assessment, review priorities, and set new goals for the district. The result was updated goals and objectives for the district. These goals set a clear view of where GUHSD would like to go – “Provide Safe and Supportive Schools that Welcome All Students”, “Create and Exceptional Learning Environment that Prepares All Students to be College and Career Ready”, and “Support Collaboration and Innovation in our Grossmont Learning Community.” The objectives create a framework for programs within the district – providing support and resources to foster success for all students.

School

ECVHS is currently educating 1,753 students in grades nine through twelve. The campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in our community because of the affordable housing and the diversity. Additionally, our new immigrant and refugee families have moved into the area near their sponsors and the social service groups that have helped them to transition to the United States.

The cultural make-up of the school is not accurately reflected by the ethnic distribution as our refugee and immigrant student population are mainly Middle Eastern which is considered “white.” Our percent of Middle Eastern descent students is 32.2% of the overall school population. In 2007 we had 628 English Learner (EL) Students at ECVHS; in 2009 that jumped to 875, and 2011 the EL student population peaked at 1,050. In 2012-13 there were 940 EL students. This was 45.2% of our enrollment. We had approximately 80 new refugee students enrolled for the 12-13 school year. As of September 2013, we have 758 EL students at ECVHS. This is 43.2% of the school’s current population. Our long-term EL student population speaks mainly Spanish but our newer EL students speak mainly Arabic, Kurdish, or Chaldean. The Spanish speaking EL population makes up 23% of the ELL students.

ECVHS boasts a large, very involved, and dynamic English Learner Advisory Committee (ELAC) numbering over 50 members. We also have a small but active PTSA and Band Boosters who work very hard to provide for our sports teams and band. Additionally, our ROP classes link with various businesses via the ROP Advisory Committee. There is currently no sports booster organization but the retired Athletics Director is volunteering at the school and making connections to begin such an organization.

El Cajon Valley has also been recognized as an AVID (Advancement Via Individual Determination) Demonstration and National Certified School, a college preparatory program, since 2001. In addition, our Career Technical Education pathways provide opportunities for students to explore careers in Arts, Media and Entertainment (AME), International Business, Restaurant, Welding, and Biotechnology.

WASC Accreditation History

El Cajon Valley High School’s last full study took place in 2007. As a result of the visit, ECVHS earned a 6-year with a 3-day revisit status of accreditation. In February 2010, the visiting team observed the ECVHS had clearly experienced significant change as we continued to make progress in all of the critical areas of follow-up as identified by the previous visiting team.

Our Vision

ECVHS: Working Together - Learning Together - Succeeding Together.

For our vision, success is defined within the new ESLRs and the mission statement. Success for ECVHS is graduating all students. Supporting students and their families paves this road to success. As noted in chapter three, there have been many changes over the past six years and our faculty/staff team needed to state that we will work together and learn together. It may seem redundant but it has been a powerful catalyst for bringing us all together.

Our Mission

ECVHS is a gateway to opportunity where everyone works together to graduate all students with high levels of critical thinking, academic achievement, and personal excellence. ECVHS will provide clear, relevant, rigorous instruction and a collaborative system of support, while helping students identify their strengths and achieve their goals, maximizing success after graduation.

Our Expected Schoolwide Learning Results

Bold lifelong learners who:

- Adapt proactively to varied roles, job responsibilities, schedules, and contexts
- Manage time and workloads efficiently and avoid procrastination
- Meet or exceed Common Core Standards in all content areas

Resourceful users of technology who:

- Utilize technology as a tool to research, evaluate, and communicate information in a learning environment
- Expand the use of technology to employ different learning modalities in all content areas
- Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college

Analytical thinkers who:

- Apply complex problem-solving processes and critical thinking to school and real-life scenarios
- Use unconventional problem-solving skills in both academic and work environments
- Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas

Valuable members of society who:

- Participate in civic life by staying informed and aware of the impact their actions have on the community
- Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world
- Exhibit self-discipline, integrity, and socially responsible behavior

Effective Communicators who:

- Articulate thoughts and ideas effectively using oral or written skills
- Demonstrate ability to exchange ideas effectively and respectfully with diverse teams
- Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college

Student Performance Status

El Cajon Valley High School has been designated schoolwide Title 1 since 2005 and was a targeted assistance Title 1 school for a decade previous to that. ECVHS has the largest percent of students receiving Free and Reduced Lunch in the Grossmont Union High School District. In October 2011 we had 78.19% of our student population receiving Free and Reduced Lunch, a 7% increase since 2010. As of October 2012, we had 1952 students enrolled and 1391 qualified for Free and Reduced Lunch. This is 71% which looks to be a significant drop from the previous year but this decline is accounted for by no longer counting 18-year-olds.

The services we provide with our Title 1 funds are in response to needs established via our yearly analysis of our programs including our testing data. We use this analysis to then generate our action plan of our SPSA which also reflects the Critical

Areas of Follow-up recommended by the last WASC visiting committee. Currently Title 1 pays for Reading Intervention and math support Teachers, part of a grants coordinator, supplemental materials (i.e.: interactive notebooks), supplemental textbooks, and summer school programs including our Brave Adventure ninth grade transition program. With our Parent Involvement Title 1 Set-Aside funds we provide refreshments for numerous parent activities including Open House, parent education classes and activities, parent newsletters, and interpretation for parent involvement events. With our Professional Development Set-Aside we have engaged a consultant in the area of literacy- reading and writing, and have allocated funds for pull-out days so subject-alike teams can meet and continue to plan alike and analyze formative assessments.

In addition to our Title 1 funds, ECVHS receives Economic Impact Aid (EIA) funding for our EL and Socio-Economically Disadvantaged student populations. We have received additional funds via the Quality Education Investment Act (QEIA) since 2007. QEIA has invested roughly 2 million dollars a year in ECVHS in order to help our students achieve at the highest levels.

Program Improvement Status

The California Department of Education (CDE) Parent agreement and/or recommendation has designated El Cajon Valley High School as a Year 5 Program Improvement (PI) school for 2013-2014 under the federal No Child Left Behind (NCLB) Act of 2001.

As a result of this, the staff has decided to restructure the internal organizational structure of the school by changing the schedule of the school from the 4x4 block that we have been on for 12 years to a traditional 6-period schedule day. Additionally we piloted the use of an outside consultant to help us with literacy, which is an area of need, during the spring of 2012. We will continue the use of this consultant to help us remediate the issues we are having with literacy by implementing research-based teaching strategies. Finally, we purchased a new reading intervention curriculum based on the results from 2010's Academic Performance Survey (APS). The survey indicated to us that we were in need of a new reading intervention curriculum. READ 180 was selected for students falling 3 or more grade levels below high school level. All core subjects including ELD use CA standards-based curricula.

The reason for this identification is that the school did not achieve AYP for two consecutive years (2007-08 and 2008-09). The AYP areas that caused the identification are:

- *Percent Proficient in English-Language Arts*
- *Graduation Rate*

ECVHS has continued in Program Improvement for not meeting or exceeding the Annual Progress Objectives. As a result, we have Supplemental Educational Services (SES) through our Program Improvement status via Title 1 funds. We are tasked with providing, at no cost to the family, outside agency tutoring for every eligible student. This tutoring is provided by privately run tutoring services. Additionally, students have the choice to go to another school that is not in Program Improvement under the SES provisions.

In order to address the problem of low achievement, we are working closely with the district staff to implement:

- Policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets such as targeted interventions after school and on Saturdays, developing the Language Academy for beginning EL students, and additional test preparation.

- High quality professional development for school staff that will lead to removing the school from PI status such as literacy strategies (ex. marking text, vocabulary charting, pre-reading and re-reading), Advanced SDAIE training, engagement and accountability strategies (ex. Ticket out the door, Think Write Pair Share)
- Strategies to promote effective parental involvement in the school such as Coffee Talks – parent education workshops on topics of interest to the parent community, PIQE – Parent Institute for Quality Education (where parents attend a 9-week course designed to help them help their students to be successful in high school and go on to higher education), establishing and maintaining a Family Resource Center (FRC.)

Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact the school for additional information regarding:

- Ongoing parent/community meetings and Parent volunteer opportunities
- Advisory committee/school site council meetings
- Parental involvement policies and school-parent compacts
- Parent Outreach via the Bilingual Community Liaison, the Drop Out Prevention Specialist, and the Parent Mentors in the FRC

As a result of these types of efforts, El Cajon Valley High School showed improvement, increasing its Academic Performance Index by 54 points over the 2007-2010 school years. Unfortunately, scores went down in both 2011 and 2012 but we have rallied in 2013 by going up 73 to a new API of 707. This did not save ECVHS from moving into PI year 5, though we did meet all AYP criteria save two. Our English Language Learner subgroup proficiency and White subgroup proficiency did not increase enough to meet Safe Harbor.

We had 30 students (1.3% of the total school population) in the 10-11 school year opt to go to non-PI schools within the district. (This represents 25 families.) For the 11-12 school year, there were only six additional applications (1.6% of the school population) from ECVHS, with at least two of the previous students asking to return after their experiences at other schools. In 2012-13, twenty students took advantage of this option. (This was 1.1% of the school population.)

Enrollment

Enrollment Statistics

2011-2012									
Total	09	10	11	12	5th Yr	SDC	RSP	EL	
2,079	465	475	504	635	150	119	122	1050	
2012-13									
1,858	427	444	449	538	39	112	115	862	
2013-14									
1,753	361	427	452	513	81	102	68	758	

Ethnicity and Gender 2011-2012

Ethnicity and Gender 2011-2012						
Ethnicity	Gender	Total	Grade 9	Grade 10	Grade 11	Grade 12
African American	F	113	32	25	25	31
African American	M	96	21	28	23	24
Ethnicity Total:		209	53	53	48	55
American Native	F	3	1	0	1	1
American Native	M	10	1	1	5	3
Ethnicity Total:		13	2	1	6	4
Asian	F	9	1	2	4	2
Asian	M	8	3	1	2	2
Ethnicity Total:		17	4	3	6	4
Declined To State	F	1	0	0	0	1
Declined To State	M	2	0	1	1	0
Ethnicity Total:		3	0	1	1	1
Filipino	F	25	7	4	8	6
Filipino	M	18	4	5	3	6
Ethnicity Total:		43	11	9	11	12
Hispanic	F	402	85	98	104	115
Hispanic	M	417	89	94	102	132
Ethnicity Total:		819	174	192	206	247
Middle Eastern	F	357	72	75	86	124
Middle Eastern	M	398	86	74	84	154
Ethnicity Total:		755	158	149	170	278
Pacific Islander	F	11	3	2	4	2
Pacific Islander	M	5	1	2	0	2
Ethnicity Total:		16	4	4	4	4
White	F	145	18	38	33	56
White	M	168	32	35	31	70
Ethnicity Total:		313	50	73	64	126
Total:		2188	456	485	516	731

Ethnicity and Gender 2012- 2013

Ethnicity and Gender 2012-2013						
Ethnicity	Gender	Total	Grade 9	Grade 10	Grade 11	Grade 12
African American	F	82	27	11	22	22
African American	M	89	26	12	23	28
Ethnicity Total:		171	53	23	45	50
American Native	F	13	2	10	0	1
American Native	M	16	4	7	3	2
Ethnicity Total:		29	6	17	3	3
Asian	F	7	2	0	2	3
Asian	M	9	3	3	1	2
Ethnicity Total:		16	5	3	3	5
Declined To State	M	2	0	0	1	1
Ethnicity Total:		2	0	0	1	1
Filipino	F	20	4	5	4	7
Filipino	M	15	2	5	4	4
Ethnicity Total:		35	6	10	8	11
Hispanic	F	341	81	80	88	92
Hispanic	M	358	97	83	81	97
Ethnicity Total:		699	178	163	169	189
Middle Eastern	F	346	72	86	84	104
Middle Eastern	M	346	65	104	79	98
Ethnicity Total:		692	137	190	163	202
Pacific Islander	F	12	6	0	0	6
Pacific Islander	M	3	1	1	1	0
Ethnicity Total:		15	7	1	1	6
White	F	89	14	15	28	32
White	M	107	20	20	28	39
Ethnicity Total:		196	34	35	56	71
Total:		1855	426	442	449	538

Ethnicity and Gender 2013- 2014

Ethnicity and Gender 2013-2014						
Ethnicity	Gender	Total	Grade 9	Grade 10	Grade 11	Grade 12
African American	F	92	17	30	19	26
African American	M	95	29	23	19	24
Ethnicity Total:		187	46	53	38	50
American Native	F	3	0	2	1	0
American Native	M	8	0	5	1	2
Ethnicity Total:		11	0	7	2	2
Asian	F	3	1	1	0	1
Asian	M	10	1	4	4	1
Ethnicity Total:		13	2	5	4	2
Declined To State	M	2	0	0	0	2
Ethnicity Total:		2	0	0	0	2
Filipino	F	13	0	4	5	4
Filipino	M	15	6	1	5	3
Ethnicity Total:		28	6	5	10	7
Hispanic	F	312	64	76	76	96
Hispanic	M	356	97	96	80	83
Ethnicity Total:		668	161	172	156	179
Middle Eastern	F	325	54	73	94	104
Middle Eastern	M	326	48	72	110	96
Ethnicity Total:		651	102	145	204	200
Pacific Islander	F	6	0	5	0	1
Pacific Islander	M	7	2	2	1	2
Ethnicity Total:		13	2	7	1	3
White	F	75	19	14	11	31
White	M	102	22	23	21	36
Ethnicity Total:		177	41	37	32	67
Total:		1750	360	431	447	512

Enrollment at ECVHS has declined over the last three years. There is lower enrollment in the district overall possibly due to lower birth years. However, some of this lower enrollment is due to boundary changes made two years ago. The boundary discussion was heated and many families feel strong connections to their school so in response the district allowed and has continued to allow a time period of choice in which families can choose to send their children to any “open” school. This last year all schools were “open” save one so about 150 changes to enrollment at ECVHS were made before students even promoted from eighth grade.

Primary Languages (Other than English):

Primary Languages (Other than English):			
Language	2011-2012	2012-2013	2013-14
Afghan	6	5	2
Albanian	4	2	1
Arabic	185	176	180
Armenian	2	2	1
Assyrian	11	10	7
Burmese	1	0	0
Chaldean	429	356	327
Farsi	11	11	13
French	1	1	0
Fu-Kien	1	1	0
German	1	1	1
Kurdish	41	29	30
Other Filipino	2	1	1
Pashto	1	0	0
Russian	1	0	0
Sign Language	1	3	3
Somali	0	3	3
Spanish	443	382	364
Tagalog	13	13	8
Thai	0	0	1
Vietnamese	4	3	1
Unidentified/Decline to State	17		74

With the influx of primarily Iraqi refugees, the language distribution is heavily toward Chaldean. We recently met the 15% threshold for Chaldean and already had it for Spanish so all parent information documents are translated into Spanish and Arabic. (Interesting to note: Chaldean is not a written language; it is only spoken, so when documents are written, they are written in Arabic. This is an issue we are trying to resolve, but there may not be a way around it.)

Our Title 1 Allocation is based on our Free and Reduced Lunch percentage. We currently have the highest percentage of students at a comprehensive high school qualifying for Free and Reduced Lunch in the GUHSD.

Free and Reduced Lunch

2010-2011	71%
2011-2012	78%
2012-2013*	71%

*18-year-olds no longer counted.

ECVHS has been holding steady for Free and Reduced Lunch rates in the 70% range for the past several years. Even when the economy was doing really well, we were between 60-70%. ECVHS became schoolwide Title 1 in 2005 after being a targeted school for at least ten years prior to that.

Special Education Enrollment

	SDC	RSP
2011-2012	119	122
2012-2013	112	115
2013-2014	102	68

2012-2013 On-Campus Special Education Programs:

- LH Program (mild to moderate) - 125
- MH/SH Program (moderate to severe)- 37
- PLUS Program - 24
- Speech and Language only - 2
- Transition Program (for students who are 18-22 years old) - 36

Special Education Alternative Education Programs:

- SGII/Home Hospital/Home Choice - 5

Total number of students = 239

2013-2014 On-Campus Special Education Programs:

- LH Program (mild to moderate) - 120
- MH&SH Program (moderate to Severe) - 46
- PLUS Program - 28

Speech and Language only - 3

Transition Program (for students who are 18-22 years old) - 28

Special Ed Alternative Education Programs:

SGII- 1

Home Choice -19

Home/Hospital -1

Total number of students = 246

Special Education enrollment is down on campus in every area except SH. This is linked with the enrollment overall being down. There are several more students choosing the Home Choice option as well.

AVID Enrollment

2011-2012 AVID Enrollment

Grade	Total	Females	Males
9	119	71	48
10	112	67	45
11	97	66	31
12	76	50	26
Total	404	254	150

2012-2013 AVID Enrollment

Grade	Total	Females	Males
9	66	46	20
10	112	66	46
11	72	46	26
12	60	40	20
Total	310	198	112

2013-2014 AVID Enrollment

Grade	Total	Females	Males
9	76	33	43
10	70	45	25
11	89	55	34
12	58	38	20
Total	293	171	122

AVID enrollment is down. Partly this is linked to overall enrollment but it is also linked to changes in funding which have affected the Master Schedule. At one point when ECVHS was on a 4x4 Block Quarter Schedule, there were 16 sections of AVID. Currently there are nine. There have traditionally been more female than male AVID students. This is not for lack of recruiting. There has been a rigorous recruitment process from the middle schools in the past.

AP Course Enrollment

Year	2011-2012	2012-2013	2013-2014
AP German	11	6	4
AP Spanish	21	30	24
AP Calculus	32	26	36
English Language AP	91	107	77
AP European History	67	75	62
AP 2-D Design	6	3	14
English Literature AP	32	20	31
AP Environmental Science	50	50	31
AP US History	45	50	59
AP US Government	85	55	63
AP Economics	20	0	0
Total Enrollment	460	422	401

Honors Course Enrollment

Courses	2011-2012	2012-2013	2013-2014
Algebra 1 -1/2 H	74	28	29
Algebra 2 -1/2 H	110	81	100
Biology 1/2H	69	111	67
Chemistry 1/2H	77	65	70
Economics 1/2H	0	50	63
English 1/2 H	83	93	50
English 3/4 H	122	116	91
German 1/ 2 H	9	8	2
Geography 1/2H	138	66	74
Geometry 1/2 H	150	118	97
Physics 1/2H	13	16	36
Pre-Calculus 1/2 H	108	99	66
Spanish 5H	18	24	16
Total Enrollment	971	875	761

AP and Honors Course Enrollment are down as well. This is linked to overall enrollment being down. The same courses are being offered (except AP Economics is now Honors Economic.)

Language Proficiency

English Language Learners

Year	Number of EL Students Enrolled	Percent of Total School Enrollment
2006-2007	628	31%
2007-2008	679	33%
2008-2009	875	39%
2009-2010	838	36%
2010-2011	1050	47%
2011-2012	907	42%
2012-2013	862	44%
2013-2014	758	43%

The number of ELL students peaked in 2010-11. This was a high enrollment year and one of the heaviest for refugee enrollments as well. The influx of Iraqi refugees began in earnest in 2008. At that time there was no infrastructure to support families and students well. We have since made huge strides in this area.

District English Learner Program Goal: To provide students who have been identified as English Learners a comprehensive program that develops English fluency as rapidly as possible while maintaining access to a rigorous academic core curriculum within the regulations set forth both by the State of California and the United States Office of Civil Rights.

ECVHS Program Goal is for English Learners to meet or exceed ELD and core subject area standards, complete A-G requirements, pass the California High School Exit Exam, and score at a level comparable to that of an average native speaker in the school’s regular program on state mandated tests.

Structured English Immersion Program: Non-English speaking and limited English speaking students receive English language development and access to a challenging and rigorous core curriculum through a combination of standards-based English language development courses and primary language support in math, science, and social science courses. English learners are able to access challenging district content and performance standards for their respective grade levels in core curricular areas while acquiring English language proficiency as rapidly and effectively as possible.

Student Placement: The combination of CELDT, CAHSEE and CST scores, and student records (transcripts) are used to determine the appropriate level of SDAIE English.

Students who do not yet meet re-designation criteria may be placed in the mainstream program. This is determined by teacher recommendation and student placement criteria.

Literacy Support: Students placed in the beginning and Intermediate levels of ELD are concurrently enrolled in a second block called ESL. Every student enrolled in ELD whose first language is Spanish is also concurrently enrolled in Spanish for Spanish Speakers as part of their literacy support.

Supplementary services: EIA funds are used to support English language instruction through the use of primary language aides and counselors, instructional supplies, and parent activities to ensure that EL students receive the same rigorous standards-based curriculum available to all students. A support system for students not meeting standards and/or not passing the California High School Exit Exam includes additional instruction in core classes, tutoring in the night library (open to 5:00 PM Monday – Thursday), summer classes, and assistance in the extended day program. The Extended Day Program is in place for students to have the opportunity to attain standards, prepare for tests, and in some cases, retrieve credits. Title 1 funds also support the Family Resource Center where students and families can seek assistance with issues that interfere with academic achievement.

Re-designation of ELL Students

The following criteria are used to re-designate English Learners to Re-designated Fluent English Proficient (RFEP):

1. CELDT (California English Language Development Test) - Early Advanced or Advanced overall and at least Early Advanced in all areas.
2. ELA Competency - CST (California Standards Test) - Score of Basic (300) or passing the CAHSEE with a 350 or higher
3. Grades – “C” or better in English, and either Science or Social Science for two consecutive semesters.
4. Competency – CST (California Standards Test) - Score of Basic (300) or passing the CAHSEE with a 350 or higher
5. Core Teacher Recommendation – approval from a majority of the student’s core teachers
6. Parent agreement and/or recommendation

The parent has the option of meeting with the site Program Coordinator or approving the re-designation in writing. The student’s language proficiency code will be changed from EL to RFEP. The RFEP student will continue to be monitored for academic success for one full school year following re-designation.

School Year	ELL Students	Fluent English Proficient Students	Re-designated Fluent English Proficient Students
2007-2008	666 (31.9%)	444 (21.3%)	15 (2.4%)
2008-2009	567 (25.1%)	206 (9.1%)	19 (2.9%)
2009-2010	838 (35.3%)	363 (15.3%)	29 (5.1%)
2010-2011	Not Available	Not Available	33 (3.9%)
2011-2012	1075 (49.4%)	340 (15.6%)	9 (.4%)
2012-2013	806 (41.3%)	291 (14.9%)	33 (3.1%)

Data from CDE Data Quest

ECVHS has made RFEP a priority. There is now a team of counselors, teachers, and administrators working on RFEP. In the past it was just a single teacher. The number of students completing the RFEP process has fluctuated. We would like to see it rise steadily from here.

Attendance

Tardies

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	1.08 %	1.81 %	1.74 %	1.32%
2	1.72 %	2.73 %	2.41 %	1.35%
3	1.26 %	1.75 %	1.45 %	1.32%
4	1.37 %	1.38 %	1.47 %	.99%
5	1.32 %	1.25 %	1.47 %	1.21%
6	1.72 %	2.48 %	1.32 %	1.67%
7	2.51 %	2.8 %	1.51 %	1.71%
8	2.66 %	1.45 %	1.22%	1.66%
9	1.51 %	1.15 %	.84%	2.14%
10	1.65 %	1.47 %	.90%	1.98%
11	1.07 %	--	.78%	--
Total	1.62%	1.83%	1.37%	1.54%

All Day Truancy

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	4.25%	3.77%	4.00%	2.73%
2	4.3%	3.59%	4.37%	2.24%
3	5.19%	4.51%	4.55%	2.36%
4	5.16%	5.12%	5.78%	3.55%
5	5.37%	4.42%	5.01%	2.74%
6	4.44%	4.55%	3.88%	3.77%
7	4.5%	4.83%	4.67%	4.86%
8	5.16%	5.09%	5.5%	3.39%
9	5.2%	6.52%	5.14%	3.29%
10	5.69%	4.36%	5.07%	3.40%
11	5.76%		7.25%	--
Total	5.0%	4.68%	5.02%	3.23%

Period Truancy

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	1.54 %	1.79 %	1.79 %	1.38%
2	1.61 %	2.3 %	2.25 %	1.83%
3	1.32 %	1.87 %	1.79 %	2.37%
4	1.36 %	1.58 %	1.54 %	2.65%
5	1.52 %	1.57 %	1.70 %	2.55%
6	2.33 %	2.69 %	2.60 %	2.92%
7	2.81 %	3.14 %	2.97 %	3.08 %
8	2.87 %	1.99 %	2.31%	3.37%
9	1.67 %	1.71 %	1.93%	4.48%
10	1.78 %	1.67 %	2.09%	4.64%
11	2.02 %	--	3.75%	--
Total	1.89%	2.03%	2.25%	2.93%

Total Attendance Percentages

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	94.05	94.2	93.98	94.80
2	93.47	94.33	93.33	94.74
3	92.60	93.41	93.13	94.81
4	92.81	92.19	91.25	93.11
5	92.09	93.42	92.50	94.29
6	93.87	92.74	93.54	93.41
7	93.84	92.68	92.61	93.25
8	93.12	92.65	91.69	93.82
9	93.01	91.21	92.22	94.21
10	92.69	93.77	92.75	94.91
11	98.38	--	91.45	94.9
Total	93.63	93.06	92.58	94.13

The total attendance of students at ECVHS has increased over the last four years. While the number of tardies and truancies has fluctuated, overall attendance is up due to the Plus 8 program in which parents are being notified in real time of students not attending their first class of the day. Attendance rates are also up due to attendance recovery that ECVHS students participate in on Saturdays when involved with the Saturday Scholars program.

Dropout Prevention Data

Year	# DPS Students Case Managed	Attendance Laws Given	SART	SARB	FRC Referrals	Outside Referrals	Recovered Students – Now Attending	DPS Text List	Parent Portal Sign-up	Grads
2007-08	105	105	105	53	40	2	26			4
2008-09	115	104	98	39	22	2	14			12
2009-10	146	104	72	74	26	5	16			12
2010-11	156	156	84	38	69	4	15			19
2011-12	237	237	81	61	50	8	14	14	33	40
2012-13	327	327	85	32	63	10	14	98	27	43

The Dropout Prevention Specialist has increased her caseload over the last several years. As she has done so, the number of students “recovered” has fluctuated but the number of graduates is up. Many students on her caseload rely heavily on her and the support she is able to provide as well as the connections she helps them make to additional services.

Family Resource Center Data

FRC Case Management Overview				
Year	Referrals	Open Cases	Successful	Link to
2008-2009	158	94	57%	26%
2009-2010	166	92	81%	25%
2010-2011	215	122	92%	30%
2011-2012	219	154	75%	29%
2012-2013	173	119	86%	9%

The Family Resource Center has increased the number of successful cases in which families are able to meet the therapy goals set at the beginning of their sessions. Of the referrals made, some are simply “link and leave” in which families are given information about programs in the community to serve them. Others want services from the FRC and become the open cases.

Discipline Statistics

Year	Suspensions	Expulsions
2009-2010	517	23
2010-2011	485	22
2011-2012	337	18
2012-2013	327	4

Discipline Referrals

Discipline Referrals			
Offense	2010-2011	2011-2012	2012-2013
Other	83	44	53
Attendance	1186	479	351
All Day Truancy	8	92	28
Left w/o Permission	170	91	44
Out of Bounds	44	22	12
Period Truancy	525	1430	677
Tardy/Lockout	1094	372	91
Dress Code Violation	109	74	198
Electronic Equipment	317	171	95
Misrepresentation	6	4	2
Alteration/Forgery	4	17	1
Cheating	78	95	54
False Information	9	11	2
Disruption	1273	597	396
Horseplay	69	39	9
Left w/o Permission	4	6	5
Not in Seat	0	0	1
Teasing/Taunting	2	3	3
Throwing Object	38	10	6
Health/Safety	3	2	2
Safety Violation	32	3	4
Defiance	710	768	569
Computer Ethics	37	4	3

Discipline Referrals			
Offense	2010-2011	2011-2012	2012-2013
Failure to Report	19	73	18
No Show to Detention	870	1471	740
No Show Sat School	0	0	3
Talking Back	1	4	1
Disrespectful	80	70	19
Profanity	112	71	44
-Written Material	0	2	13
-At Staff/Adult	26	36	21
Obscene Gesture	2	2	2
Inappropriate Behavior	50	66	16
Harassment	7	19	5
Hitting Other Student(s)	85	24	13
Pushing/Shoving	27	6	7
Racial/Ethnic	3	2	4
Throwing Object	4	7	4
Threat	25	6	3
-To Staff/Adult	3	5	9
-To Student	18	6	3
Verbal Conflict	109	38	15
Bullying/Cyber-bullying	0	2	11
Assault/Battery	4	2	1
Mutual-No Injuries	36	30	46
Mutual-Injuries	2	7	3
To Student-No Injury	34	20	20
To Student-Injuries	11	18	1
To Staff	8	7	3
Burglary	1	8	0
Alcohol	1	0	2
Use of Alcohol	4	0	1
Under influence of Alcohol	5	2	4
Drugs	5	2	5
Use of Drugs	15	11	4
Possession of Drugs	6	6	5
Paraphernalia	4	5	1
Under influence of Drugs	28	12	2

Discipline Referrals			
Offense	2010-2011	2011-2012	2012-2013
Possession of Tobacco	21	11	4
Gestures/Language	0	3	2
Theft: Robbery	4	5	3
Possess Stolen Property	3	1	1
-Private Prop	11	4	3
-School Prop (>\$50)	3	2	3
-School Prop (<\$50)	4	3	2
Vandalism	10	1	4
Graffiti	5	3	0
-School Prop (>\$100)	2	2	1
-School Prop (<\$100)	0	1	2
Firearm look-alike	1	0	1
Knife (any length)	11	5	5
Total:	7596	6512	3686

Discipline has been area of concern over the last several years. The number of suspensions, expulsions, and referrals is down overall. The number of referrals written last year is almost half of the number three years ago. The number of expulsions is down significantly. This is due in part to lower enrollment but also a number of protocols set up by administration. An emphasis has been placed on writing referrals for true behavior problems, not simply that a student does not have a pencil. Additionally, detentions can now be assigned without a full referral being written. This cut the number of referrals significantly for 12-13. For 13-14, we hope to see more decreases. The district has sent a team from every school site to a Positive Behavior Intervention and Support (PBIS) training. This team returned and has set up a Reflection Room in which students can be away from class for redirection without a referral.

Socioeconomic Status

Free and Reduced Lunch	
2010-2011	71%
2011-2012	78%
2012-2013*	71%

*18-year-olds no longer counted.

ECVHS has been holding steady for Free and Reduced Lunch rates in the 70% range for the past several years. Even when the economy was doing really well, we were between 60-70%. ECVHS became schoolwide Title 1 in 2005 after being a targeted school for at least ten years prior to that.

Parent Education Levels

Education Level	2011-2012	2012-2013	2013-2014
Graduate school or Post-Graduate Credits	67 (3%)	63 (3%)	56 (3%)
College Graduate	223 (10%)	175 (9%)	150 (9%)
Some College	423 (19%)	364 (20%)	303 (17%)
High School Graduate	889 (42%)	724 (39%)	676 (39%)
Not a High School Graduate	577 (27%)	519 (28%)	562 (32%)
Declined to State	9 (.4%)	12 (.6%)	1 (.05%)

Parent Education Level percentages have been fairly consistent over time. There has been a decrease in the percentage of parents completing some college and an increase in the percentage that marked not a high school graduate but overall the percentages are consistent.

School Facilities

El Cajon Valley High School opened its doors in 1955. As an older school, there had been need for upgrades and repairs. The site staff has done an excellent job of addressing these upgrades and needed repairs over the years and takes pride in the condition of our grounds and classrooms. With the passing of Propositions H and U, the site has been experiencing extensive upgrades and remodeling since 2005.

ECVHS has been allocated a total of \$91.8 million under Proposition H and Proposition U bond programs, which includes current estimates for state match funding. Proposition H enabled the site to upgrade utilities infrastructure throughout the campus, including electrical, gas, water, sanitary sewers, drainage, communications, fire alarm, and data. The bond supported modernization of classrooms and restrooms, ADA access upgrades to several areas, additional removal of HAZMAT and restoration of landscaping, as well as track and field modernizations. The site also received a new eight-classroom science building.

The remaining funds from Proposition H have been combined with Proposition U to complete the modernization of the 600's buildings and Special Education classrooms as well as the Arts and Media complex (700's), 400's Classrooms and ROP Restaurant facility, and 300's classrooms. Future scope for additional modernization of theater/multipurpose area and cafeteria, girls' and boys' physical education building, and administration building with student support services. Improvements will also be completed for stadium ADA upgrades, the removal of old buildings and repair of covered walkways, in addition to modernizing the Library building.

Custodial staff includes four custodians and one lead custodian. Each is assigned a specific area on campus. A part-time custodian primarily cleans the cafeteria, as it prepares food for up to twelve satellite facilities; he also cleans a classroom and changes light bulbs throughout campus. To ensure that the custodial crew can maintain the entire campus, we rotate the assigned areas at the beginning of each school year and at winter break. We currently have one grounds-person and one lead grounds-person and a day utility worker. The grounds crew has had to choose the most important tasks in order to maintain the campus. Graffiti removal, bathroom cleanliness,

trash removal, and safety repairs are a priority for both crews. The day utility worker performs all shipping and receiving responsibilities, as well as emergency repairs and custodial duties during the day, as needed.

Daily furniture set-ups in the evening and during the day take away from cleaning time for both crews. The campus is used nightly for adult school, athletic events, site meetings/gatherings, and community events that require set-ups. Currently, the lead does the set-up when possible to avoid taking the custodians out of their assigned cleaning areas. The day utility worker does the daytime set-ups as needed. We have been fortunate to have a crew of five custodians (including the lead.) Many other campuses in our district have four (including the lead.)

It is the goal of the ECVHS maintenance staff to maintain the campus in a clean and safe manner at all times. Work orders are processed immediately when repairs are needed. As a rule, the district maintenance and operations response is quick and thorough.

We are also inspected regularly by both a Williams Settlement Team and through FIT Inspections. We have complied with all recommendations.

In the 12-13 school year, we worked on our curb appeal. We have gotten feedback from the community that the entrance to the school was difficult to find (when only the side gate is open) and that our campus did not look as welcoming. In response to this we redid plantings in the front, opened the front entrance gates on Madison Ave., have a table near the gate with a greeter, and got a new welcome sign that make parents and community members welcome while still notifying them of our policies.

Staff

El Cajon Valley High School has four administrators, one school facilities manager (classified management), 104 certificated, and 68 classified staff members for the 2012-2013 school year. There are currently five campus supervisors as part of the classified staff as well as one School Resource Officer (SRO) who is an officer with the El Cajon City Police Department. All staff members working in classrooms are NCLB compliant, as this is one of our district’s requirements. All teachers are CLAD certified, also per district policy, and all probationary teachers complete our own, district-developed BTSA program so that their credentials are cleared by the time they obtain tenure. For faculty at ECVHS, the number of years in education and in the district range from 2 years (1 person) to 37 years (1 person). The average number of years in the district is 11.6 while the average number of years in education is 13.4.

Certificated Faculty Statistics

	2012-2013	2013-2014
Total Number of Certificated Faculty	104	89
Number of Qualified Counselors	6	5
Percent of Teachers NCLB/ESEA Qualified	100%	100%

Certificated Faculty Statistics

Number of National Board Certified Teachers	3 current (2 additional teachers were National Board Certified, but did not renew their certificates)	3 current
Percent of Teachers Teaching Outside Their Credential Area	1% (1 Teacher)	0%
Number of Teachers on Emergency Permit	0	0
Number of Teachers with Advanced Degrees	84	76
Number in CLAD Training	0	0
Number in BTSA	9	7
Number in an Intern Program	0	0

Classified Staff Statistics

	2012-2013	2013-2014
Total Contract Classified Employees	68	59
Of the Above: Bilingual Cross Cultural Aides*	6	4
Of the Above: Special Education Aides*	28	25
Additional: Non-Contract Temporary (AVID Tutors, etc.)*	25	TBD

*All Paraprofessionals meet NCLB/ESEA requirements.

Staff Gender

	Certificated		Classified		Administration	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Female	57	48	51	42	3	3
Male	47	41	17	17	3	2

Staff Ethnicity 2012-13

	Certificated and Administration		Classified	
	2012-13	2013-14	2012-13	2013-14
African American	3	3	7	4
Asian	4	1	1	0
Filipino	1	1	0	1
Hispanic	11	8	18	11
Unknown	2	2	2	1
White	88	79	38	42
Total	109	94	68	59

The number of faculty and staff has decreased due to budget. There are more female than male adults on campus and the ethnicity is predominantly white. The percent of certificated faculty with advanced degrees is 85%.

Professional Development Activities and Content

From 2008-2012, Teachers attended monthly professional development meetings during their preparatory period to focus on schoolwide best practices and research-based strategies to increase student achievement. Some of the focus strategies included student engagement, vocabulary acquisition, and text interaction. These trainings were teacher driven and created by the Literacy Action Team.

Since 2007 we have been working with the Professional Learning Community (PLC) model to align courses with common formative and summative assessments, assignments and grading policies. In 2012 there was additional contract language that has changed the look of PLC's within the Grossmont District. From 2007 to 2012 we had collaboration time built into the bell schedule for teachers to further develop the Professional Learning Community, which was designed around instructional programs of interdisciplinary, team-taught, flexible time and space curriculum in a variety of subjects.

The faculty has been trained through different initiatives in GUHSD in programs used such as Illuminate, Engrade Pro, and Google. Teachers were also trained in specific programs they teach such as READ 180, System 44, ED 20/20, and Apex. In addition teachers have been trained by the district in Common Core over the last year.

In the 2012-13 school year we were on the traditional 6-period day schedule that had no minutes built in for collaboration so the administrative team created a schedule whereby core academic subject teachers could still meet and collaborate once every five weeks for a two-hour block. This system has helped some teachers to continue to collaborate but not all.

Also, because we are a school in PI year 4 we hired a consultant, Storm Education Enterprises, to help work with teachers on literacy strategies. (Please also see PD hours spreadsheets for the last three years.)

Co-Curricular and Extra Curricular Participation

There were 977 total students involved in extra-curricular sports/cheer this year. Some students participated in multiple sports. Monday Night Marching Band had 33 Students in after school activities and Monday Night Concert Band had 21.

Clubs on Campus	Number of Participating Students
Academic League	20
CARE (Charity Assistance Relief Endowment) Club	53
Camp Lead Club	30
Chinese Club	30
Club Christiano	40
Club Inspire	25
CASA (Chaldean American Student Association)	17
Debate Club	12
El Cajon Valley Theatre Company (Drama)	20
French Club	13
Friday Night Live	23
Gay Straight Alliance	20
German Club/Class	65
Higher Ground	40
Iron Braves	8
JAM/Anime Club	15
KidWind	10
Korean Dance Club	5
LEO's (Leadership Education Opportunity) Club	14
Library Club	20
Link Crew	66
MEChA	25
Peacemakers Club	15
Outdoor Adventure Club	26

The number of students participating in after school, non-academic activities is probably fewer than many other schools. Our large immigrant population has a different view of school so it has been a paradigm shift for families to allow them to participate in after school clubs and sports.

District Policies and School Financial Support

Expenditures per Pupil:

We receive \$40 per pupil and \$15 per pupil from Lottery yearly for materials and supplies.

District Revenue Sources: In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs. Please refer to the budget table below for full details.

Categorical Programs - Description 2013-14	
Federal Programs	
ASSETs: 21st CCLC <i>After School Safety and Enrichment for Teens. Funds after school enrichment programs for students and parent education activities. Assist students to meet state and local academic achievement standards in core academic subjects and/or pass the CAHSEE. Key areas: Academic Support and Enrichment, College/Career Awareness, Physical Activities, Parent Literacy.</i>	\$250,000.00
RSIG: Refugee School Impact Grant <i>-Federal Grant money from the department of US Citizenship and Immigration Services Refugee division administered by the State of California. The Refugee School Impact Grant is awarded through a competitive application process and is potentially eligible for a total of five years with the second through fifth year awards on a non-competitive continuation basis. This grant promotes coordination among the refugee county coordinators, local school districts, and community-based organizations to better serve refugee children in their communities.</i>	\$112,844.00
*TITLE I: SCHOOL WIDE PROGRAM <i>- Upgrade the entire educational program of the school. The purpose of Title I funding is to "ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments."</i>	\$568,000.00
*Title I Professional Development 12-13 <i>- for Professional Development to improve student achievement on standardized tests</i>	\$106,480.00
*District Title I Parent Involvement Set-aside 2012-13 <i>- for parent involvement activities</i>	\$10,648.00
Total Federal Funding	\$1,047,972.00
State Programs	
Arts & Music <i>- funds used for supplemental materials and supplies</i>	\$7,208.00
AVID <i>- Designed to increase schoolwide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path. Funds AVID T.A.' and activities.</i>	TBD

Categorical Programs - Description 2013-14	
CAHSEE - <i>Funding supports intensive instruction and services for eligible students who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils.</i>	\$53,679.00
*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM - <i>“Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant. A school shall use EIA funds to support programs and activities designed to assist English learners achieve proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. EIA-LEP is for ELs only (Used to fund El Coordination, Instructional Aides, Materials/Supplies, postage, parent meetings and Professional Development for English Learners)</i>	\$66,190.00
*ECONOMIC IMPACT AID/SCE – <i>EIA-SCE Helps educationally disadvantaged students succeed in regular program</i>	\$16,882.00
*GATE - <i>Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. Used for conferences, books, field trips, admissions, materials, and supplies.</i>	\$2,183.00
Supplemental School Instruction – <i>funds academic support classes and tutorials in before and after school programs</i>	\$22,528.00
Instructional Materials – <i>funds must be spent on locally adopted standards-aligned instructional materials and in-service training related to use of instructional materials.(Block Grant and Lottery Funds combined)</i>	\$66,664.00
SAFE SCHOOLS - <i>Used to fund safety supplies and communication</i>	\$6,500.00
SLIBG - Library Materials	\$1,670.00
Total State Funding	\$243,504.00
* programs requiring School Site Council Approval	

Being a Title 1 School and having access to additional funds has made an impact on programs at ECVHS. We run multiple intervention classes and after school programs with our Title 1, ASSETs, and RSIG grants.

Student Performance Data

Academic Performance Index (API)

ECVHS	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Growth API	583	588	600	590	604	632	654	658	644	634	707
Base API	534	574	591	600	613	604	632	654	658	644	634

API Data by Subgroups

API Report 2010-11

	2010 Base	2011 Growth	Growth Target	10-11 Growth	Met Target
Schoolwide	658	644	7	-14	No
African-American	625	629	9	4	No
Hispanic	655	655	7	0	No
White	661	622	7	-39	No
Socioeconomically Disadvantaged	647	625	8	-22	No
English Language Learners	613	580	9	-33	No
Students with Disabilities	491	489	15	-2	No

API Report 2011-2012

	2011 Base	2012 Growth	Growth Target	11-12 Growth	Met Target
Schoolwide	642	634	8	-8	NO
African-American	632	658	8	26	Yes
Hispanic	655	670	7	15	Yes
White	618	595	9	-23	No
Socioeconomically Disadvantaged	623	617	9	-6	No
English Language Learners	578	588	11	10	No
Students with Disabilities	490	518	16	28	Yes

API Report 2012-2013

	2012 Base	2013 Growth	Growth Target	12-13 Growth	Met Target
Schoolwide	634	707	8	73	Yes
African-American	660	739	7	79	Yes
Hispanic	670	746	7	76	Yes
White	595	652	10	57	Yes
Socioeconomically Disadvantaged	618	696	9	78	Yes
English Language Learners	588	635	11	47	Yes
Students with Disabilities	518	561	14	43	Yes

School Ranking and Similar School Ranking

Year	Number of Students Included in API	Base API	State Rank	Similar Schools Rank	Growth Target	API Target
2010	1342	658	2	3	7	665
2011	1330	642	2	2	8	650
2012	1279	634	2	2	8	642
2013	Not available					

In 2010-11, the subgroups that had the biggest decrease overall were “White” and “English Language Learners” – which at ECVHS is the same population. In 2011-12, the subgroups with the only decrease were “White” and “Socioeconomically Disadvantaged.” In 2012-13, all subgroups went up significantly – the increases were, for the most part, 30-70 points more than the target.

California Standards Test (CST)

Subgroup: Economically Disadvantaged												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	371	32%	447	31%	312	27%	509	32%	419	29%
Mathematics	430	50%	369	48%	452	41%	314	39%	502	34%	414	31%
STAR												
ELA-9	463	34%	414	31%	418	36%	356	33%	477	33%	402	30%
ELA-10	347	31%	297	27%	418	24%	297	23%	500	19%	412	16%
ELA-11	399	29%	330	25%	441	17%	320	16%	537	21%	434	18%
General Math	100	0%	99	0%	2	*	1	*	70	1%	69	1%
Algebra	339	33%	300	33%	501	28%	415	26%	608	26%	519	25%
Integrated	177	7%	149	7%	1	*	1	*	-	-	-	-
Geometry	298	17%	255	16%	457	15%	336	17%	449	13%	361	13%
Algebra II	177	19%	141	19%	210	10%	144	10%	179	9%	128	7%
Summative H.S. Math	69	42%	54	44%	54	15%	35	3%	57	34%	39	31%
World History	365	41%	310	38%	413	30%	282	26%	422	35%	342	32%
U.S. History	412	37%	344	34%	458	25%	334	21%	478	31%	379	26%
10th Life	345	44%	296	40%	422	36%	302	31%	489	30%	404	27%
Biology	423	49%	358	46%	387	37%	267	35%	448	36%	358	31%
Chemistry	160	37%	124	35%	216	25%	147	22%	225	21%	165	18%
Earth Science	164	20%	142	15%	181	10%	130	8%	193	11%	166	10%
Physics	4	*	4	*	3	*	2	*	5	*	2	*
Integrated/Coordinated Science	213	42%	179	39%	34	29%	27	26%	50	44%	41	51%
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

Subgroup: White												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	235	25%	447	31%	217	27%	509	32%	228	29%
Mathematics	430	50%	234	43%	452	41%	219	36%	502	34%	227	32%
STAR												
ELA-9	463	34%	228	21%	418	36%	216	27%	477	33%	225	30%
ELA-10	347	31%	168	25%	418	24%	211	17%	500	19%	228	17%
ELA-11	399	29%	202	19%	441	17%	220	15%	537	21%	278	18%
General Math	100	0%	88	0%	2	*	2	*	70	1%	63	2%
Algebra	339	33%	138	38%	501	28%	282	29%	608	26%	286	27%
Integrated	177	7%	89	6%	1	*	1	*	-	-	-	-
Geometry	298	17%	147	13%	457	15%	201	14%	449	13%	191	15%
Algebra II	177	19%	69	19%	210	10%	91	8%	179	9%	84	10%
Summative H.S. Math	69	42%	32	41%	54	15%	30	20%	57	34%	26	31%
World History	365	41%	176	37%	413	30%	198	24%	422	35%	176	35%
U.S. History	412	37%	202	26%	458	25%	226	21%	478	31%	233	30%
10th Life	345	44%	167	36%	422	36%	211	27%	489	30%	224	25%
Biology	423	49%	187	41%	387	37%	179	30%	448	36%	185	33%
Chemistry	160	37%	65	37%	216	25%	94	24%	225	21%	100	22%
Earth Science	164	20%	90	11%	181	10%	90	3%	193	11%	102	9%
Physics	4	*	1	*	3	*	2	*	5	*	3	*
Integrated/Coordinated Science	213	42%	55	45%	34	29%	13	23%	50	44%	16	50%

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Subgroup: Hispanic or Latino												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	158	45%	447	31%	164	34%	509	32%	207	32%
Mathematics	430	50%	159	57%	452	41%	166	45%	502	34%	203	35%
STAR												
ELA-9	463	34%	164	44%	418	36%	158	43%	477	33%	177	38%
ELA-10	347	31%	145	32%	418	24%	147	33%	500	19%	201	19%
ELA-11	399	29%	149	38%	441	17%	159	19%	537	21%	200	24%
General Math	100	0%	9	*	2	*	-	-	70	1%	4	*
Algebra	339	33%	145	30%	501	28%	175	22%	608	26%	239	25%
Integrated Math	177	7%	76	8%	1	*	-	-	-	-	-	-
Geometry	298	17%	109	18%	457	15%	182	16%	449	13%	194	12%
Algebra II	177	19%	77	19%	210	10%	90	14%	179	9%	67	9%
Summative H.S. Math	69	42%	30	43%	54	15%	13	8%	57	34%	23	39%
World History	365	41%	149	40%	413	30%	154	36%	422	35%	183	33%
U.S. History	412	37%	157	48%	458	25%	168	28%	478	31%	188	30%
10th Life	345	44%	144	47%	422	36%	149	46%	489	30%	196	31%
Biology	423	49%	176	53%	387	37%	150	39%	448	36%	198	36%
Chemistry	160	37%	71	38%	216	25%	92	24%	225	21%	95	21%
Earth Science	164	20%	57	32%	181	10%	62	18%	193	11%	68	12%
Physics	4	*	3	*	3	*	-	-	5	*	1	*
Integrated/ Coordinated Science	213	42%	108	41%	34	29%	15	27%	50	44%	26	50%
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

Subgroup: Black or African American												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	23	48%	447	31%	51	33%	509	32%	47	34%
Mathematics	430	50%	21	43%	452	41%	52	48%	502	34%	45	24%
STAR												
ELA-9	463	34%	49	49%	418	36%	27	44%	477	33%	55	31%
ELA-10	347	31%	19	32%	418	24%	45	24%	500	19%	47	17%
ELA-11	399	29%	36	44%	441	17%	39	13%	537	21%	38	26%
General Math	100	0%	1	*	2	*	-	-	70	1%	2	*
Algebra	339	33%	39	26%	501	28%	33	27%	608	26%	62	21%
Integrated Math	177	7%	9	*	1	*	-	-	-	-	-	-
Geometry	298	17%	27	26%	457	15%	51	8%	449	13%	41	10%
Algebra II	177	19%	18	6%	210	10%	18	6%	179	9%	13	0%
Summative H.S. Math	69	42%	6	*	54	15%	4	*	57	34%	4	*
World History	365	41%	22	52%	413	30%	47	30%	422	35%	40	29%
U.S. History	412	37%	40	45%	458	25%	41	22%	478	31%	37	32%
10th Life	345	44%	19	58%	422	36%	47	38%	489	30%	46	33%
Biology	423	49%	34	59%	387	37%	48	46%	448	36%	39	33%
Chemistry	160	37%	18	33%	216	25%	13	38%	225	21%	15	13%
Earth Science	164	20%	14	14%	181	10%	25	8%	193	11%	19	21%
Physics	4	*	-	-	3	*	1	*	5	*	1	*
Integrated/ Coordinated Science	213	42%	36	39%	34	29%	4	*	50	44%	7	*

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Subgroup: English Learners												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	200	10%	447	31%	192	9%	509	32%	259	15%
Mathematics	430	50%	200	30%	452	41%	195	25%	502	34%	256	26%
STAR												
ELA-9	463	34%	222	10%	418	36%	182	11%	477	33%	190	9%
ELA-10	347	31%	147	7%	418	24%	175	5%	500	19%	267	7%
ELA-11	399	29%	167	3%	441	17%	252	7%	537	21%	295	5%
General	100	0%	81	0%	2	*	2	*	70	1%	60	0%
Algebra	339	33%	152	28%	501	28%	283	23%	608	26%	319	22%
Integrated	177	7%	93	3%	1	*	1	*	-	-	-	-
Geometry	298	17%	129	6%	457	15%	189	4%	449	13%	226	7%
Algebra II	177	19%	39	10%	210	10%	81	6%	179	9%	40	5%
Summative H.S. Math	69	42%	13	31%	54	15%	17	12%	57	34%	11	27%
World	365	41%	154	24%	413	30%	164	11%	422	35%	214	19%
U.S. History	412	37%	176	9%	458	25%	255	11%	478	31%	244	11%
10th Life	345	44%	145	19%	422	36%	175	14%	489	30%	260	13%
Biology	423	49%	158	21%	387	37%	153	16%	448	36%	217	18%
Chemistry	160	37%	37	11%	216	25%	89	7%	225	21%	69	10%
Earth Science	164	20%	97	9%	181	10%	121	7%	193	11%	139	4%
Physics	4	*	1	*	3	*	2	*	5	*	-	-
Integrated/Coordinated Science	213	42%	49	24%	34	29%	3	*	50	44%	4	*

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Subgroup: Reclassified-Fluent English Proficient (RFEP)

	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	103	66%	447	31%	87	62%	509	32%	72	67%
Mathematics	430	50%	104	84%	452	41%	87	71%	502	34%	73	59%
STAR												
ELA-9	463	34%	59	73%	418	36%	107	63%	477	33%	93	66%
ELA-10	347	31%	100	45%	418	24%	84	56%	500	19%	74	48%
ELA-11	399	29%	100	54%	441	17%	68	41%	537	21%	91	49%
General	100	0%	-	-	2	*	-	-	70	1%	1	*
Algebra	339	33%	44	59%	501	28%	77	35%	608	26%	79	53%
Integrated	177	7%	30	20%	1	*	-	-	-	-	-	-
Geometry	298	17%	78	19%	457	15%	103	32%	449	13%	76	27%
Algebra II	177	19%	75	21%	210	10%	60	12%	179	9%	66	9%
Summative H.S. Math	69	42%	27	52%	54	15%	21	14%	57	34%	26	38%
World	365	41%	101	53%	413	30%	84	55%	422	35%	71	65%
U.S. History	412	37%	97	69%	458	25%	71	58%	478	31%	91	57%
10th Life	345	44%	100	62%	422	36%	84	64%	489	30%	72	60%
Biology	423	49%	122	69%	387	37%	78	64%	448	36%	83	61%
Chemistry	160	37%	62	40%	216	25%	59	49%	225	21%	74	27%
Earth Science	164	20%	20	50%	181	10%	10	*	193	11%	11	36%
Physics	4	*	2	*	3	*	-	-	5	*	1	*
Integrated/ Coordinated Science	213	42%	40	48%	34	29%	15	40%	50	44%	25	56%

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Subgroup: Students with Disabilities

	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	24	17%	447	31%	38	11%	509	32%	41	5%
Mathematics	430	50%	22	23%	452	41%	40	13%	502	34%	30	13%
STAR												
ELA-9	463	34%	9	*	418	36%	16	31%	477	33%	44	5%
ELA-10	347	31%	12	17%	418	24%	20	5%	500	19%	42	2%
ELA-11	399	29%	16	19%	441	17%	23	9%	537	21%	25	4%
General	100	0%	-	-	2	*	1	*	70	1%	1	*
Algebra	339	33%	11	9%	501	28%	18	28%	608	26%	54	4%
Integrated	177	7%	7	*	1	*	-	-	-	-	-	-
Geometry	298	17%	9	*	457	15%	23	0	449	13%	35	3%
Algebra II	177	19%	4	*	210	10%	2	*	179	9%	1	*
Summative H.S. Math	69	42%	-	-	54	15%	1	*	57	34%	-	-
World	365	41%	28	23%	413	30%	42	17%	422	35%	41	10%
U.S. History	412	37%	39	23%	458	25%	44	7%	478	31%	23	13%
10th Life	345	44%	12	42%	422	36%	21	24%	489	30%	42	7%
Biology	423	49%	25	24%	387	37%	43	9%	448	36%	39	8%
Chemistry	160	37%	3	*	216	25%	3	*	225	21%	1	*
Earth Science	164	20%	31	16%	181	10%	36	11%	193	11%	20	15%
Physics	4	*	-	-	3	*	-	-	5	*	-	-
Integrated/ Coordinated Science	213	42%	2	*	34	29%	1	*	50	44%	-	-

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For 2013, Percent Proficiency is up almost across the board on the CST exams—all areas except ELA 9, which jumped in 2012 and Coordinated Science, which peaked in 2011. A lot of hard work went into these scores. All subject areas had students working on academically rigorous coursework to prepare. Some 10th grade students attended Saturday Scholars STAR School for World History. The implementation of the Be BRAVE incentive program motivated students as well.

California High School Exit Exam (CAHSEE)

Tenth Grade First Time Testers

ELA	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	550	321	57%	28%	229	43%
2011	509	297	58%	32%	209	42%
2012	460	273	59%	31%	187	41%
2013	433	256	59%	35%	177	41%

Math	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	531	374	68%	37%	157	32%
2011	502	351	70%	34%	151	30%
2012	456	345	76%	41%	111	24%
2013	430	321	75%	50%	109	25%

March 2011

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	502	30	256	73	414	85
Passing	Math	351 (70%)	15 (50%)	154 (60%)	69 (95%)	279 (67%)	71 (84%)
# Tested	ELA	509	41	259	72	419	87
Passing	ELA	297 (58%)	12 (29%)	101 (39%)	67 (93%)	226 (54%)	70 (80%)

March 2012

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	452	40	195	87	314	138
Passing	Math	344 (76%)	14 (35%)	117 (60%)	85 (98%)	230 (73%)	114 (83%)
# Tested	ELA	447	38	192	87	312	135
Passing	ELA	270 (60%)	11 (29%)	57 (30%)	82 (94%)	170 (54%)	100 (74%)

March 2013

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	430	22	200	104	369	61
Passing	Math	321 (75%)	8 (36%)	124 (62%)	103 (99%)	273 (74%)	48 (79%)
# Tested	ELA	433	24	201	103	372	61
Passing	ELA	256 (59%)	7 (29%)	72 (36%)	98 (95%)	213 (57%)	43 (70%)

CAHSEE Data for 11th and 12th Grade Students Who Have Yet to Pass

October 2010 – 11th and 12th grades

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	331	21	234	5	209	107
Passing	Math	60 (18%)	3 (14%)	32 (14%)	-	35 (17%)	20 (19%)
# Tested	ELA	486	43	360	11	298	160
Passing	ELA	86 (18%)	5 (12%)	54 (15%)	7 (64%)	45 (15%)	38 (24%)

February 2011 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	126	10	89	0	110	11
Passing	Math	20 (16%)	-	13 (15%)	-	15 (14%)	2 (18%)
# Tested	ELA	201	19	147	2	172	15
Passing	ELA	17 (8%)	0 (0%)	9 (6%)	-	12 (7%)	2 (13%)

May 2011 – 11th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	145	11	114	2	133	11
Passing	Math	42 (29%)	2 (18%)	29 (25%)	-	38 (29%)	4 (36%)
# Tested	ELA	197	9	170	0	185	11
Passing	ELA	32 (16%)	-	23 (14%)	-	29 (16%)	3 (27%)

May 2011 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	97	9	69	0	88	9
Passing	Math	29 (30%)	-	23 (33%)	-	27 (31%)	-
# Tested	ELA	154	14	125	1	140	11
Passing	ELA	11 (7%)	0 (0%)	10 (8%)	-	10 (7%)	0 (0%)

November 2011 – 11th and 12th grades

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	301	11	246	3	256	30
Passing	Math	69 (23%)	4 (36%)	49 (20%)	-	55 (21%)	11 (37%)
# Tested	ELA	504	32	401	4	403	60
Passing	ELA	82 (16%)	6 (19%)	50 (12%)	-	56 (14%)	19 (32%)

February 2012 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	115	6	95	1	105	7
Passing	Math	17 (15%)	-	13 (14%)	-	13 (12%)	-
# Tested	ELA	244	8	195	0	201	11
Passing	ELA	16 (7%)	-	10 (5%)	-	11 (5%)	3 (27%)

May 2012 – 11th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	104	6	85	1	83	21
Passing	Math	14 (13%)	-	11 (13%)	-	10 (12%)	4 (19%)
# Tested	ELA	155	17	133	2	126	29
Passing	ELA	20 (13%)	4 (24%)	15 (11%)	-	15 (12%)	5 (17%)

May 2012 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	81	1	74	1	76	5
Passing	Math	8 (10%)	-	6 (8%)	-	7 (9%)	-
# Tested	ELA	176	1	170	0	167	9
Passing	ELA	4 (2%)	-	4 (2%)	-	2 (1%)	-

November 2012 – 11th and 12th grades

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	261	28	156	2	205	33
Passing	Math	61 (23%)	1 (4%)	30 (19%)	-	46 (22%)	12 (36%)
# Tested	ELA	475	43	260	7	319	48
Passing	ELA	84 (18%)	4 (9%)	50 (19%)	-	54 (17%)	22 (46%)

CAHSEE passage rate has stayed consistent for first time test takers over the last two years but proficiency has increased. For students who have yet to pass the CAHSEE, the rate of passing varies but there are students passing. Special Education students can be waived but with the new policy of community college students not getting financial aid without having passed the CAHSEE has forced many adults back to campus to take the CAHSEE exam.

Adequate Yearly Progress (AYP)

2010-2011 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 66.7% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	462	166	35.9	NO
Black or African American	41	15	36.6	--
Hispanic or Latino	201	71	35.3	NO
White	194	65	33.5	NO
Socioeconomically Disadvantaged	377	126	33.4	NO
English Language Learners	266	54	20.3	NO
Students with Disabilities	53	13	24.5	--

Math Target: 66.1% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	465	170	36.6	NO
Black or African American	41	12	29.3	--
Hispanic or Latino	203	75	36.9	NO
White	195	69	35.4	NO
Socioeconomically Disadvantaged	379	129	34.0	NO
English Language Learners	267	76	28.5	NO
Students with Disabilities	53	16	30.2	--

2010-2011 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	522	96	Yes
Black or African American	52	51	99	--
Hispanic or Latino	219	214	98	Yes
White	242	229	95	Yes
Socioeconomically Disadvantaged	441	427	97	Yes
English Language Learners	280	274	98	Yes
Students with Disabilities	67	56	84	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	526	97	Yes
Black or African American	52	50	97	--
Hispanic or Latino	220	217	99	Yes
White	241	231	96	Yes
Socioeconomically Disadvantaged	442	431	98	Yes
English Language Learners	281	277	99	Yes
Students with Disabilities	67	56	84	--

2011-2012 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 77.8% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	425	139	32.7	No
Black or African American	44	16	36.4	--
Hispanic or Latino	162	55	34.0	No
White	204	61	29.9	No
Socioeconomically Disadvantaged	291	84	28.9	No
English Language Learners	264	72	27.3	Yes
Students with Disabilities	46	11	23.9	--

Math Target: 77.4% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	428	180	42.1	No
Black or African American	45	21	46.7	--
Hispanic or Latino	163	74	45.4	Yes
White	205	77	37.6	No
Socioeconomically Disadvantaged	292	120	41.1	No
English Language Learners	265	108	40.8	Yes
Students with Disabilities	48	11	22.9	--

2011-2012 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	461	99	Yes
Black or African American	53	52	99	--
Hispanic or Latino	171	169	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	271	100	Yes
Students with Disabilities	50	48	96	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	463	100	Yes
Black or African American	53	53	100	--
Hispanic or Latino	171	170	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	272	100	Yes
Students with Disabilities	50	50	100	--

2012-2013 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 88.9% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	386	158	40.9	Yes
Black or African American	33	17	51.5	--
Filipino	10	-	-	--
Hispanic or Latino	147	73	49.7	Yes
White	185	54	29.2	No
Socioeconomically Disadvantaged	350	133	38.0	Yes
English Language Learners	228	56	24.6	No
Students with Disabilities	33	15	45.5	--

Math Target: 88.7% Met all Proficient rate criteria? Yes				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	385	213	55.3	Yes
Black or African American	32	15	46.9	--
Filipino	10	-	-	--
Hispanic or Latino	147	90	61.2	Yes
White	185	91	49.2	Yes
Socioeconomically Disadvantaged	349	187	53.6	Yes
English Language Learners	228	103	45.2	Yes
Students with Disabilities	33	15	45.5	--

2012-2013 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	449	447	100	Yes
Black or African American	36	36	100	--
Hispanic or Latino	165	164	99	Yes
White	226	226	100	Yes
Socioeconomically Disadvantaged	405	402	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	450	448	100	Yes
Black or African American	36	35	98	--
Hispanic or Latino	166	165	99	Yes
White	226	227	100	Yes
Socioeconomically Disadvantaged	406	403	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

ECVHS has met the participation AYP objective the past three years but did not meet any of the Annual Measurable Objectives in 2011 or 2012 except for the ELL in 2012. In 2013, with the 73-point gain in API, ECVHS made Safe Harbor in all areas except ELA “White” subgroup and “English Language Learner” subgroup.

California English Language Development Test (CELDT)

"Three purposes for the California English Language Development Test (CELDT) are specified in state law (see Education Code Section 60810 (d)(1-3)), including: 1) identify pupils as limited English proficient, 2) determine the level of English language proficiency (ELP) who are limited English proficient, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English."

CELDT Results 2009-10 - All CELDT Tests – 688 were Annual Assessments and 454 were Initial Assessments.

Performance Level	9	10	11	12	Total
Advanced	29 (10%)	10 (3%)	19 (7%)	20 (7%)	78 (7%)
Early Advanced	56 (20%)	62 (21%)	59 (22%)	56 (19%)	233 (20%)
Intermediate	79 (28%)	79 (26%)	64 (24 %)	65 (22%)	287 (25%)
Early Intermediate	59 (21%)	52 (17%)	54 (20%)	61 (21%)	226 (20%)
Beginning	57 (20%)	98 (33%)	71 (27%)	92 (31%)	318 (28%)
Number Tested	280 (100%)	301 (100%)	267 (100%)	294 (100%)	1,142 (100%)

CELDT Results 2010-11 – All CEDT Tests – 409 Initials and 688 Annuals

Performance Level	9	10	11	12	Total
Advanced	4 (2.0%)	11 (4.0%)	10 (3.0%)	16 (5.0%)	41 (4.0%)
Early Advanced	22 (12.0%)	53 (18.0%)	49 (16.0%)	50 (16.0%)	174 (16.0%)
Intermediate	56 (29.0%)	76 (26.0%)	66 (22.0%)	62 (20.0%)	260 (24.0%)
Early Intermediate	28 (15.0%)	52 (18.0%)	57 (19.0%)	74 (23.0%)	211 (19.0%)
Beginning	81 (42.0%)	95 (33.0%)	121 (40.0%)	114 (36.0%)	411 (37.0%)
Number Tested	191 (100.0%)	287 (100.0%)	303 (100.0%)	316 (100.0%)	1,097 (100.0%)

El Cajon Valley High School

Focus on Learning: WASC Self-Study

CELDT Results 2011-12 - All CELDT Tests – 133 Initials and 880 Annuals

Performance Level	9	10	11	12	Total
Advanced	4 (2.0%)	8 (4.0%)	18 (7.0%)	20 (5.0%)	50 (5.0%)
Early Advanced	30 (16.0%)	41 (21.0%)	57 (23.0%)	68 (18.0%)	196 (19.0%)
Intermediate	53 (28.0%)	41 (21.0%)	59 (24.0%)	81 (21.0%)	234 (23.0%)
Early Intermediate	45 (24.0%)	45 (23.0%)	56 (23.0%)	80 (21.0%)	226 (22.0%)
Beginning	58 (31.0%)	61 (31.0%)	54 (22.0%)	134 (35.0%)	307 (30.0%)
Number Tested	190 (100.0%)	196 (100.0%)	244 (100.0%)	383 (100.0%)	1,013 (100.0%)

ECVHS has decreased the number of ELL students scoring overall beginning but has not increased the number scoring Advanced or Early Advanced. Our ELL population has decreased since 2010 but we still have over 40% of our students considered EL.

SAT/ACT

SAT

Year	Senior Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1500 Number	Total >= 1500 Percent
2009-2010	639	104	16.28%	438	452	440	27	26.0%
2010-2011	662	151	22.8%	435	435	376	19	12.6%
2011-2012	546	134	24.5%	463	463	416	41	30.5%

ACT

Year	Senior Enrollment	Number Tested	Percent Tested	Average Score	Score >=21 Number	Score >=21 Percent
2008-2009	604	86	14.24%	18.38	20	23.26%
2009-2010	639	83	12.99%	17.9	18	21.69%
2010-2011	662	108	16.31%	18.07	27	25.0%

Most ECVHS graduates plan to go to community college. The number of students taking the SAT or ACT is less than a quarter of the senior class. The percentage of students taking the SAT and ACT are up as is the number scoring over 1500/ 21.

Advanced Placement

AP Exam Passage Rates -CDE

Year	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Score=1	Exams Score=2	Exams Score=3	Exams Score=4	Exams Score=5
2007-2008	478	1,023	138	75	64	32	12	9
2008-2009	604	1,132	192	127	70	45	24	19
2009-2010	639	1,224	283	269	92	63	35	22
2010-2011	662	1,244	330	232	181	74	37	16
2011-2012	722	1,228	238	167	121	68	20	6

Passing = Scores of 3, 4, 5

The number of students taking AP exams peaked in 2011. Unfortunately, approximately 70% of the AP exams taken end with a score of a 1. Only 3% of the tests get a score of a 5. For 2012, 39% of the tests taken were passed.

A-G Requirements Met

Year	Percent of Graduates who completed A-G Requirements
2007-2008	27%
2008-2009	52.7%
2009-2010	24.5%
2010-2011	24.4%
2011-2012	29.3%

A-G Requirements: The number of twelfth-grade graduates, for the school year indicated, completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. This represents only a portion of the entrance requirements for UC or CSU.

ECVHS has approximately 29% of students graduating with A-G requirements fulfilled. This is up from 2011. Our population change is evident by the peak in A-G in 2009. The number of students not meeting A-G is directly linked to the number of students in ELD classes. This is not to say that all non-ELL students are meeting the A-G requirements. This is an area that needs to be addressed.

Algebra (by grade level)**2011-12 Algebra Enrollment**

Grade	Algebra 1C/2C	Sheltered Algebra	Algebra 1H/2H	Sheltered Math 1/2
9	249	65	0	55
10	55	58		23
11	5	29		22
12	14	25		9

2012-13 Algebra Enrollment

Grade	Algebra 1C/2C	Sheltered Algebra	Algebra 1H/2H	Sheltered Math 1/2
9	238	52	28	54
10	5	17		46
11	1	15		29
12	0	20		19

2013-14 Algebra Enrollment

Grade	Algebra 1C/2C	Sheltered Algebra	Algebra 1H/2H	Sheltered Math 1/2
9	213	51	28	20
10	0	53		17
11	23	56		21
12	0	25		10

There is only one math class at ECVHS prior to Algebra. It is called Sheltered Math 1/2 and is programmed for new ELL students who have no previous math experience or test into the class. The class is fluid and as student progress, they are moved into Algebra. The majority of freshmen take Algebra 1C/2C while some take Geometry and some the Sheltered Math 1/2.

A, B, C Rates

A, B, C Rates		
2006-2007*	Term 1 72%	Term 2 71.5%
2007-2008*	Term 1 77.5%	Term 2 76.5%
2008-2009*	Term 1 74.5%	Term 2 74.5%
2009-2010*	Term 1 72%	Term 2 74%
2010-2011*	Quarter 1=77%, Q 2= 74%	Q 3= 74%, Q 4= 74%
2011-2012*	Quarter 1=75% Q 2 = 73%	Q 3= 72%, Q4= 72%
2012-2013	Semester 1 = 65%	Semester 2 = 66%

*4x4 Quarter Block Schedule 2000-2012

ABC rates were down from previous years in 2012-13. The change in schedule from the 4x4 Block to the traditional 6-period day was difficult for many students. We have provided interventions to help with re-teaching and grade recovery but more analysis of this is needed during 13-14 to see what more can be done to help students pass classes and be credit current, on track for graduation.

Completion Rates

2009-10 Site Graduation Data* - (CDE Enrollment/ Graduates 639/372 58%)	
Number of seniors enrolled at week 3	622
Number of seniors enrolled on the last day of school	508
Number of students who earned a diploma from the start of the current school year to the start of the following school year	387
	3 year graduates: 2
	4 year graduates: 341
	5+ year graduates: 44
Graduation Rate	76.1%

2010-11 Site Graduation Data* – (CDE Enrollment/ Graduates 538/361 67.1%)	
Number of seniors enrolled at week 3	659
Number of seniors enrolled on the last day of school	535
Number of students who earned a diploma from the start of the current school year to the start of the following school year	419 3 year graduates: 0 4 year graduates: 364 5+ year graduates: 55
Graduation Rate	78.3%

2011-12 Site Graduation Data* – (CDE Enrollment/ Graduates 541/343 63.4%)	
Number of seniors enrolled at week 3	731
Number of seniors enrolled on the last day of school	571
Number of students who earned a diploma from the start of the current school year to the start of the following school year	389 3 year graduates: 1 4 year graduates: 337 5+ year graduates: 51
Graduation Rate	68.1%

2012-13 Site Graduation Data* - (CDE: Enrollment/ Graduates TBD)	
Number of seniors enrolled at week 3	595
Number of seniors enrolled on the last day of school	519
Number of students who earned a diploma from the start of the current school year to the start of the following school year	365 3 year graduates: 0 4 year graduates: 312 5+ year graduates: 53
Graduation Rate	70.3%

Freshmen to Senior Class Comparison				
	Number as Freshmen	Number as Seniors	Cohort	Graduates
Class of 2010	528	639	536	333
Class of 2011	537	662	510	362
Class of 2012	563	722	546	336
Class of 2013	560	604	TBD	TBD

2010 Graduation Data

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Still Enrolled	Cohort Still Enrolled Rate
Hispanic or Latino of Any Race	237	168	70.9	36	15.2	0.8	31	13.1
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Asian, Not Hispanic	*	*	66.7	*	16.7	0.0	*	16.7
Pacific Islander, Not Hispanic	*	*	87.5	*	0.0	0.0	*	12.5
Filipino, Not Hispanic	*	*	85.7	*	14.3	0.0	*	0.0
African American, Not Hispanic	49	31	63.3	11	22.4	0.0	*	14.3
White, Not Hispanic	221	112	50.7	36	16.3	0.9	71	32.1
Two or More Races, Not Hispanic	*	*	0.0	*	100.0	0.0	*	0.0
Not Reported	*	*	33.3	*	33.3	0.0	*	33.3

2011 Graduation Data

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation	Cohort Dropouts	Cohort Dropouts	Cohort Special Ed	Cohort Still Enrolled	Cohort Still Enrolled
Hispanic or Latino of Any Race	206	156	75.7	27	13.1	1.0	21	10.2
American Indian or Alaska Native, Not Hispanic	*	*	25.0	*	25.0	0.0	*	50.0
Asian, Not Hispanic	*	*	83.3	*	16.7	0.0	*	0.0
Pacific Islander, Not Hispanic	*	*	66.7	*	0.0	0.0	*	33.3
Filipino, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
African American, Not Hispanic	53	45	84.9	*	3.8	0.0	*	11.3
White, Not Hispanic	223	142	63.7	25	11.2	0.4	55	24.7
Two or More Races, Not Hispanic	*	*	60.0	*	20.0	0.0	*	20.0
Not Reported	*	*	33.3	*	33.3	0.0	*	33.3

2012 Graduation Data

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation	Cohort Dropouts	Cohort Dropouts	Cohort Special Ed	Cohort Still Enrolled	Cohort Still Enrolled
Hispanic or Latino of Any Race	209	135	64.6	39	18.7	1.0	33	15.8
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Asian, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Pacific Islander, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Filipino, Not Hispanic	12	11	91.7	*	8.3	0.0	*	0.0
African American, Not Hispanic	44	28	63.6	11	25.0	4.5	*	6.8
White, Not Hispanic	253	151	59.7	63	24.9	0.4	38	15.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Not Reported	17	*	0.0	*	29.4	0.0	12	70.6

Graduation rate has fluctuated over the last several years. CDE data is different than site kept data as well but it is obvious that graduation rate is an area of concern and need. With the high number of refugee students enrolling as 10-12 graders, our cohort numbers seem skewed. We often have more seniors in a class than we had as freshmen but still fewer graduates. Many students who enroll at ECVHS as seniors or juniors ultimately attend adult school to graduate. Those who do stay have to sign a behavior and attendance contract and be on track for 5th year graduation. Overall, graduation rate is too low and identified as an area for growth.

Process and Perception Data

Survey Results

Surveys were given to stakeholder groups between November and December of 2012. The full set of questions and responses are in the appendix. This is the highlights – both positive and negative from each group. There are more from the staff and student surveys as these two groups were asked more questions than the parents.

Parent Stakeholder group positive highlights:

7. I feel welcomed at ECVHS.

(A) strongly agree = 284 = 35.1%

(B) agree = 326 = 40.2%

(C) neutral = 159 = 19.6%

(D) disagree = 27 = 3.3%

(E) strongly disagree = 11 = 1.4%

Blank = 3 = .4%

8. ECV Teachers and staff are respectful to me and my child.

(A) strongly agree = 311 = 38.4%

(B) agree = 328 = 40.5%

(C) neutral = 133 = 16.4%

(D) disagree = 27 = 3.3%

(E) strongly disagree = 11 = 1.4%

Blank = 0

9. All students are given an opportunity to learn at ECV.

(A) strongly agree = 366 = 45.2%

(B) agree = 312 = 38.5%

(C) neutral = 97 = 12%

(D) disagree = 22 = 2.7%

(E) strongly disagree = 10 = 1.2%

Blank = 3 = .4%

12. ECV meets the academic needs of the students.

(A) strongly agree = 227 = 28%

(B) agree = 367 = 45.3%

(C) neutral = 170 = 20.9%

(D) disagree = 34 = 4.2%

(E) strongly disagree = 9 = 1.2%

Blank = 3 = .4%

22. I am satisfied with the variety of classes at ECVHS.

(A) strongly agree = 220 = 27.2%

(B) agree = 344 = 42.5%

(C) neutral = 182 = 22.5%

(D) disagree = 45 = 5.5%

(E) strongly disagree = 11 = 1.3%

Blank = 8 = 1%

Parent stakeholder group negative highlights:

13. The school work my child is asked to do is challenging.

(A) strongly agree = 189 = 23.3%

(B) agree = 343 = 42.3%

(C) neutral = 194 = 24%

(D) disagree = 60 = 7.4%

(E) strongly disagree = 17 = 2.1%

Blank = 7 = .9%

14. I know what courses my child needs to take to get into college.

(A) strongly agree = 209 = 25.8%

(B) agree = 279 = 34.4%

(C) neutral = 167 = 20.6%

(D) disagree = 110 = 13.6%

(E) strongly disagree = 32 = 4%

Blank= 13 = 1.6%

16. My child is encouraged to take college prep (A-G) courses by his/her teachers and counselors.

(A) strongly agree = 249 = 30.7%

(B) agree = 250 = 30.8%

(C) neutral = 209 = 25.8%

(D) disagree = 62 = 7.7%

(E) strongly disagree = 29 = 3.6%

Blank= 11 = 1.4%

21. I know where I can get extra homework help/ tutoring for my child if needed.

(A) strongly agree = 247 = 30.5%

(B) agree = 315 = 38.9%

(C) neutral = 134 = 16.5%

(D) disagree = 79 = 9.8%

(E) strongly disagree = 19 = 2.3%

Blank= 16 = 2%

23. I use EngradePro to check my child's grades.

(A) strongly agree = 174 = 21.5%

(B) agree = 218 = 26.9%

(C) neutral = 209 = 25.8%

(D) disagree = 113 = 14%

(E) strongly disagree = 82 = 10.1%

Blank = 14 = 1.7%

From these negatives it seems as though we need to do a better job of communicating - college requirements, the tutoring and support programs we have, and letting parents know about Engrade. Additionally, we need to look at how we are encouraging students to take classes as well as the level of rigor/ the challenge of assignments.

Student Stakeholder group positive highlights:

8. I am confident that I am being prepared well for college and the real world.

(A)strongly agree = 374 = 23.1%

(B) agree = 689 = 42.6%

(C) neutral = 430 = 26.6%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 27 = 1.6%

Blank = 6 = .4%

19. My family believes I can do well in school.

(A)strongly agree = 1000 = 61.8%

(B) agree = 430 = 26.6%

(C) neutral = 130 = 8%

(D) disagree = 35 = 2.2%

(E) strongly disagree = 18 = 1.1%

Blank = 5 = .3%

30. My homework assignments are directly related to classroom activities.

(A)strongly agree = 516 = 31.9%

(B) agree = 724 = 44.7%

(C) neutral = 297 = 18.4%

(D) disagree = 59 = 3.7%

(E) strongly disagree = 15 = .9%

Blank = 7 = .4%

31. I understand my teachers' expectations for student behavior in the classroom.

(A)strongly agree = 670 = 41.4%

(B) agree = 726 = 44.9%

(C) neutral = 172 = 10.6%

(D) disagree = 24 = 1.5%

(E) strongly disagree = 18 = 1.1%

Blank = 8 = .5%

32. I know where I can go to get help with my homework.

(A)strongly agree = 656 = 40.5%

(B) agree = 629 = 38.9%

(C) neutral = 220 = 13.6%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 27 = 1.7%

Blank = 8 = .5%

35. Instruction in my classrooms encourages an understanding of diverse opinions, values, and cultures.

(A)strongly agree = 323 = 20%

(B) agree = 653 = 40.3%

(C) neutral = 501 = 31%

(D) disagree = 90 = 5.6%

(E) strongly disagree = 35 = 2.2%

Blank = 16 = .9%

36. Overall, my teachers use a variety of instructional materials (i.e., textbooks, video, computer, etc.) to present academic material.

(A)strongly agree = 569 = 35.2%

(B) agree = 722 = 44.6%

(C) neutral = 247 = 15.3%

(D) disagree = 54 = 3.3%

(E) strongly disagree = 13 = .8%

Blank = 13 = .8%

38. I believe there are a reasonable number of tests given in my classes. (For example, at the end of chapter, end of unit, weekly vocabulary, etc.)

(A)strongly agree = 541 = 33.4%

(B) agree = 697 = 43.1%

(C) neutral = 245 = 15.1%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 45 = 2.9%

Blank = 12 = .7%

50. I try my best when I take CST and CAHSEE.

(A) always = 1044 = 64.5%

(B) often = 335 = 20.7%

(C) sometimes = 152 = 9.4%

(D) seldom = 40 = 2.5%

(E) never = 25 = 1.5%

Blank = 22 = 1.4%

Student stakeholder group negative highlights:

5. I use the school's library.

(A) daily = 130 = 8%

(B) weekly = 354 = 21.9%

(C) monthly = 515 = 31.8%

(D) never = 597 = 36.9%

E and Blank = 22 = 1.4%

6. I use EngradePro to check my grades.

(A) daily = 225 = 13.9%

(B) weekly = 659 = 40.7%

(C) monthly = 326 = 20.2%

(D) never = 392 = 24.2%

E and Blank = 16 = 1%

11. I am aware of ECV's mission statement and Expected School-wide Learning Results.

(A)strongly agree = 187 = 11.6%

(B) agree = 421 = 26%

(C) neutral = 468 = 28.9%

(D) disagree = 249 = 15.4%

(E) strongly disagree = 283 = 17.5%

Blank = 10 = .6%

14. ECV students are respectful towards teachers and other staff.

(A)strongly agree = 149 = 9.2%

(B) agree = 318 = 19.7%

(C) neutral = 736 = 45.5%

(D) disagree = 308 = 19%

(E) strongly disagree = 102 = 6.3%

Blank = 5 = .3%

17. There is at least one adult I can go to if I have a problem on campus.

(A)strongly agree = 619 = 38.3%

(B) agree = 493 = 30.5%

(C) neutral = 211 = 13%

(D) disagree = 174 = 10.8%

(E) strongly disagree = 118 = 7.3%

Blank = 3 = .1%

21. ECV staff encourages me to take college prep (A-G) classes.

(A)strongly agree = 366 = 22.6%

(B) agree = 483 = 29.8%

(C) neutral = 462 = 28.6%

(D) disagree = 213 = 13.2%

(E) strongly disagree = 92 = 5.7%

Blank = 2 = .1%

25. I know what classes I need to take to get into college.

(A)strongly agree = 574 = 35.5%

(B) agree = 511 = 31.5%

(C) neutral = 318 = 19.7%

(D) disagree = 147 = 9.1%

(E) strongly disagree = 62 = 3.8%

Blank = 6 = .4%

26. Writing is taught in most of my classes – “Not just in my English class.”

(A)strongly agree = 376 = 23.2%

(B) agree = 659 = 40.7%

(C) neutral = 369 = 22.8%

(D) disagree = 161 = 10%

(E) strongly disagree = 43 = 2.7%

Blank = 10 = .6%

46. When my tests show a low score, my teachers give me a chance to learn again and take another test to raise my score.

(A) always = 268 = 16.6%

(B) often = 471 = 29.1%

(C) sometimes = 486 = 30%

(D) seldom = 238 = 14.7%

(E) never = 131 = 8.1%

Blank = 24 = 1.5%

There are many pieces of information here that need to inform decisions moving forward. Even though staff feel like we encourage students to take A-G, maybe we do not. Communication is an issue with letting students know what classes they need for college but conversely many students feel like they are being prepared for college and the real world. The ESLRs need to be a big focus in the coming year. Students did not feel like they knew them.

Staff Stakeholder group positive highlights:

2. ECVHS is a safe place to attend school.

(A) strongly agree = 27 = 29%

(B) agree = 53 = 57%

(C) neutral = 9 = 9.7%

(D) disagree = 3 = 3.2%

(E) strongly disagree = 1 = 1.1%

3. ECVHS has clean and functional facilities.

(A) strongly agree = 28 = 30.1%

(B) agree = 52 = 55.9%

(C) neutral = 11 = 11.8%

(D) disagree = 1 = 1.1%

(E) strongly disagree = 1 = 1.1%

4. ECV's faculty and staff are highly qualified to do their respective jobs.

(A)strongly agree = 34 = 36.5%

(B) agree = 45 = 48.4%

(C) neutral = 13 = 14%

(D) disagree = 1 = 1.1%

(E) strongly disagree = 0

13. ECVHS is a welcoming place for students and parents.

(A)strongly agree = 26 = 27.9%

(B) agree = 52 = 55.9%

(C) neutral = 14 = 15.1%

(D) disagree = 1 = 1.1%

(E) strongly disagree = 0

15. ECV's staff encourages students to take college prep (A-G) classes.

(A)strongly agree = 26 = 27.9%

(B) agree = 51 = 54.8%

(C) neutral = 14 = 15.1%

(D) disagree = 2 = 2.2%

(E) strongly disagree = 0

27. I have learning goals/objectives and explain the purpose(s) of the lessons I teach.

(A)strongly agree = 27 = 43.5%

(B) agree = 28 = 45.2%

(C) neutral = 6 = 9.7%

(D) disagree = 1 = 1.6%

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

28. Homework assignments I assign are directly related to classroom activities.

(A)strongly agree = 37 = 59.7%

(B) agree = 18 = 29%

(C) neutral = 7 = 11.3%

(D) disagree = 0

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

33. I use a variety of instructional materials (i.e., textbooks, video, computer, etc.) in my classroom.

(A)strongly agree = 33 = 53.2%

(B) agree = 23 = 37.1%

(C) neutral = 6 = 9.7%

(D) disagree = 0

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

35. I use formative assessments to plan/modify instruction and pacing for students.

(A)strongly agree = 18 = 29%

(B) agree = 33 = 53.2%

(C) neutral = 10 = 16.2%

(D) disagree = 1 = 1.6%

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

Staff stakeholder group negative highlights:

1. I am confident that we are preparing students well for college and the real world.

(A)strongly agree = 5 = 5.4%

(B) agree = 26 = 27.9%

(C) neutral = 25 = 26.9%

(D) disagree = 33 = 35.5%

(E) strongly disagree = 3 = 3.2%

Blank = 1 = 1.1%

8. ECV's administration provides good leadership.

(A)strongly agree = 12 = 13%

(B) agree = 38 = 40.8%

(C) neutral = 23 = 24.7%

(D) disagree = 16 = 17.2%

(E) strongly disagree = 4 = 4.3%

11. ECV students are respectful towards the faculty and staff.

(A)strongly agree = 5 = 5.4%

(B) agree = 40 = 43%

(C) neutral = 31 = 33.3%

(D) disagree = 16 = 17.2%

(E) strongly disagree = 1 = 1.1%

19. Classes at ECVHS are challenging.

(A)strongly agree = 7 = 7.5%

(B) agree = 37 = 39.8%

(C) neutral = 32 = 34.4%

(D) disagree = 15 = 16.1%

(E) strongly disagree = 2 = 2.2%

21. I have sufficient time to collaborate with others.

(A)strongly agree = 4 = 4.3%

(B) agree = 16 = 17.2%

(C) neutral = 17 = 18.3%

(D) disagree = 29 = 31.2%

(E) strongly disagree = 26 = 27.9%

Blank = 1 = 1.1%

25. ECV classes of the same subject are consistent in pacing and content, regardless of the teacher.

(A)strongly agree = 4 = 6.4%

(B) agree = 24 = 38.7%

(C) neutral = 20 = 32.3%

(D) disagree = 12 = 19.4%

(E) strongly disagree = 2 = 3.2%

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

34. Students in my class are asked to do a variety of assignments (aside from testing) to show proficiency such as power point presentations, projects, portfolios, or performances.

(A)strongly agree = 22 = 35.5%

(B) agree = 21 = 33.9%

(C) neutral = 6 = 9.7%

(D) disagree = 13 = 20.9%

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

36. I use standardized test scores to inform my teaching and pacing for students.

(A)strongly agree = 7 = 11.3%

(B) agree = 27 = 43.5%

(C) neutral = 18 = 29.1%

(D) disagree = 9 = 14.5%

(E) strongly disagree = 1 = 1.6%

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

39. I use rubrics to give students feedback on their learning.

(A)strongly agree = 17 = 27.4%

(B) agree = 21 = 33.9%

(C) neutral = 17 = 27.4%

(D) disagree = 6 = 9.7%

(E) strongly disagree = 1 = 1.6%

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

ECVHS Staff has dissention over whether we are preparing students for college and the real world, the level of challenge of classes, and whether students are respectful to staff. The need for collaboration time is evident as is the need for common pacing.

Analysis of Profile Data

El Cajon Valley High School has had numerous changes in the past six years. Some of them have been steps forward, while others feel like steps back. Close and careful examination of our data and programs show some accomplishments, as well as opportunities for growth.

ECVHS is very proud of our system of interventions for students in need of social and emotional support through our guidance department and Family Resource Center. Our program was able to successfully close (meeting clinical goals of the therapy) 75-92% of cases in the last three years. Our Drop-Out Prevention Specialist has “recovered” students who were not connected to school well (which represent about 15% of the school’s total population.) Our attendance rate is up 1.09% in 2012-13 over 2011-12 and is our highest in the last four years. We started a calling-home program for students absent during period 1 called Plus Eight. This has helped cut down on trancies and keep parents informed in real time. We also run multiple Saturday programs that help with attendance recovery.

Our number of suspensions and expulsions was down in the 2011-12 and 2012-13 school years from previous years. Additionally, anecdotal evidence shows that climate on campus is changing in a positive direction with less trash in the lunch areas and more involvement in some activities.

An area of need that we have addressed throughout 2012-13 was having staff come together to create, vote, and stand behind a common vision, mission, and set of ESLRs. We had a large turn-over in administrative staff as well as the loss some teaching staff in the past two years and had a hard year in 2011-12 with the changing of the schedule and hard feelings over some different issues. Our previous vision, mission, and ESLRs were in need of updating which made this the perfect opportunity to get staff to start having hard conversations about who we are and what we stand for. We are now in the position of asking, “How do we live our vision and mission?” More work and conversations will be continuing in this area.

There were a few major points from Chapter 1 and the ensuing conversation that stood out as Critical Academic Needs:

1. Proficiency rates as measured by the CAHSEE and CST (soon Common Core)

ESLR: Meet or Exceed Standards in all content areas.

California High School Exit Exam (CAHSEE)

Tenth Grade First Time Testers

ELA	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	550	321	57%	28%	229	43%
2011	509	297	58%	32%	209	42%
2012	460	273	59%	31%	187	41%
2013	433	256	59%	35%	177	41%

Math	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	531	374	68%	37%	157	32%
2011	502	351	70%	34%	151	30%
2012	456	345	76%	41%	111	24%
2013	430	321	75%	50%	109	25%

California Standards Test (CST)

Subgroup: Economically Disadvantaged												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	371	32%	447	31%	312	27%	509	32%	419	29%
Mathematics	430	50%	369	48%	452	41%	314	39%	502	34%	414	31%
STAR												
ELA-9	463	34%	414	31%	418	36%	356	33%	477	33%	402	30%
ELA-10	347	31%	297	27%	418	24%	297	23%	500	19%	412	16%
ELA-11	399	29%	330	25%	441	17%	320	16%	537	21%	434	18%
General Math	100	0%	99	0%	2	*	1	*	70	1%	69	1%
Algebra	339	33%	300	33%	501	28%	415	26%	608	26%	519	25%
Integrated	177	7%	149	7%	1	*	1	*	-	-	-	-
Geometry	298	17%	255	16%	457	15%	336	17%	449	13%	361	13%
Algebra II	177	19%	141	19%	210	10%	144	10%	179	9%	128	7%
Summative H.S. Math	69	42%	54	44%	54	15%	35	3%	57	34%	39	31%
World History	365	41%	310	38%	413	30%	282	26%	422	35%	342	32%
U.S. History	412	37%	344	34%	458	25%	334	21%	478	31%	379	26%
10 th Life	345	44%	296	40%	422	36%	302	31%	489	30%	404	27%
Biology	423	49%	358	46%	387	37%	267	35%	448	36%	358	31%
Chemistry	160	37%	124	35%	216	25%	147	22%	225	21%	165	18%
Earth Science	164	20%	142	15%	181	10%	130	8%	193	11%	166	10%
Physics	4	*	4	*	3	*	2	*	5	*	2	*
Integrated/ Coordinated Science	213	42%	179	39%	34	29%	27	26%	50	44%	41	51%

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.

Subgroup: Hispanic or Latino												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	158	45%	447	31%	164	34%	509	32%	207	32%
Mathematics	430	50%	159	57%	452	41%	166	45%	502	34%	203	35%
STAR												
ELA-9	463	34%	164	44%	418	36%	158	43%	477	33%	177	38%
ELA-10	347	31%	145	32%	418	24%	147	33%	500	19%	201	19%
ELA-11	399	29%	149	38%	441	17%	159	19%	537	21%	200	24%
General Math	100	0%	9	*	2	*	-	-	70	1%	4	*
Algebra	339	33%	145	30%	501	28%	175	22%	608	26%	239	25%
Integrated Math	177	7%	76	8%	1	*	-	-	-	-	-	-
Geometry	298	17%	109	18%	457	15%	182	16%	449	13%	194	12%
Algebra II	177	19%	77	19%	210	10%	90	14%	179	9%	67	9%
Summative H.S. Math	69	42%	30	43%	54	15%	13	8%	57	34%	23	39%
World History	365	41%	149	40%	413	30%	154	36%	422	35%	183	33%
U.S. History	412	37%	157	48%	458	25%	168	28%	478	31%	188	30%
10th Life	345	44%	144	47%	422	36%	149	46%	489	30%	196	31%
Biology	423	49%	176	53%	387	37%	150	39%	448	36%	198	36%
Chemistry	160	37%	71	38%	216	25%	92	24%	225	21%	95	21%
Earth Science	164	20%	57	32%	181	10%	62	18%	193	11%	68	12%
Physics	4	*	3	*	3	*	-	-	5	*	1	*
Integrated/ Coordinated Science	213	42%	108	41%	34	29%	15	27%	50	44%	26	50%
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

Subgroup: Black or African American												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	23	48%	447	31%	51	33%	509	32%	47	34%
Mathematics	430	50%	21	43%	452	41%	52	48%	502	34%	45	24%
STAR												
ELA-9	463	34%	49	49%	418	36%	27	44%	477	33%	55	31%
ELA-10	347	31%	19	32%	418	24%	45	24%	500	19%	47	17%
ELA-11	399	29%	36	44%	441	17%	39	13%	537	21%	38	26%
General Math	100	0%	1	*	2	*	-	-	70	1%	2	*
Algebra	339	33%	39	26%	501	28%	33	27%	608	26%	62	21%
Integrated Math	177	7%	9	*	1	*	-	-	-	-	-	-
Geometry	298	17%	27	26%	457	15%	51	8%	449	13%	41	10%
Algebra II	177	19%	18	6%	210	10%	18	6%	179	9%	13	0%
Summative H.S. Math	69	42%	6	*	54	15%	4	*	57	34%	4	*
World History	365	41%	22	52%	413	30%	47	30%	422	35%	40	29%
U.S. History	412	37%	40	45%	458	25%	41	22%	478	31%	37	32%
10th Life	345	44%	19	58%	422	36%	47	38%	489	30%	46	33%
Biology	423	49%	34	59%	387	37%	48	46%	448	36%	39	33%
Chemistry	160	37%	18	33%	216	25%	13	38%	225	21%	15	13%
Earth Science	164	20%	14	14%	181	10%	25	8%	193	11%	19	21%
Physics	4	*	-	-	3	*	1	*	5	*	1	*
Integrated/ Coordinated Science	213	42%	36	39%	34	29%	4	*	50	44%	7	*

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Subgroup: English Learners												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	200	10%	447	31%	192	9%	509	32%	259	15%
Mathematics	430	50%	200	30%	452	41%	195	25%	502	34%	256	26%
STAR												
ELA-9	463	34%	222	10%	418	36%	182	11%	477	33%	190	9%
ELA-10	347	31%	147	7%	418	24%	175	5%	500	19%	267	7%
ELA-11	399	29%	167	3%	441	17%	252	7%	537	21%	295	5%
General	100	0%	81	0%	2	*	2	*	70	1%	60	0%
Algebra	339	33%	152	28%	501	28%	283	23%	608	26%	319	22%
Integrated	177	7%	93	3%	1	*	1	*	-	-	-	-
Geometry	298	17%	129	6%	457	15%	189	4%	449	13%	226	7%
Algebra II	177	19%	39	10%	210	10%	81	6%	179	9%	40	5%
Summative H.S. Math	69	42%	13	31%	54	15%	17	12%	57	34%	11	27%
World	365	41%	154	24%	413	30%	164	11%	422	35%	214	19%
U.S. History	412	37%	176	9%	458	25%	255	11%	478	31%	244	11%
10th Life	345	44%	145	19%	422	36%	175	14%	489	30%	260	13%
Biology	423	49%	158	21%	387	37%	153	16%	448	36%	217	18%
Chemistry	160	37%	37	11%	216	25%	89	7%	225	21%	69	10%
Earth Science	164	20%	97	9%	181	10%	121	7%	193	11%	139	4%
Physics	4	*	1	*	3	*	2	*	5	*	-	-
Integrated/Coordinated Science	213	42%	49	24%	34	29%	3	*	50	44%	4	*

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Subgroup: Reclassified-Fluent English Proficient (RFEP)												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	103	66%	447	31%	87	62%	509	32%	72	67%
Mathematics	430	50%	104	84%	452	41%	87	71%	502	34%	73	59%
STAR												
ELA-9	463	34%	59	73%	418	36%	107	63%	477	33%	93	66%
ELA-10	347	31%	100	45%	418	24%	84	56%	500	19%	74	48%
ELA-11	399	29%	100	54%	441	17%	68	41%	537	21%	91	49%
General	100	0%	-	-	2	*	-	-	70	1%	1	*
Algebra	339	33%	44	59%	501	28%	77	35%	608	26%	79	53%
Integrated	177	7%	30	20%	1	*	-	-	-	-	-	-
Geometry	298	17%	78	19%	457	15%	103	32%	449	13%	76	27%
Algebra II	177	19%	75	21%	210	10%	60	12%	179	9%	66	9%
Summative H.S. Math	69	42%	27	52%	54	15%	21	14%	57	34%	26	38%
World	365	41%	101	53%	413	30%	84	55%	422	35%	71	65%
U.S. History	412	37%	97	69%	458	25%	71	58%	478	31%	91	57%
10th Life	345	44%	100	62%	422	36%	84	64%	489	30%	72	60%
Biology	423	49%	122	69%	387	37%	78	64%	448	36%	83	61%
Chemistry	160	37%	62	40%	216	25%	59	49%	225	21%	74	27%
Earth Science	164	20%	20	50%	181	10%	10	*	193	11%	11	36%
Physics	4	*	2	*	3	*	-	-	5	*	1	*
Integrated/Coordinated Science	213	42%	40	48%	34	29%	15	40%	50	44%	25	56%

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Subgroup: Students with Disabilities												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	24	17%	447	31%	38	11%	509	32%	41	5%
Mathematics	430	50%	22	23%	452	41%	40	13%	502	34%	30	13%
STAR												
ELA-9	463	34%	9	*	418	36%	16	31%	477	33%	44	5%
ELA-10	347	31%	12	17%	418	24%	20	5%	500	19%	42	2%
ELA-11	399	29%	16	19%	441	17%	23	9%	537	21%	25	4%
General	100	0%	-	-	2	*	1	*	70	1%	1	*
Algebra	339	33%	11	9%	501	28%	18	28%	608	26%	54	4%
Integrated	177	7%	7	*	1	*	-	-	-	-	-	-
Geometry	298	17%	9	*	457	15%	23	0	449	13%	35	3%
Algebra II	177	19%	4	*	210	10%	2	*	179	9%	1	*
Summative H.S. Math	69	42%	-	-	54	15%	1	*	57	34%	-	-
World	365	41%	28	23%	413	30%	42	17%	422	35%	41	10%
U.S. History	412	37%	39	23%	458	25%	44	7%	478	31%	23	13%
10th Life	345	44%	12	42%	422	36%	21	24%	489	30%	42	7%
Biology	423	49%	25	24%	387	37%	43	9%	448	36%	39	8%
Chemistry	160	37%	3	*	216	25%	3	*	225	21%	1	*
Earth Science	164	20%	31	16%	181	10%	36	11%	193	11%	20	15%
Physics	4	*	-	-	3	*	-	-	5	*	-	-
Integrated/Coordinated Science	213	42%	2	*	34	29%	1	*	50	44%	-	-
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

These have been ongoing areas of need in which our teams have been trying different interventions and methods in order to help students be successful. The approach we have most recently tried in 2012-13 is Saturday Scholars programs. These programs are “boot camps” for CAHSEE preparation (called Diamonds Saturdays) and CST review and preparation (called STAR Saturdays.) These intervention programs will be continued in the 2013-14 school year as they, along with the Be BRAVE Incentive Program have made an impact on student achievement. As we move into Common Core, we have lined up the *ECV Way* common directive verb and writing component that is schoolwide as well as Block Day Writing. Block day writing is a new component, since we now have block days, in which students are writing in every class using the *ECV Way* directive verbs in prompts. Additionally we have the NWEA Map assessment which all 9th-11th students take in order to inform us of their lexile levels. These levels are available for teachers to use to know exactly where students are, to differentiate curriculum, and to create flexible groupings.

2. The number of students passing classes and graduating

ESLRs: Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college; Manage time and workloads efficiently and avoid procrastination; Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college

Another area of need is raising our A, B, C rates and students being credit current as they progress towards graduation. Our current A, B, C rate is 65% which is down from 2011-12 by 10%. We can speculate that this is due to the change from the 4x4 block ECVHS had from 2000 to 2012. The 6-period day schedule for the 2012-13 school year has been very different for both students and teachers. (We have voted on a new schedule for the 2013-14 school year which will be a 7-period modified block which we hope is the best compromise of the 4x4 and traditional.) Additionally, the lack of alignment in some subject areas and the need for common formative and benchmark assessments has affected teams’ abilities to create interventions. We did pilot Brave School with some subject area teams- an after school program in which teams request students who have done poorly on benchmarks to attend re-teaching sessions which provides an opportunity for test retakes. There are mixed results to date.

A, B, C Rates

A, B, C Rates		
2006-2007*	Term 1 72%	Term 2 71.5%
2007-2008*	Term 1 77.5%	Term 2 76.5%
2008-2009*	Term 1 74.5%	Term 2 74.5%
2009-2010*	Term 1 72%	Term 2 74%
2010-2011*	Quarter 1=77%, Q 2= 74%	Q 3= 74%, Q 4= 74%
2011-2012*	Quarter 1=75% Q 2 = 73%	Q 3= 72%, Q4= 72%
2012-2013	Semester 1 = 65%	Semester 2 = 66%

*4x4 Quarter Block Schedule 2000-2012

ABC rates were down from previous years in 2012-13. The change in schedule from the 4x4 Block to the traditional 6-period day was difficult for many students. We have provided interventions to help with re-teaching and grade recovery but more analysis of this is needed during 13-14 to see what more can be done to help students pass classes and be credit current, on track for graduation.

Completion Rates

2009-10 Site Graduation Data* - (CDE Enrollment/ Graduates 639/372 58%)	
Number of seniors enrolled at week 3	622
Number of seniors enrolled on the last day of school	508
Number of students who earned a diploma from the start of the current school year to the start of the following school year	387
	3 year graduates: 2
	4 year graduates: 341
	5+ year graduates: 44
Graduation Rate	76.1%

2010-11 Site Graduation Data* – (CDE Enrollment/ Graduates 538/361 67.1%)	
Number of seniors enrolled at week 3	659
Number of seniors enrolled on the last day of school	535
Number of students who earned a diploma from the start of the current school year to the start of the following school year	419 3 year graduates: 0 4 year graduates: 364 5+ year graduates: 55
Graduation Rate	78.3%

2011-12 Site Graduation Data* – (CDE Enrollment/ Graduates 541/343 63.4%)	
Number of seniors enrolled at week 3	731
Number of seniors enrolled on the last day of school	571
Number of students who earned a diploma from the start of the current school year to the start of the following school year	389 3 year graduates: 1 4 year graduates: 337 5+ year graduates: 51
Graduation Rate	68.1%

2012-13 Site Graduation Data* - (CDE: Enrollment/ Graduates TBD)	
Number of seniors enrolled at week 3	595
Number of seniors enrolled on the last day of school	519
Number of students who earned a diploma from the start of the current school year to the start of the following school year	365
	3 year graduates: 0
	4 year graduates: 312
	5+ year graduates: 53
Graduation Rate	70.3%

Freshmen to Senior Class Comparison				
	Number as Freshmen	Number as Seniors	Cohort	Graduates
Class of 2010	528	639	536	333
Class of 2011	537	662	510	362
Class of 2012	563	722	546	336
Class of 2013	560	604	TBD	TBD

We have had a large number of students come into school, mostly our refugee population, as 16 or 17 year olds who are not able to complete graduation requirements and graduate with diplomas within the time they have here. Many go on to adult school and try to complete their diplomas there. We do keep between 40-80 students, who are close to meeting graduation requirements, as fifth year seniors. Many of them do graduate from ECVHS. In the past some of the fifth year seniors that stayed were attendance and behavior problems so now students and parents meet with an administrator and do a contract in order stay at ECVHS.

3. The English Language Learner program

ESLR: Apply complex problem-solving processes and critical thinking to school and real-life scenarios; Meet or exceed the Standards in all content areas

A final area of concern that affects the entire campus is how to provide for our large percentage of EL students a schedule that is rigorous, yet provides enough support beyond their ELD classes. Teachers of “sheltered” (English Learner Students outside of their ELD classes) are often frustrated with the mix of beginning and advanced in the same section. Students need to be in classes commensurate to their abilities, but at which point do they move between classes, how is their progress monitored, and who has the final say as to which class or section in which they are enrolled? There is not any specific data that we use well and/or on a regular basis to help facilitate these moves nor is there a standardized procedure. These issues are beginning to be addressed in the 2013-14 school year with the Language Academy.

API Data by Subgroups

API Report 2010-11

	2010 Base	2011 Growth	Growth Target	10-11 Growth	Met Target
Schoolwide	658	644	7	-14	No
African-American	625	629	9	4	No
Hispanic	655	655	7	0	No
White	661	622	7	-39	No
Socioeconomically Disadvantaged	647	625	8	-22	No
English Language Learners	613	580	9	-33	No
Students with Disabilities	491	489	15	-2	No

API Report 2011-2012

	2011 Base	2012 Growth	Growth Target	11-12 Growth	Met Target
Schoolwide	642	634	8	-8	NO
African-American	632	658	8	26	Yes
Hispanic	655	670	7	15	Yes
White	618	595	9	-23	No
Socioeconomically Disadvantaged	623	617	9	-6	No
English Language Learners	578	588	11	10	No
Students with Disabilities	490	518	16	28	Yes

API Report 2012-2013

	2012 Base	2013 Growth	Growth Target	12-13 Growth	Met Target
Schoolwide	634	707	8	73	Yes
African-American	660	739	7	79	Yes
Hispanic	670	746	7	76	Yes
White	595	652	10	57	Yes
Socioeconomically Disadvantaged	618	696	9	78	Yes
English Language Learners	588	635	11	47	Yes
Students with Disabilities	518	561	14	43	Yes

In 2010-11, the subgroups that had the biggest decrease overall were “White” and “English Language Learners” – which at ECVHS is the same population. In 2011-12, the subgroups with the only decrease were “White” and “Socioeconomically Disadvantaged.” In 2012-13, all subgroups went up significantly – the increases were, for the most part, 30-70 points more than the target.

Adequate Yearly Progress (AYP)

2010-2011 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 66.7%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	462	166	35.9	NO
Black or African American	41	15	36.6	--
Hispanic or Latino	201	71	35.3	NO
White	194	65	33.5	NO
Socioeconomically Disadvantaged	377	126	33.4	NO
English Language Learners	266	54	20.3	NO
Students with Disabilities	53	13	24.5	--

Math Target: 66.1%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	465	170	36.6	NO
Black or African American	41	12	29.3	--
Hispanic or Latino	203	75	36.9	NO
White	195	69	35.4	NO
Socioeconomically Disadvantaged	379	129	34.0	NO
English Language Learners	267	76	28.5	NO
Students with Disabilities	53	16	30.2	--

2010-2011 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1 st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	522	96	Yes
Black or African American	52	51	99	--
Hispanic or Latino	219	214	98	Yes
White	242	229	95	Yes
Socioeconomically Disadvantaged	441	427	97	Yes
English Language Learners	280	274	98	Yes
Students with Disabilities	67	56	84	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1 st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	526	97	Yes
Black or African American	52	50	97	--
Hispanic or Latino	220	217	99	Yes
White	241	231	96	Yes
Socioeconomically Disadvantaged	442	431	98	Yes
English Language Learners	281	277	99	Yes
Students with Disabilities	67	56	84	--

2011-2012 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 77.8% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	425	139	32.7	No
Black or African American	44	16	36.4	--
Hispanic or Latino	162	55	34.0	No
White	204	61	29.9	No
Socioeconomically Disadvantaged	291	84	28.9	No
English Language Learners	264	72	27.3	Yes
Students with Disabilities	46	11	23.9	--

Math Target: 77.4% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	428	180	42.1	No
Black or African American	45	21	46.7	--
Hispanic or Latino	163	74	45.4	Yes
White	205	77	37.6	No
Socioeconomically Disadvantaged	292	120	41.1	No
English Language Learners	265	108	40.8	Yes
Students with Disabilities	48	11	22.9	--

2011-2012 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	461	99	Yes
Black or African American	53	52	99	--
Hispanic or Latino	171	169	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	271	100	Yes
Students with Disabilities	50	48	96	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	463	100	Yes
Black or African American	53	53	100	--
Hispanic or Latino	171	170	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	272	100	Yes
Students with Disabilities	50	50	100	--

2012-2013 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 88.9% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	386	158	40.9	Yes
Black or African American	33	17	51.5	--
Filipino	10	-	-	--
Hispanic or Latino	147	73	49.7	Yes
White	185	54	29.2	No
Socioeconomically Disadvantaged	350	133	38.0	Yes
English Language Learners	228	56	24.6	No
Students with Disabilities	33	15	45.5	--

Math Target: 88.7% Met all Proficient rate criteria? Yes				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	385	213	55.3	Yes
Black or African American	32	15	46.9	--
Filipino	10	-	-	--
Hispanic or Latino	147	90	61.2	Yes
White	185	91	49.2	Yes
Socioeconomically Disadvantaged	349	187	53.6	Yes
English Language Learners	228	103	45.2	Yes
Students with Disabilities	33	15	45.5	--

2012-2013 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	449	447	100	Yes
Black or African American	36	36	100	--
Hispanic or Latino	165	164	99	Yes
White	226	226	100	Yes
Socioeconomically Disadvantaged	405	402	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	450	448	100	Yes
Black or African American	36	35	98	--
Hispanic or Latino	166	165	99	Yes
White	226	227	100	Yes
Socioeconomically Disadvantaged	406	403	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

ECVHS has met the participation AYP objective the past three years but did not meet any of the Annual Measurable Objectives in 2011 or 2012 except for the ELL in 2012. In 2013, with the 73-point gain in API, ECVHS made Safe Harbor in all areas except ELA “White” subgroup and “English Language Learner” subgroup.

Areas of Strength and Growth (In Order of Need)

STRENGTHS	AREAS for GROWTH
1. The number of support services available to students and families (ex: Family Resource Center and On-Campus Community Liaison)	1. Graduation Rate
2. The <i>ECV Way</i> – Schoolwide Academic Vocabulary Program	2. ELL (Sheltered) Class Placement, Evaluation, and Movement
3. Emerging Prevention and Intervention Programs (Brave School, Saturday Scholars, etc.)	3. Systematic use of assessments to inform decisions and place students in interventions (in real time) and to provide instructional staff with timely knowledge of students progress on curriculum objectives (Common Core, CAHSEE, etc.) and effective instructional practices
4. Large Amount of Student Choice in Pathways and Courses	4. Common assessments (formative and summative) and pacing for common courses including the development and implementation of the Common Core Curriculum
5. Diverse student body	5. CAHSEE Proficiency/Passage Rate and when implemented improvement in the Measurement of Academic Performance and Progress as related to the Common Core Standards
6. Dedicated, conscientious staff	6. Collaboration between and in departments particularly to integrate reading and writing skills for Common Core into classes
7. New Schoolwide Vision and Mission	7. Communication between Administration and Staff

Significant Developments at ECVHS

Over the past several years since the last full WASC in 2007 and 2010, there have been noteworthy changes at ECVHS. These changes have had an impact on both the progress of students and the look of the school.

Administration

ECVHS has had a change of administration since the last full WASC visit and Three Year Mid-term Review. The previous administration was comprised of mostly former ECVHS teachers who had moved into administrative positions, which some felt was a strength of theirs, while others felt it was not. Currently, the new administrative team has been consistent for two school years (save for a fifth member of the team who moved on to a principalship in 2012.) It is important to note a few things about ECVHS's history in regards to administration. We have had four principals in the last 15 years along with 17 different Vice Principals. There is a feeling among some staff that ECVHS is used as the "training" high school because all of these principals, whether they stayed in their positions one year (as one did) or six years (as another did), they have all been new principals with no prior principal experience before ECVHS. This along with the fact that the last two principals were assigned and not interviewed with input from staff led to a more contentious feeling among many staff and the need for a lot of trust building between admin and staff. This process has been slow but steady the past two years.

Staff Development – Vision, Mission and Culture

In the summer of 2012 a group of teachers and administrators went to a very powerful event held by the San Diego County Office of Education called Project Achieve for schools in Program Improvement. This group of attendees participated in a three day training event in which they were asked to analyze our school's culture. They came back to the Professional Development Days and continued the process of getting staff all "on the same page" in terms of understanding the need for a cohesive vision and mission as well as improving our school culture to where we want it to be. It was a healing process in a sense because the previous spring approximately 15 teachers were laid off or removed from our site along with other changes and there were many hurt feelings.

Grants and Programs

ECVHS was granted the Quality Education Investment Act (QEIA) grant in 2007. This grant had a major impact on a number of programs serving students as it was \$1,000 per pupil, roughly a \$2.2 million allocation per school year. Under the guidance of the School Site Council, QEIA funds hired up to 20 teachers per year along with an additional VP, purchased equipment for computer labs, ran tutorials, and allowed for increased professional development activities. Initially, as an alternative application school, QEIA only asked ECVHS for a yearly gain in API which we had for 2008, 2009, and 2010. However, in 2009, we were asked to create sub-goals in which to be monitored. We complied but then met none of the six sub-goals. As a result, in 2012, we were informed that we would no longer receive the QEIA grant. This meant 14 temporary teachers were laid off and there was a need to change the bell schedule from the 4X4 block which was established in 2000-2001 to a traditional six period day because the QEIA grant would no longer be available to supplement the cost of the block schedule. In 2008, the district ceased supporting the 4x4 block financially. These changes caused emotional strife for staff as teachers were released who had worked at ECVHS for up to five years and were really talented. Many of these individuals were integral members of teams – some even in leadership positions. The schedule debate was also very difficult and ended up dividing many staff members. This division was a major catalyst for negative school culture particularly in adult interactions. The 2011-2012 school year was a low in most staff's opinion. In the spring of 2012, the district, along with members of staff, went to the state board to appeal the end of the QEIA grant and ECVHS was granted a year extension with the understanding that the API must improve. The State Board recognized the unique situation at ECVHS with the number of Iraqi refugee students enrolling between 2007 and 2012. Unfortunately, ECVHS's API decreased in 2012 and the QEIA funds ceased after the 2012-2013 fiscal year. With the QEIA fund sunset in June 2013 ECVHS learned in August 2013 that our API score dramatically improved with an increase of 73 points for an all time high of 707. The Be BRAVE incentive program, implemented in 2012-

13, which will be noted many times throughout the WASC report, is significantly responsible for the increase of API. Other contributors to the API increase are the addition of freshmen science, which the absence had historically impacted the API negatively and the specific and targeted interventions for students in 10th grade for CAHSEE (Saturday Diamonds) and CST (STAR School).

From 2007 until 2012 ECVHS received the ASSETs (After School Safety and Enrichment for Teens) grant. Numerous after-school tutorials and enrichment classes were funded during this time period. ECVHS did not get picked up with the 2012-13 cohort but applied again with the San Diego County Office of Education Consortia and was approved for funds in 2013-14. This newest agreement is in the form of 5, 1-year grants that are dependent on attendance of 139+ students per day for 180 days over the course of the fiscal year. Planning is in place with the Student Voices Youth Advisory Board to make programs for 2013-2014.

ECVHS is in Program Improvement (PI). At the time of this writing, there is uncertainty as to whether we have met AYP and will stay in year 4 or if we will move into year 5, despite the API growth. Being in PI forced ECVHS to diligently follow the federal guidelines and sanctions. ECVHS has SES tutoring, SES choice for students to move to non-PI schools, and delineated funds for Parent Involvement and Professional Development. Since the last full WASC visit, we have worked on collecting data, revising and improving our SPSA action plans. This process has had its moments where things fell apart and data was not collected and analyzed but has been more consistent in the last four years. With the introduction of a new format for SPSAs, the current SPSA has fewer goals and more focus than previous SPSAs.

Facilities Improvements/Modernization

State Propositions H and U have led to major upgrades in infrastructure as well as facilities for almost the entire campus. Prop H began in 2005 and lasted until 2008 when Prop U replaced the upgrades in 2009. All student classrooms and hallways have been remodeled. The new Title IX compliant PE facilities are in progress with an estimated completion date of summer 2014. As bond funding available, the event center (theater, band, dance, ASB) and cafeteria will be redone and with the administration and library buildings following. Considering the small janitorial support staff, the school grounds are well taken care of despite the ongoing use of the facilities by adult school and other community organizations.

School Population Change

As mentioned in chapter one, El Cajon is also the largest resettlement area of Iraqi refugees in the county which numbered approximately 10,000 people from 2007-2010 and an additional 9,000 in 2011 alone. The East County Refugee Center estimates that there are 40,000 Iraqis now living in East County (El Cajon and surrounding unincorporated areas) and up to 90% of them are refugees. Current estimates from our resettlement partners in the community indicate that the number of refugees arriving in the area will be consistent with last year – roughly 200 people per month. Not all of these families have high school age children, but many do. We will continue to see refugee students enroll for the 2013-2014 school year and likely beyond. In 2007 we had 628 EL Students at ECVHS. In following four years the number of EL students enrolled increased every year and peaked in 2011. 2008 that increased to 679 and in 2009 it increased again to 875. In 2010 the number was 838 EL students (36% of the total enrollment). In June 2011, we had 1,050 EL students enrolled (49% of the total enrollment). Fall 2012 enrollment indicates that we had 862 EL students enrolled; this was 46.4% of our enrollment. This has been a challenging experience for the school community as well as the greater community as the population has changed so dramatically over the five years in which (current) refugee families have settled in El Cajon. El Cajon has had, since the 1980's a Chaldean (Catholic Arabic) population as well as a small Kurdish population – some of these families were refugees while others immigrants during that time period. El Cajon is second, at this point, only to Detroit, Michigan in Iraqi refugees and family moves between the two locations are not uncommon.

In response to this enrollment and community change, ECVHS has created a number of programs and practices that facilitate the positive involvement of our newest community members. One of these, starting in 2013-14, is Language Academy (LA). The Language Academy is designed to meet our newly arrived immigrant students or newcomers who are English Language Learners. Students in the LA will be enrolled as a cohort in Beginning ELD and ESL, Social Science Language, and Science Language. Students will take mathematics (based on their mathematics placement) and another elective course. The cohort teachers will collaborate on teaching the California ELD standards and developing students' language proficiency. In addition, teachers will work closely with our Community Liaison to connect families to school in helping the students acculturate to El Cajon Valley High School and to understand the ELL programs and graduation requirements. During the spring of 2013 ECVHS received the Refugee School Impact Grant (RSIG) and was notified the grant needed to be expended by August 2013. As a response, a summer program was developed, HOPE (Happiness, Opportunity, Perseverance/ Prosperity/ Personal safety and Education.) The purpose of HOPE summer program was to acculturate students new to the United States in a way that left them empowered yet connected to ECVHS. The program was reviewed very positively by the teachers and approximately 80 students that were involved. We received year two of the RSIG and plan to run the summer program again in the summer of 2014. If funding is available, we would like to continue beyond summer 2014. ECVHS also has in place monthly orientations for new students. In 2011-12 and 2012-2013, these orientations were just for students. Starting in 2013-14, orientations will be for students and parents once a month on Saturdays. We hope this will assist students with the transition to ECVHS and the United States more successfully.

Procedure for Implementation and Monitoring of the Schoolwide Action Plan

The schoolwide action plan is monitored on an ongoing basis as part of the SPSA. The SPSA is updated/ revised and voted on twice yearly – in May as a first edition and November as a final. The SPSA then goes to the GUHSD School Board to be ratified.

As new data becomes available the Instructional Leaders Team, the Department Chair Council and the Administrative Team analyze and make decisions about interventions to run as well as the direction of programs. The process of how this is reported to the School Site Council has changed over the years. From 2007-2011, departments were asked to do yearly write-ups of their goals and accomplishments to the SSC. This information was then analyzed by the SSC and added to the SPSA as part of the body (2007-2010) or an appendix (2011.) This format allowed the SSC to have access to all of this information but those outside the SSC did not (unless they read the SPSA which was not common.) So, in 2012, administration had all departments give their reports in the back-to-school professional development days. This allowed all staff members to hear the reports but it was time consuming and then had to still be given to the SSC. For the 13-14 school year, the plan is for departments to give their presentations, a few at a time, during the monthly staff meetings. They will also be given to the SSC the month following that. Additionally, for 13-14, all staff will be writing collective commitments in departments, in order to have succinct plans on how we are all working towards our common vision and ESLRs through our mission. The SSC then takes all reported information along with schoolwide data (ex: CST, CAHSEE, graduation rates, ABC rates, etc.) and develops the SPSA. This process takes two to three months every spring with the first draft being voted on in May. Over the summer and into early fall as things change and budgets are firming, changes are made by the SSC and the final SPSA is voted on in November. The SPSA is then posted on the school website and available in hard copy in the front office. Brave News, our parent and community newsletter, has articles regarding our progress (although not specifically the SPSA.) This will be addressed in 2013-14 by adding specific information regarding the SPSA in the newsletter.

Each department is responsible for monitoring their own goals as well as the schoolwide goals that directly pertain to them. As a team the Department Chair Council and Instructional Leadership Team in conjunction with administration, monitor and analyze the data and make recommendations to the SSC. The Title 1 and Grants Coordinator coordinates all of this information being shared with the SSC and helps facilitate the implementation of decisions made by SSC with the administration and department chair council.

Report on Schoolwide Action Plan Progress

While progress was noted by the 2010 WASC visit on the Critical Areas of Follow-up from 2007, no changes were recommended. ECVHS has continued to work on these same identified Critical Areas of Follow-up.

All Critical Areas of Follow-up were incorporated into the SPSA. The SPSA was consistently reviewed and revised to set goals meeting the current needs of student achievement while still addressing these Critical Areas of Follow-up.

Schoolwide Critical Area A: The leadership and instructional staff employ a consistent and systematic use of student performance assessment strategies that will measure the effects of the school’s programs and services, guide staff development, modify instruction, and therefore result in aligning student achievement among the standards, ESLRs, and grade distributions.

Comments from Mid-Status Visit: “ECVHS has made a good-faith effort to respond to this recommendation by setting ambitious, but appropriate goals, to increase student achievement and attendance. Numeracy, literacy, and writing strategies have been adopted schoolwide. Teachers analyze CST, CAHSEE, and district-approved common assessments in history, Algebra 1, Geometry, and writing using the PLC model. Led by department chair and outside consultants, content area departments use PLCs both as a means of monitoring progress and implementing active learning strategies. ELD students are placed in mainstream English and math courses based on benchmark data.”

Current: Department Chair Council and Instructional Leaders Team in conjunction with the Administrative Team continually look at data to drive programs. This is how programs such as Plus 8 in attendance, Saturday Scholars Diamonds (CAHSEE prep), and READ 180 all became programs at ECVHS.

Schoolwide Critical Area B: The school leadership, in collaboration with the staff and other stakeholders refine the schoolwide action plan sections, especially in relation to the impact of actions on student achievement.

“ECVHS has responded to this recommendation by incorporating the Visiting Team’s 2007 recommendations into its Single Plan for Student Achievement and Staff Development plans. It has made literacy, student engagement, and effective instructional practices a focus both for professional development days and the PLC meetings. Student achievement as measured by the school’s own indicators is mixed, and the school recognizes that continued work is needed to improve achievement.”

Current: Schoolwide action plan is directly linked with the activities that we, as a SSC and staff, employ to positively impact student achievement and well-being. All action items are centered on our goals. Goals are written based on analysis of data and critical areas of follow-up from the previous WASC visit.

Schoolwide Critical Area C: The leadership, instructional staff, and other stakeholders increase the use of results from analyzing student achievement data in the modification of instruction, particularly in areas of reading, writing, and math.

“English and Math PLCs are actively analyzing CST scores and CAHSEE pass rates and developing plans to target instruction to standards that are not being met. Math results have shown significant improvement; schoolwide English results have been flat. The increased numbers of EL students (now at 40%) is a major factor for slow improvement in ELA. Science and Social Studies have shown marked improvement in CST scores. The Special Education CAHSEE passing rate has improved from 14% to 51%.”

Current: Data is analyzed on an ongoing basis. It is fundamental to our work in improving our CAHSEE and CST proficiency rates. See chapter 1 data analysis.

Schoolwide Critical Area D: The school’s leadership, in collaboration with all stakeholders, develops and implements plans to actively engage the parent population, thereby connecting parents and the community with the school to meet the academic and personal needs of all students.

“The school has responded to the previous Visiting Committee’s recommendation through the development of a Family Resource Center and hiring three part-time parent mentors who are able to assist parents in their own languages. This is effective and welcoming response to a significant number of refugee parents unfamiliar with the U.S. school system. The FRC and Guidance Department collaborate with student and familial support groups. The school is also a member of a community-based organization, the El Cajon Collaborative, which is able to expand the school’s ability to respond to students’ needs beyond the academic.”

Current: The Family Resource Center, re-established in 2008, still continues to provide two bilingual parent mentors as well as a manager and two bilingual case workers. We continue to have Coffee Talks as parent education and have contracted with Parent Institute for Quality Education to educate parents on how to navigate the school system. There are also student and family support groups as well. We have recently reorganized our front offices in order to provide families/ students with more confidentiality. We have placed our FRC as the first office that many parents will enter on school grounds and have added signs in an effort to make the parents and community feel welcome to ECVHS. The addition of the Bilingual Community Liaison is to help our newest refugee families also feel welcome and connected to ECVHS. We have plans to implement monthly orientations for families (whereas in the past we just had them for students.)

Schoolwide Critical Area E: The ECVHS Faculty increase their participation and consistency with instructional strategies that lead to increased student performance.

“The school has made a concerted effort to target literacy. They have gained district support in this effort. Records indicate all teachers are either CLAD or SDAIE certified. Classroom observations and meetings with stakeholders indicate that the implementation of SDAIE across the curriculum in mainstream courses is not consistent; this is a concern due to the high EL and RFEP student population entering the mainstream class.”

Current: There is a continued schoolwide movement to target literacy. The *ECV Way*, vocabulary and writing focus, is the newest version of this movement. In 2012, thirty teachers participated in a Wilda Storm professional development which got many revitalized in literacy strategies. In 2013 a team of nine teachers went the County Office of Education Advanced SDAIE training of trainers in order to become the support team on campus for moving all teachers into using Advanced SDAIE strategies. More description of specific strategies employed is in section C of chapter 4. ECVHS’s teachers use a wide variety of strategies to try to improve student understanding and achievement.

Schoolwide Critical Area F: The faculty and administration address the disconnection between learned teaching strategies and their implementation within the classroom to improve student performance.

“The administration has dramatically increased its ability to monitor the implementation of the school goals through the weekly classroom visitations and concrete expectations of seeing effective teaching strategies and assessments. Administration, staff, and students acknowledge that a majority of teachers are implementing more effective and engaging instructional practices. Classroom observations by the Visiting Committee confirm this. Committee observations revealed diverse instructional strategies including marking and charting the text, note-taking, pre-writing instruction, graphic organizers, small group work, pair shares, laboratory experiments, differentiated instruction, SMART boards, PowerPoint presentations, and reciprocal teaching.”

Current: Administration is continuing with walk-throughs to establish the use of strategies. Their support of the *ECV Way* and Advanced SDAIE are making these two sets of strategies the focal point for 2013-14. Further expectations need to be set as teams write their collective commitments, administration will write their expectations and commitments as well.

Schoolwide Critical Area G: Increase the number of ALL students (with special attention towards EL students) engaging in rigorous academics with the goal of post-secondary opportunity and provide additional support for students and families.

“The English Learner Program has significantly expanded to meet the needs of English Learners, especially the large influx of refugees coming from Iraq and Afghanistan and other mid-eastern countries. The new curriculum that was adopted has been successful in providing more access to the core curriculum and grade-level standards for English Learners. More students are completing A-G coursework and are enrolled in Advanced Placement courses, although the AP pass rates have not increased significantly. Classroom observations and meetings with stakeholders indicate that many teachers are incorporating AVID and SDAIE strategies and differentiated instruction in their classrooms to support student achievement of the standards.”

Current: As the number of ELL students has increased at ECVHS, the need to correctly place and provide challenging learning experiences for these students has become a focal point. The current ELD classes all use the EDGE curriculum which is leveled according to the students’ needs and standards based. There is a rigorous writing component added as well. A newly established ELL Task Force is monitoring placement of students within sheltered classes and compliance with federal regulations.

Special Education (SE) students have access to the general education classes as determined by the IEP. Within SE classrooms instruction mirrors the general education with the appropriate modifications. The GUHSD has established a Least Restrictive Environment (LRE) Committee for each school in order to monitor and expand students’ ability to be in the best possibly learning situation. Additionally, there is a new Coordinating Early Intervening Services (CEIS) position in order to monitor students at risk of being identified as Special Education. The task the CEIS is charged with is helping to get students interventions that do not require SE services – a task the district as a whole is working to accomplish.

All students are engaging in rigorous academics. The analysis of data from chapter 1 indicates that the number of students scoring proficient and advanced has increased.

Students are also offered the intervention programs that meet their needs. See Chapter 4 section A. There are numerous interventions to help students master the rigorous curriculum of their classes.

Focus Group A: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Finding/Narrative	Evidence/Data
<p>Our staff started the year by getting involved in rewriting our vision and mission statements. A small cross-section of staff participated in a summer (2012) training with Dr. Luis Cruz, a former principal who helped raise test scores and transform school culture at Baldwin High School in the Los Angeles area—a school with a population similar to ECVHS’s. Dr. Cruz instructed us on how he and his staff approached the formation of their vision and mission, and he shared his staff’s struggles and successes. He also cited current educational research that demonstrates how other schools have used the process of rewriting vision and mission statements to transform school culture. Additionally, in collaboration with the San Diego County Office of Education (SDCOE), members of ECVHS’s Instructional Leadership Team (ILT) participated in Project Achieve, a nation-wide initiative developed to help schools in Program Improvement. ILT members then met and developed a plan for sharing Project Achieve strategies with the rest of the staff during the three days of pre-school professional development meetings; a strong focus was on developing genuine staff buy-in and consensus about strategies that would work with our students at ECVHS.</p> <p>In the fall of 2012, an invitation was extended to all ECVHS staff to meet with Dr. Cruz. At that presentation, Dr. Cruz discussed the kinds of sociological approaches he uses, along with Dr. Anthony Muhammad—author of <i>Transforming School Culture</i> (2009)—to identify the range of personalities present on a school campus and use that information to build consensus among the staff regarding schoolwide change. Dr. Cruz addressed the ECVHS vision and mission statements that existed at that time, asking if staff members could recite them. It was clear that our mission and vision had <u>not</u> been incorporated into the day-to-day work of staff and students.</p> <p>Going into this process, these were the ECVHS vision and mission statements, and our ESLRs:</p> <p><i>(Former) El Cajon Valley High School Vision Statement</i></p> <p>El Cajon Valley High School is an educational environment that increases student achievement by integrating rigorous, relevant core curriculum, facilitating collaboration, offering diverse career pathways, establishing connections within the community, sustaining a student, parent/guardian and teacher support system and strengthening accountability and assessment. El Cajon Valley High School is a place with excellent teachers who engage students as creative learners and thinkers where learning is valued and meaningful, thereby creating lifelong learners and responsible citizens prepared for the 21st century.</p>	<p><i>List of ILT members who participated in Project Achieve</i></p> <p><i>List of staff in attendance at Dr. Cruz trainings</i></p> <p><i>Former ESLRs, vision, and mission statements (as of the start of the 2012-2013 school year)</i></p>

Finding/Narrative	Evidence/Data
<p>(Former) EL Cajon Valley High School Mission Statement</p> <p>The mission of El Cajon Valley High School is to improve students’ literacy, numeracy and connectivity so that they will become productive members of society.</p> <p>(Former) EL Cajon Valley High School Expected Schoolwide Learning Results (ESLRs)</p> <p>Improve Literacy Students progress toward improvement in literacy skills by: Practicing reading, writing, listening, and speaking daily in every class Become effective communicators Striving to reach grade-level competency on performance standards</p> <p>Improve Numeracy Students progress toward improvement in numeracy skills by: Identifying problems and using various strategies to reach solutions Collecting and analyzing data Using technology to access a variety of resources and solve problems Creating graphical representations and interpreting results</p> <p>Improve Connectivity Students/ Parents progress toward improvement in connectivity by: Using effective study skills and collaboration Accessing various support services offered by ECVHS and the community Contributing positively to ECVHS and the community</p> <p>At the meeting, participants noted that our previous administrative team spoke to staff in terms of goals, projects, and initiatives; the vision and mission were rarely addressed, and were not posted as a visual reminder on campus. There were also conversations about the importance of establishing a process for developing our new vision, mission, and ESLRs that provided multiple opportunities for staff to have meaningful input. Here is an overview of the process we followed as we established a new vision, mission, and ESLRs for ECVHS:</p> <ul style="list-style-type: none"> • Spring 2012 – ECVHS WASC Coordinator and principal began preparing staff for process of developing vision, mission, and ESLRs for our school by presenting informative overviews at staff meetings, and emailing WASC resources to all staff. • April, May 2012 – Staff met to begin initial conversations about the WASC process and our personal and collective vision for our students and our school. • August 2012 – Small group of staff and administrators participated in a workshop with Dr. Luis Cruz on the process of developing a meaningful school vision and mission. • August-October 2012 – WASC meetings began in the form of pre-school staff development and monthly staff meetings (all staff, Focus Groups, and Home Group meetings); conversations continued about vision, mission, ESLRs. • October 6, 2012 – In September, principal Richison invited all staff members to participate in an all-day Saturday workshop with Dr. Cruz held on October 6th. Participants discussed ways to bring all staff together around a meaningful school vision and mission that all own and work to achieve. Approximately 65 staff members attended the workshop. 	<p><i>List of staff in attendance at mission statement draft development day</i></p> <p><i>Draft mission</i></p>

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • November 2012 – Staff were asked to contribute suggestions for a school vision, based on work done since spring 2012; these suggested vision statements were discussed at all-staff meeting, and on November 29, 2012, an email was sent to all staff asking for a vote on one of four vision statements, with a space for submitting alternatives. So many staff members wrote to the WASC Coordinator with additional suggestions for a vision, that another email was sent to staff on the evening of 11/29/13 noting that in order to honor additional submissions, staff who wished to submit new vision statements should do so by December 5, 2013. • December 17-19, 2012 – A list of all vision statements submitted was emailed to all staff on December 17th. Staff met in Home Groups on December 19th and voted for top 3 vision statement choices. • January 2, 2013 – WASC Coordinator emailed staff with spreadsheet showing results of December 19th vote on ECVHS vision. Top three vote-getters, in order of most to least votes, were: 1) "Working together, learning together, succeeding together"; 2) "Working together for success for all students"; 3) "TEAM: Together Everyone Achieves More." Staff notified that vision would be finalized at next staff meeting on January 23rd. • January 15, 2013 – All staff received an email notifying them that they had been added to a Google Group for the purpose of providing input regarding the development of the ECVHS mission statement. In the email, and on the Google Group’s home page, all staff were invited to attend a meeting on January 25th to begin developing the mission statement. Staff who were unable to attend were encouraged to lend their voice to the Google Group and assured that those comments would be shared at the January 25th meeting. • January 23, 2013 – At all-staff meeting, staff voted on top three vision statements. Email sent to staff on January 24th, identifying the statement chosen to represent our ECVHS vision. • January 25, 2013 – Group of 12 staff members met to begin developing ECVHS mission statement, based on staff conversations, our work with Dr. Cruz, and staff submissions to Google Group. A draft mission statement was developed. • January 28, 2013 – The draft mission statement was posted to the Google Group and an email was sent out to all staff outlining the process that took place on January 25th, and encouraging additional suggestions, comments, revisions. In the email, it was also noted that the process of developing the ECVHS ESLRs was beginning, and encouraging staff to get involved in that process, as well. • January 28, 2013 – An email was sent to all staff announcing that the first “ESLRs Party” would take place on Friday, February 1st after school. The teacher organizing the development of the ESLRs wanted to get more involvement by making the process fun, while keeping the purpose serious. Participants met at a local restaurant instead of at the school campus. • February 1, 8, 22, 2013 – Staff members met to develop ECVHS ESLRs; those not in attendance could email coordinator with suggestions/input. • February 26, 2013 – Email sent to all staff with first draft of ESLRs developed by sub-group; all staff encouraged to give input/suggestions. • March 1, 2013 – Final ESLRs, incorporating staff suggestions, emailed to all staff. • March 19, 2013 – Department Chair council ratified ECVHS mission and ESLRs. • March 20, 2013 – Document sent to all staff containing final ECVHS vision, 	<p><i>statement on Google Drive</i></p> <p><i>Email and other communication methods used to extend invitation to stakeholders to participate in development of mission, vision, and ESLRs</i></p> <p><i>Final ECVHS vision statement</i></p> <p><i>Final ECVHS mission statement</i></p> <p><i>Final ECVHS ESLRs</i></p>

Finding/Narrative	Evidence/Data
<p>mission, and ESLRs, as well as the ECVHS Keys. As a result of our work, here are ECVHS's current vision, mission, and ESLRs:</p> <p><u>Current ECVHS Vision Statement</u></p> <p>"ECVHS - Working Together- Learning Together - Succeeding Together"</p> <p><u>Current ECVHS Mission Statement</u> "ECVHS is a gateway to opportunity where everyone works together to graduate all students with high levels of critical thinking, academic achievement, and personal excellence. ECVHS will provide clear, relevant, rigorous instruction and a collaborative system of support, while helping students identify their strengths and achieve their goals, maximizing success after graduation."</p> <p><u>Current ECVHS Expected Schoolwide Learning Results (ESLRs)</u> We expect our students to "Be BRAVE":</p> <p>Bold lifelong learners who:</p> <ul style="list-style-type: none"> • Adapt proactively to varied roles, job responsibilities, schedules, and contexts • Manage time and workloads efficiently and avoid procrastination • Meet or exceed the California State Standards in all content areas <p>Resourceful users of technology who:</p> <ul style="list-style-type: none"> • Utilize technology as a tool to research, evaluate, and communicate information in a learning environment • Expand the use of technology to employ different learning modalities in all content areas • Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college <p>Analytical thinkers who:</p> <ul style="list-style-type: none"> • Apply complex problem-solving processes and critical thinking to school and real-life scenarios • Use unconventional problem-solving skills in both academic and work environments • Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas <p>Valuable members of society who:</p> <ul style="list-style-type: none"> • Participate in civic life by staying informed and aware of the impact their actions have on the community • Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world • Exhibit self-discipline, integrity, and socially responsible behavior <p>Effective Communicators who:</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral or written skills • Demonstrate ability to exchange ideas effectively and respectfully with diverse teams • Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college 	<p><i>Be BRAVE program description sheets</i></p>

Finding/Narrative	Evidence/Data
<p>The process used to develop/refine our vision, mission, and ESLRs also involved members of the school community beyond ECVHS staff. To include students and parents in the process, we took the list of suggested vision statements to the School Site Council and received input from the parents involved. We also had a social science teacher use our vision process to facilitate a lesson through which we received student input. While it was primarily certificated staff members who volunteered to develop the vision, mission, and ESLRs, the invitation to be involved was widely distributed through staff communications, the school website, and school organizations such as School Site Council, ASB, and PTSA.</p> <p>As a school community, we understand that it is essential that we all work together to create a gateway of opportunity for students to graduate. We learn together, not only best practices for teaching and learning, but with students. We create opportunities for high levels of critical thinking through clear, relevant, rigorous curriculum. And for those who need additional support, we have created and will continue to refine systems to support them. Through these actions we will succeed. Together.</p> <p>We intentionally tied our ESLRs to our Be BRAVE incentive program, in which students are rewarded for showing academic excellence, primarily on standardized tests, but also for benchmarks or other standards of achievement decided on by subject area teams. This program was developed to encourage, recognize, and reward student success. Our Be BRAVE program was inspired by a visit made by a team of ECVHS teachers and administrators to West High School in Bakersfield, California in February 2012. The school had an outstanding student incentive program based on academic achievement. The idea of introducing a similar program at ECVHS was introduced to staff at a prep period meeting on February 21, 2012; out of these meetings, a volunteer team was formed to develop the components of the program for ECVHS. The Be BRAVE team met for an all-day session on March 2, 2012, and on March 9th the team performed a skit for all sophomore students to let them know about incentives they could earn by doing well on the upcoming California High School Exit Exams (March 12-13, 2012). The skit focused on the “380 Tribe” (described below), encouraging students to achieve a 380 or higher on <i>both</i> sections of the CAHSEE. On April 16, 2012—two weeks prior to the start of California Standards Test administrations—an all-school assembly was held to introduce the entire Be BRAVE program to our students.</p> <p>The Be BRAVE program encompasses three Zones, a Hall of Fame, and a 380 Tribe. Described below are the requirements, rewards, and timelines for each:</p> <p>I. Zone 1</p> <ol style="list-style-type: none"> 1. Requirement <ul style="list-style-type: none"> Student receives a score of Proficient or Advanced on TWO or more CSTs (California Standards Test) 2. Rewards <ol style="list-style-type: none"> a. Special ID Card b. Party in November and February c. Express Lunch Pass 	

Finding/Narrative	Evidence/Data
<p>3. Timeline Express Lunch Pass from the middle of 1st semester until the end of the school year</p> <p>II. Zone 2</p> <p>1. Requirement</p> <ol style="list-style-type: none"> Student shows a net improvement of two or more performance bands on current CSTs over their CSTs last year at El Cajon Valley High School Must be the same subject CSTs between the years Not applicable to current 9th graders, since they did not take a CST at ECVHS last year <p>For example, Monty received a Below Basic in Algebra and a Far Below Basic in English last year in 9th grade. This year, as a 10th grader, Monty has to do <i>one</i> of the following:</p> <ul style="list-style-type: none"> Get a Basic in Geometry (+1) and Below Basic in English (+1) Get a Proficient in Geometry (+2) and Far Below Basic in English (+0) Get a Below Basic in Geometry (+0) and Basic in English (+2) Get a Far Below Basic in Geometry (-1) and Proficient in English (+3) <p>2. Rewards</p> <ol style="list-style-type: none"> Special ID Card Party in February (with Zone 1 students) Express Lunch Pass <p>3. Timeline Express Lunch Pass from the beginning weeks of 2nd semester until the end of the school year</p> <p>III. Zone 3</p> <p>1. Requirement</p> <ol style="list-style-type: none"> Student performs well on a department-chosen assessment <p>2. Reward Express Lunch Pass</p> <p>3. Timeline</p> <ol style="list-style-type: none"> Express Lunch Pass one day per department per semester In addition to being in one of the Zones, a student can ALSO be a member of the following groups. <p>IV. Hall of Fame</p> <p>1. Requirement Student receives a TOP 3 Advanced score on a CST</p> <p>2. Rewards</p> <ol style="list-style-type: none"> Be BRAVE "Hall of Fame" Shirt Be BRAVE "Hall of Fame" Wristband Assembly/Ceremony 	<p><i>Be BRAVES data analysis sheet</i></p> <p><i>Be BRAVES staff survey results</i></p>

Finding/Narrative	Evidence/Data
<p>d. Lunch or Dinner e. Student name on the “Hall of Fame” poster, which will be seen in every single classroom</p> <p>3. Timeline Ceremony and lunch sometime during the school year</p> <p>V. 380 Tribe</p> <p>1. Requirement As a 10th grader, student receives scores of Proficient (380 or higher) on the California High School Exit Exam (CAHSEE) for Math and English</p> <p>2. Rewards</p> <ol style="list-style-type: none"> Be BRAVE “380 Tribe” Shirt Be BRAVE “380 Tribe” Wristband Lunch Party Express Lunch Pass <p>3. Timeline Express Lunch Pass from the first couple weeks of school until the middle of 1st semester. The 380 Tribe members will be the ONLY students with the Express Lunch Pass at the beginning of the year</p> <p>One of the main rewards of the Be BRAVE program is the Express Lunch Pass. All of the students who have earned this reward will be allowed to go to lunch 5 minutes early. In order to use this reward a student MUST:</p> <ol style="list-style-type: none"> Show their Special ID Card Request permission from his/her teacher <p>Although we are only a couple of years into implementation of the Be BRAVE program, student achievement trends on the CAHSEE and CST exams have been very encouraging. The table below shows the number of students who have earned Zone 1 and 380 Tribe privileges in the first two years of the Be BRAVE program.</p> <p>Reflected as a percentage of all ECVHS students (grades 9-11) taking the CST exams in spring 2012—after initial introduction of the Be BRAVE incentive program—25.3% of those students scored proficient or advanced on two or more CSTs (as compared with 24.3% of test-takers the year before); the trend continued upward in spring 2013, when 33.5% of test-takers scored proficient or advanced on their CSTs.</p> <p>Reflected as a percentage of grade 10 students taking the CAHSEE for the first time in spring 2012—after initial introduction of the Be BRAVE incentive program—25.5% of those students scored 380 or higher on <i>both</i> the English and Math sections of the CAHSEE (as compared with 20.2% of test-takers the year before); the trend continued upward in spring 2013, when 31.8% of test-takers scored 380 or higher on both sections of the CAHSEE.</p>	

Finding/Narrative		Evidence/Data	
Be BRAVE DATA – ZONE 1 <i>Number of students who scored proficient or advanced on 2 or more CSTs.</i>			
Year of CST Test Administration	Spring 2011	Spring 2012 1 st year of implementation	Spring 2013 2 nd year of implementation
Total Number of Students Who Took CSTs	1531	1362	1271
Number of ECVHS Students Earning ZONE 1 Privileges	372*	344	426
Percentage Who Earned ZONE 1 Privileges	24.3%*	25.3%	33.5%
<i>*(Year prior to Be BRAVE incentive program—used as comparison data only)</i>			
Be BRAVE DATA – 380 TRIBE <i>Number of students who scored 380 or higher on both the English and Math sections of the CAHSEE.</i>			
Year of CAHSEE Test Administration	Spring 2011	Spring 2012 1 st year of implementation	Spring 2013 2 nd year of implementation
Total Number of Students Who Took CAHSEE	495	444	437
Number of Students Earning 380 TRIBE	100*	113	139
Percentage Who Earned 380 TRIBE Privileges	20.2%*	25.5%	31.8%
<i>*(Year prior to Be BRAVE incentive program—used as comparison data only)</i>			
<p>ECVHS’s Be BRAVE program is truly an embodiment of our school vision of working together, learning together, succeeding together. In a survey of ECVHS staff conducted in February 2013, over 96% of respondents indicated that they either “like” or “love” the Be BRAVE program. When staff was asked to evaluate student response to the program, over 86% of staff members felt confident that most students “like” or “love” the program. Initial anecdotal evidence seems to indicate that the Be BRAVE program has provided a mechanism for staff and students to make a genuinely meaningful connection on the importance of doing one’s best in all endeavors, and working hard to reach high levels of academic achievement.</p>			
As part of the process of developing our new school vision and mission, we wanted to		Parent survey results	

Finding/Narrative	Evidence/Data
<p>learn more about how aware our parents and students were of our (then) existing vision and mission. The results of ECVHS’s Parent survey (810 respondents), completed in December 2012, indicate that approximately 50% of ECVHS parents knew our school’s (now former) mission and vision, while 40% answered “no” to whether they knew the school’s mission and vision statements. Additionally, in the student survey completed in October and November 2012 (1618 respondents), in response to the question, “I know ECVHS’s mission statement and ESLRs,” the student responses were as follows:</p> <ul style="list-style-type: none"> • 12% Strongly Agreed • 26% Agreed • 30% Neutral • 15% Disagreed • 17% Strongly Disagreed 	<p><i>Student survey results</i></p>
<p>In the above-referenced student survey, responding to the question, “Students are respectful towards teachers and other Staff,” 28% of students responded, “Strongly Agree” or “Agree.” Furthermore, 75% of parents surveyed in the December 2012 survey “Strongly Agreed” or “Agreed” that they felt welcomed at ECVHS and 83% of parents “Strongly Agreed” or “Agreed” that all students are given an opportunity to learn at El Cajon Valley High School, seeming to show a respect and a commitment to El Cajon Valley’s overall vision and Expected Schoolwide Learning Results.</p>	

A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Finding/Narrative	Evidence/Data
<p>El Cajon Valley High School is an urban comprehensive Title I school. The School Site Council is the committee that approves the Single Plan for Student Achievement (SPSA.) The SPSA is developed through input from: school administration, staff, students, and parent groups per federal guidelines. The SPSA supports the ESLRs and includes goals and action plans based on student achievement data. This plan is then approved by the School Site Council and sent to the governing board for approval twice yearly – in May/June for the coming school year and again in November.</p> <p>Our SPSA essentially serves as our WASC Action Plan, as schoolwide critical areas of follow-up from our most recent WASC visitation have been incorporated into the SPSA in the form of action plan items and resource allocation.</p>	<p>SPSA</p> <p><i>Minutes and Agendas from ECVHS School Site Council</i></p> <p><i>Governing Board portion of the GUHSD website.</i></p> <p><i>Board policies and by-laws</i></p>
<p>Board member duties include defining educational policies, and setting graduation requirements and standards of proficiency. The governing board meets in public session once a month. The media relations personnel have a variety of methods to publicize governing board meetings and actions taken by the governing board. Local newspapers, radio and television reports, including the GUHSD website, advertise to the public when board meetings occur and what actions are taken by the governing board. Board meetings are open to all community members. Community members who wish to speak to the board fill out a speaker card. Records of community members who have spoken and subject matter are kept at the district.</p> <p>THE GUHSD Board of Trustees supports ECVHS in many ways. Our Single Plan for Student Achievement is sent to the board annually for approval, and it has been approved each time without reservation. Our most recent SPSA was revised on May 2, 2013, to reflect our new vision, mission, and ESLRs, and was approved by the board on June 13, 2013. The board requires that all purchase requests made by our school contain a justification statement that makes specific reference to the ways in which the expenditure of funds is supported by the action plan outlined in our SPSA; this is also true for resources spent on staff professional development. In this way, the board monitors and approves our work on behalf of all students and staff at ECVHS.</p>	<p><i>Governing Board portion of the GUHSD website.</i></p> <p><i>Board policies and by-laws</i></p> <p><i>GUHSD Goals and Objectives Workshop (March 2, 2013)</i></p> <p><i>GUHSD Strategic Plan</i></p>
<p>GUHSD is the employer of record. The governing board's responsibility is to set policy for the schools. It is the responsibility of each site's administration and staff members to carry out these policies at the site level. GUHSD maintains an extensive district website; board policies and administrative regulations are posted and updated regularly on the governing board section of the site. When a change in board policy is considered "significant" by the board and/or superintendent, staff is notified via email or through the superintendent's newsletter. These notifications are usually disseminated within a 1-3 days of board action. Other policy changes, however, usually require that staff members attend board meetings or regularly check the governing board website to stay abreast of current information.</p>	<p><i>Board policy regarding performance of ECVHS students</i></p> <p><i>Board complaint and conflict resolution policies</i></p>

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Finding/Narrative	Evidence/Data
<p>The schoolwide action plan, updated twice yearly (or more often based on need) in the SPSA is monitored by the Instructional Leadership Team (ILT) as well as by the School Site Council. The main focus of the ILT is the implementation of interventions and monitoring of student achievement which are the basis of our schoolwide goals. Interventions are based on the diagnostic tools we have available (EEMAP – math CAHSEE diagnostic, District English CAHSEE diagnostic, NWEA Measure of Academic Progress MAP Test , as well as department made and district provided benchmarks.) The results of these testing tools are analyzed and students are then placed in appropriate classes and/ or into a myriad of interventions available.</p> <p>At ECVHS all departments are involved in working with students to provide ongoing tutorials for both current curriculum study and standardized test preparation, in addition to remediation programs for students that have fallen behind. A query of all departments revealed that in every case, students have access to structured tutorials or remediation sessions held during lunch, before school, or after school.</p> <p>Students are able to take advantage of both formal and informal tutoring opportunities. Many subject-area teachers offer informal tutorial sessions during student lunch and before and after school. Formal tutorials—funded through the ASSETS, Title I, and Supplemental School Instruction programs—are offered in classrooms and through our Night Library program.</p> <p>Night Library is a traditional program at ECVHS. It has been running since 2000. Night Library is open to all students from 3:00 - 5:00 p.m., Monday through Thursday. Students have access to one or two teachers who serve as tutors, as well as 2-3 bilingual, cross-cultural adult aides and college tutors. The purpose of the Night Library is to provide a safe, studious environment for students to get help with homework, complete projects, and study for exams.</p> <p>We offer a number of academic support programs to ensure that students are meeting all requirements of their classes and succeeding on high-stakes test such as the CAHSEE. These programs include Night Library, Saturday Scholars, and Brave School. Additionally, the Diamond Program and STAR School are sub-programs of Saturday Scholars. For all of these programs the students’ parents are asked for permission for student participation, ensuring parent awareness and notification.</p> <p>ECVHS has created an outside-the-school-day program titled Saturday Scholars. Saturday Scholars is based on the idea that some students need additional targeted intervention in specific skills or simply more time to learn skills needed to do well in high stakes testing. An additional purpose of Saturday Scholars is to provide enrichment opportunities for all students in areas of interest. Saturday Scholars has been used to support 11th and 12th graders in preparing for the CAHSEE which they had not previously passed as well as for our 3D-Design Jewelry students to have more time to</p>	<p><i>Records of attendance at English tutorial and remediation sessions.</i></p> <p><i>Records of attendance at science tutorials and lab makeup sessions.</i></p> <p><i>Night Library, Brave School, Saturday School, and After-School Tutorial Sign-in Sheet</i></p> <p><i>Biology benchmark test</i></p>

Finding/Narrative	Evidence/Data
<p>complete their art pieces at a more proficient level. Our social science department has used these sessions as opportunities to focus on re-teaching their class standards and learning objectives. Our science department has offered sessions to understand how to create robotics and computer programming skills, as well as an engineering club known as KidWind where students create a wind turbine and compete against other schools.</p> <p>Saturday Scholars happens two Saturdays a month for four hours each session. Students, teachers, and support staff are on campus from 8:30-12:30 on these days. Students receive a mid-morning luncheon thanks to a federally funded food program. There is always campus security, a lead teacher, and an administrator on campus for these Saturday Scholars sessions.</p> <p>The ECVHS Diamonds Program, a sub-program of Saturday Scholars, was created to address the number of ECVHS students not passing or scoring proficient on the 10th grade administration of the CAHSEE. The ECVHS Diamonds program primarily utilizes two assessment pieces to identify students for homogeneous grouping on during these Saturday session: the EEMAP math CAHSEE diagnostic and the NWEA MAP reading assessment. Both of these tests are administered in the students’ freshman year to properly identify students who need remediation, further support, and to identify students’ potential success on the CAHSEE. Students who don’t demonstrate full proficiency on the diagnostics are identified and invited to participate in the Diamonds Program, which provides four Saturday sessions full of opportunities for the students to get additional support, review materials, and targeted skill building on Saturdays. Students are placed in groups based on their highest need – math or English and each session is broken into strands to focus the learning. This program was offered in the 2011-12 school year; however, the program at that time only targeted students on the border of demonstrating proficiency – about 80 students. In the 2012-13 school year the program was widened to include all 10th grade students interested in attending – about 210 students. To support our high achieving students not included in the Diamonds program (as they show proficiency on the diagnostic exams), we created a “450 Challenge” session, a one Saturday class. The 450 Challenge provided a short review of materials and a large amount of spirit building to encourage our top performing students to achieve a perfect 450 score on the CAHSEE.</p> <p>Spring 2013 data indicates that 50% of ECVHS sophomores scored proficient in math while 35% scored proficient in English. This is up from 41% in math and 31% in English in 2011-12. This was a 7.89% increase in proficiency in Math (in fact half of the math scores were Proficient) and a 3.94% increase in proficiency in English. In 2012 we had two students get 450 scores on both parts of the CAHSEE, while in 2013 we had five. In addition, almost 32% of students made it into the 380 Tribe (proficient in BOTH math and English). This is a 6.36% increase from 2012 whereas in 2011 only 20% of students reached proficiency.</p> <p>Another sub-program of Saturday Scholars that has been created is STAR School. STAR school is similar to Diamonds in that it targets groups of students who are not showing proficiency on their CST exams. STAR school was offered the four Saturdays prior to the start of CST testing. STAR School was piloted in 2013 by the World History team. Approximately 120 students attended all four Saturdays. This helped increase the number of students scoring proficient and advanced on the World History CST – 41% were proficient in 12-13 over the 30% in 11-12. Other teams are interested for 2013-</p>	<p><i>Earth Science benchmark test</i></p> <p><i>Science 1C benchmark test</i></p> <p><i>Diamond Saturday Scholars program attendance records</i></p>

Finding/Narrative	Evidence/Data
<p>2014. As momentum for these programs grow, students are benefitting.</p> <p>Brave School, which occurs after school between 3pm and 5:30pm, is another intervention we utilize. Brave school provides targeted re-teaching of material that students have not mastered. Students are given formative or benchmark assessments in their classes. If a student does not score proficient based on the content area team's definition, that student is asked to attend Brave School. Students typically are asked to attend 3-5 hours of re-teaching and then are given a chance to demonstrate mastery through a retest for a higher grade. The math teams and English 11 team piloted Brave School in 2012-2013. They offered twice weekly sessions to students in English 11, algebra, geometry, integrated math and algebra II. Brave School has been challenging for teachers to manage. As a new program, we are looking at ways to make Brave School more streamlined and efficient so students can continue to gain skills in an after-school setting.</p> <p>Trained peer tutors are placed in general education classrooms to help students with special needs with simple accommodations and modifications, and tutoring with reading and comprehension of class curriculum and instructions.</p> <p>Bilingual, cross-cultural adult aides are placed in ELD classrooms to assist with translation needs for students whose English skills are in the early stages of development.</p> <p>Students are allowed remediation for physical education by making up time missed after school by running laps or performing other physical activities.</p>	<p><i>Brave School attendance records</i></p> <p><i>List of trained special education peer tutors and training curriculum</i></p> <p><i>List of bilingual, cross-cultural adult aides.</i></p> <p><i>Records of physical education makeup times offered.</i></p>
<p>From 2004-2012, all departments met in collaborative groups to work on Academic Standards and make sure that schoolwide learning results are being met. During the 2012-13 school year, the bell schedule did not have collaboration time built in, so only certain groups met in collaboration during the school day. Some other groups met during lunch or on their own time but while some others did not meet at all. However, the staff voted in the spring of 2013 and for the 2013-14 school year, collaboration is once again built into the schedule.</p>	<p><i>ECVHS bell schedules</i></p> <p><i>2012-2013 Collaboration Rotation</i></p>

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Finding/Narrative	Evidence/Data
<p>All staff are highly qualified per NCLB/ ESEA requirements. Additionally, all GUHSD teachers are CLAD (or BCLAD) certified. Only one teacher at ECVHS was teaching outside of their credentialed area of the 2012-2013 school year and no teachers are in the 13-14 school year.</p> <p>Staff communicates through emails, Department Chair minutes, and departmental meetings. ECVHS holds monthly staff meetings in which all staff has input to the planning and operations at the school as well as receiving information about issues pertaining to our school.</p>	<p><i>Department Chair minutes</i></p> <p><i>Staff meeting minutes</i></p>
<p>Any aide or classified staff member who works in the classroom is NCLB qualified. College tutors are required to complete ECVHS Professional Development training prior to beginning their respective positions although with no new college tutors in the last two years, the trainings have not been held. AVID tutors are required to complete AVID Tutor Training prior to beginning employment as AVID tutors.</p>	<p><i>Aide/classified staff qualifications (NCLB-compliant)</i></p> <p><i>ECVHS Professional Development curricula for college tutors</i></p> <p><i>AVID tutor training curricula for AVID tutors</i></p>
<p>Staff has the ability to consult with administration and union representation about issues that arise at the school site between staff. Generally, staff members find that they can resolve issues through informal means by working directly with school administrators. Staff members can also receive advice and counsel through both their site and district union representatives. For more serious situations, our district and all of our employee unions have developed a formal grievance process that is outlined in employee contracts and in board policy.</p>	<p><i>GEA website (contract issues)</i></p> <p><i>List of ECVHS GEA representatives</i></p>
<p>The staff at ECVHS is involved in shared responsibility and accountability to support student learning in the following ways: Department Chairs have done presentations to the staff about their departments and programs. Staff has had the ability to shadow other teachers and view best teaching practices. Through departmental meetings teachers have input and the ability to have shared responsibility in the curriculum and delivery of subject matter.</p> <p>Core Department Chairs collaborated and developed a common directive verb vocabulary word of the week program designed for all students and all classes entitled <i>ECV Way</i>. The goal of this program is to get academic vocabulary to be used across disciplines and to get students more exposure and experience with the use of directive verbs in different academic settings. This validated teams that already had content specific vocabulary that all team members taught and prompted other teams to create content specific vocabulary to use across their team.</p> <p>Some of the staff meet at various locations on and off campus to work on curriculum or</p>	<p><i>ECVHS Professional Development agendas/minutes</i></p> <p><i>List of staff who have shadowed peers</i></p> <p><i>ECV Way - Word of the Week vocabulary program</i></p>

Finding/Narrative	Evidence/Data
<p>tasks such as designing ESLRs. Staff has been involved in a restructuring survey and process to design and implement a new schedule at ECVHS. Staff has the ability to participate in committees such as the Instructional Leadership Team (open to all staff), which designs and develops curriculum, interventions, and gives input on policies at ECVHS. Also staff participates on the Discipline Committee and the Safety Committee that deal with the culture and climate on campus as well as safety procedures. Staff is even consulted on which song to choose for the monthly song that plays as a “scurry” reminder one minute before each period; songs are tied to the ECVHS Keys, which emphasize character education.</p> <p>In the six years since our last WASC self-study, the subject of formal collaboration time has been a topic of considerable conversation and debate on the ECVHS campus. From 2007 through the spring of 2012, the ECVHS bell schedule included a formal collaboration block at the beginning of the school day, one day a week. This block was primarily used by PLC teams to collaborate. During these years, much of the discussion about collaboration time centered around activities being teacher-directed vs. administrator-directed. Some staff members also questioned whether carving out formal collaboration time from our schedule was more valuable than adding those minutes back into our instructional time with students. This discussion was part of a larger conversation that culminated in the spring of 2012, when the ECVHS staff was unable reach a 70% threshold of support for restructuring the school’s bell schedule. This resulted in our school going to the “default” contractual schedule of a standard six-period day for the 2012-2013 school year. The 2012-2013 schedule did not have a provision for dedicated formal collaboration time; the administration did, however, provide support and a formal structure for subject area teams and PLCs to meet during two-hour blocks of time on a regular basis throughout the school year. In spring 2013, ECVHS staff underwent restructuring again, reaching consensus on a new schedule for the 2013-2014 school year that includes a formal collaboration block at the end of the day, one day a week.</p>	<p><i>ECVHS’s Keys</i></p> <p><i>ECVHS Schedules from 2007-2013</i></p>
<p>Staff team-building activities at ECVHS include:</p> <ul style="list-style-type: none"> • Professional Development Days (pre-school) Staff Potluck • Tribal Feast, an annual event held in the library the week before winter break • Ice Cream Social, an annual event held in the library each June • Staff dodgeball tournament • Be Brave t-shirts and activities • Staff shave-a-thon, a fundraiser for the CARE club • Faculty Follies, our renowned staff “talent” show—a 30-year tradition • Staff happy hours • Tennispalooza • Staff retirement party at the end of each school year 	<p><i>Communications about these and other staff events</i></p>

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Finding/Narrative	Evidence/Data
<p>The Grossmont Union High School District has provided professional development focused on the understanding and implementation of California’s Common Core Standards. During the 2012-2013 school year, training was provided for teachers of English, math, library science, and Career Technical Education pathways. In 2013-2014, this PD will focus on teachers of English, math, science, and social science. The district provides professional development for school administrators 4-6 times a year, focusing on PBIS, CCSS, and analysis of site data.</p> <p>ECVHS has provided site-based professional development on Common Core, NWEA, READ 180, schoolwide literacy strategies, English Language Learners, cultural sensitivity, and various content-specific topics. Professional development has also been offered on site for staff working with students on targeted intervention strategies designed to help struggling students.</p>	<p><i>District professional development calendar/offerings</i></p> <p><i>ECVHS professional development calendar/offerings</i></p>
<p>District PD days on Common Core 2012-13 English, Math and CTE; 2013-2014 English, Math, Science and Social Science</p> <p>District PD for Admin 4-6 times a year regarding PBIS, CCSS, Data Analysis</p> <p>Site PD days on NWEA and READ 180 for select teachers</p> <p>Site PD pull out days and 2012-2013</p> <p>Focus for Saturday Scholar Diamonds and CSTs, strategic and specific interventions</p>	<p><i>Biology – HIV/AIDS training</i></p> <p><i>Biotechnology – medical biology training and partnership with Cuyamaca College</i></p> <p><i>Physics (interschool)PLC – Modeling Physics training, ninth grade team</i></p> <p><i>Achieve3000</i></p> <p><i>ROP/CTE are required to participate in job shadowing, curriculum writing, and professional conferences each year</i></p> <p><i>Teachers are provided one paid day to be used on their choice of professional development</i></p> <p><i>Counselors attend</i></p>

Finding/Narrative	Evidence/Data
	<p><i>college conferences</i></p> <p><i>Dr. Luis Cruz trainings on school climate</i></p> <p><i>Dr. Wilda Storm trainings on effective instruction</i></p> <p><i>ECV Way</i></p> <p><i>Librarians engage in various professional development activities each year</i></p> <p><i>ECVHS professional development log/spreadsheet</i></p> <p><i>All first year Special Education teachers are trained for 5 days in IEP compliance</i></p> <p><i>Special Ed staff are PROACT trained</i></p> <p><i>All staff participates in general professional development the first 3 days of school.</i></p>
<p>ECVHS does not have different or additional policies on supervision and evaluation of certificated or credentialed staff. All schools follow GEA and CSEA contracts for evaluation and supervision procedures.</p>	<p><i>GEA contract— Article 17</i></p> <p><i>CSEA contract— Article 9</i></p>

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Finding/Narrative	Evidence/Data
<p>Over the last six years, through the use of Proposition H and U funds, the ECVHS campus has gone through a major overhaul. The projects began with all new infrastructure including electrical, water, plumbing, and data, moving on to the remodeling of the 500s, 100s, 200s, 600s/Welding, 700s, and the 400s building; in addition to building a new 800s Science building. Many of the old bungalow style classrooms have been removed to provide the footprint for the new Science building. The last of our academic classroom buildings, the 300s, is now remodeled.</p>	<p><i>Construction binder in office of Manager of School Facilities</i></p> <p><i>GUHSD website</i></p> <p><i>CBOC oversight committee website</i></p> <p><i>ECVHS website</i></p>
<p>With the remodel of classrooms, new HVAC and technology has been added to each classroom. The 700s building houses three CTE programs (Photo, Video Production, and Graphics), three Art classes (3-D Design, Art, and Jewelry), and two computer labs equipped to provide on-line alternative education and business programs. The 100s, 200s, 300s, and 400s house core and elective classrooms, with the 400s being the home of the CTE WigWam Restaurant. The 600s building is unique in that the building houses the CTE Welding program and provides a wing for the Special Needs students on our campus. We feel that the renovations to our campus have provided not only a modern facility, but a beautiful academic setting in which students can feel safe and comfortable while learning.</p>	<p><i>Photographs of newly-constructed and newly-remodeled facilities</i></p>
<p>In addition, (using deferred maintenance funds) several of the buildings not scheduled for immediate renovation have received exterior paint. Landscaped areas have been improved, with an emphasis on not only the interior of the campus, but the areas on First and Madison Avenue. An identifying sign and new landscaping has been added to fully identify the front door of ECVHS on Madison Ave. The entrance off Mollison Ave., on what is known as Braves Lane, has been enhanced with a mural painted to clearly define the “Home of the Braves” with pride.</p>	<p><i>FIT inspection</i></p> <p><i>Work order log</i></p> <p><i>Photographs of Braves Lane mural</i></p> <p><i>Photographs of new fencing and signage</i></p>
<p>ECVHS custodians and day crew work hard to maintain the school to provide a clean and safe environment. Sometimes, this is a struggle for the day crew of two grounds men and a night crew of six. We are lucky that our maintenance team care about the school and their efforts are evident to anyone coming on campus. Each person has an assigned area and does their best to maintain that area. We also are a very busy school; the same people providing the maintenance and cleaning do all of the facility set ups for the many events held on this campus. Finding a reasonable balance of work load is challenging, but each day the school opens with clean restrooms, trash cans emptied, graffiti removed, and rooms ready to receive the students and staff.</p>	<p><i>FIT inspection</i></p>
<p>At El Cajon Valley High School we follow strict District and site guidelines for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.</p>	<p><i>Williams settlement report</i></p>

Finding/Narrative	Evidence/Data
	<p><i>List of Approved Texts-See Appendix I</i></p> <p><i>Approximately 850 computers at ECVHS</i></p> <p><i>One full-time computer technician</i></p> <p><i>Textbooks are funded through instructional material allocation</i></p>
<p>In terms of materials, our school board has approved the purchase of textbooks aligned with the California Content Standards to ensure all core areas have up-to-date textbooks. El Cajon Valley High School also has the support of many categorical funds to meet the supplemental needs of our diverse student population. Some of these supplemental materials and supplies to assist students who need additional support to learn may include reading skills software programs, interactive ancillary materials aligned to standards, dictionaries, test preparation materials (print and online), etc.</p> <p>Other supplemental funds are spent to fund the purchase of locally-adopted standards-aligned instructional materials and in-service training related to the use of educational materials.</p> <p>District financial support has not kept pace with the needs as it relates to technology, special education population, ELL population, and general inflation. To supplement areas of need ROP/CTE allocations, grants, categorical funds help support ECVHS's programs.</p>	<p><i>Arabic-English dictionaries</i></p> <p><i>Test preparation materials, both print and online. District recently purchased the Testing and Education Reference Center (TERC) test preparation database from Gale</i></p> <p><i>Edge supplemental materials: interactive practice books and grammar books</i></p> <p><i>Basic reading skills software such as READ 180, Read Naturally, Achieve 3000, IXL Basic Math Program, Read & Write Gold, NWEA, etc.</i></p> <p><i>School budget</i> <i>FITT computers</i> <i>BTSA training</i></p>
<p>ECVHS is committed to providing student access to technology on our campus. Many students do not have access to computers at home, yet are required to use technology to meet their basic class requirements. Along with our grants, which have purchase equipment for three computer labs and multiple mobile labs, we have been able to use funding from Proposition U (General Obligation Bond) passed in November, 2008 to provide the following specific upgrades:</p>	<p><i>850 computers at ECVHS</i></p> <p><i>5 stand-alone computer labs</i></p> <p><i>Library has classroom-</i></p>

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • Provide classrooms and equipment for Career Technical Education training. • Modernize classroom, labs and equipment. • Upgrade classrooms, libraries, labs and computers to keep pace with advancing technology. <p>Through the end of the 2011-2012 school year, ECVHS was able to fund a full-time computer lab facilitator who helped create and manage lab sign-ups and basic computer upkeep. That position was eliminated in the summer of 2012. Now our stand-alone computer labs are designated for specific departments and programs—currently geography/technology foundations, math, English, and READ 180. Departments/programs work internally to develop lab scheduling that meets their students’ needs. Students only use these stand-alone labs when accompanied by a teacher, usually during whole-class visits. At all other times, students use computers available in the library.</p>	<p><i>style cluster of 34 student computers and computer station for the teacher</i></p> <p><i>1 alternative education lab</i></p> <p><i>3 ROP/CTE labs</i></p> <p><i>700+ NETbooks and laptops on carts (COWS)</i></p> <p><i>Each classroom has an ELMO (docucam)</i></p> <p><i>All classrooms have computer and Internet access</i></p>
<p>Resources have been widely available via our previous QEIA grant and (still current) Title I and with District Title II Part A funds. We conduct a minimum of one professional development for all staff a month as well as have available to content and interdisciplinary teams funds from the District for formative and summative evaluation development, curriculum alignment, and scoring of student work to calibrate. We have also benefitted from our English Curriculum Alignment project, working in conjunction with college and high school mentors to horizontally and vertically align our ELA courses with a rhetorical approach for the past 5 years. Additionally, our math department attended and has access to ongoing math support with our Holt textbooks as well as support from our English Language Learner District office for the unique needs of our refugee and immigrant populations. This support extends far beyond math as does the professional development opportunities.</p>	<p><i>ROP/CTE are required to participate in job shadowing, curriculum writing, and professional conferences</i></p> <p><i>Common Core training for math, English, librarians, the visual and performing arts,</i></p> <p><i>All first year Special Education teachers are trained for 5 days in IEP compliance</i></p> <p><i>Special Ed staff are PROACT trained</i></p> <p><i>All staff participates in general professional development the first 3 days of school.</i></p>
<p>The district distributes funds based on ADA using the formula on the spreadsheet provided, and then the site budget committee determines the formula for distribution at the site level (formula provided at the bottom of the site distribution sheet). The budget</p>	<p><i>ECVHS budget allocation and formula for</i></p>

Finding/Narrative	Evidence/Data
<p>committee may have to meet next year, because the state will be distributing the money differently to the district, so the district may allocate to sites using a different formula.</p>	<p><i>distribution</i></p> <p><i>ECVHS categorical program budget amounts and description of distributions</i></p> <p><i>District budget distribution to sites</i></p>
<p>Implementation of Be BRAVE incentive program to motivate students to achieve on standardized tests. (See A1 for a description of our Be BRAVE program).</p>	<p><i>Be Brave program literature</i></p>
<p>Per the California Department of Education, the district must adhere to an ongoing schedule of reporting budget information to the state (Financial Reporting Calendar). Reports are due beginning July 1 to June 1 for each school year.</p>	<p><i>CDE website</i></p>
<p>In order to monitor against mishandling of funds the district has a position of an internal auditor.</p>	<p><i>GUHSD website</i></p>
<p>Section A Conclusion</p> <p>At El Cajon Valley High School, our vision of “working together, learning together, succeeding together” reflects our collective belief that only through strong collaborative partnerships among students, staff, and community members can we fulfill our mission of serving as a gateway to opportunity for the students and families we serve. ECVHS has a highly qualified staff that provides rigorous instruction and outstanding support programs that go well beyond the classroom walls to make sure that all students are given the opportunity to achieve at high levels and reach their personal and academic goals. Our work is supported by our district governing board, and guided by subject-area standards, ECVHS Expected Schoolwide Learning Results, varied student learning needs, best instructional practices, and our analysis of relevant student performance data.</p> <p>Programs we want to continue and build upon include our Be BRAVES student incentive program, and our newly-developed Positive Behavior Intervention Program; these programs are founded on the principal that a positive school culture has a powerful positive impact on student achievement and student well-being. We are fortunate to have a wonderfully diverse student body who show respect for one another—we intend to continue to nurture that respectful atmosphere on our campus. We are also committed to building on our extensive network of student support programs, including our Family Resource Center, Brave School, Saturday Scholars, dropout prevention program, and Night Library.</p> <p>Programs we intend to grow all have a common theme: communication and collaboration. The restructuring work we have done over the past few years has culminated in the implementation, this year, of a redesigned bell schedule. In addition to better serving student learning needs, a primary rationale for the design of this schedule was to better support professional development, communication, and collaboration among staff. It is imperative that we demonstrate, through our use of time allocated for these purposes, that the work we do contributes to an even more open, collaborative environment that ultimately allows every staff member to live our vision and mission; only by doing this can we truly meet the needs of the students we serve.</p>	

WASC Focus Group A
ECVHS Strengths & Areas of Growth

STRENGTHS	AREAS OF GROWTH
1. Highly qualified staff members who share a common vision and purpose, work well together, and demonstrate mutual respect for one another. (100% of teachers are highly qualified according to NCLB and are all teaching within their credential area.)	1. A bell schedule that supports professional development and collaboration among staff. (Staff voted in spring of 2013 to implement a new modified block bell schedule for 13-14 with this as one of the factors.)
2. A diverse student body who show respect for one another. (70% of students stated agree or strongly agree to “In general, I enjoy my time and feel welcome at ECVHS.” While only 9% stated disagree or strongly disagree.)	2. We need to plan, as a staff, how we can live our vision, mission, and connect our ESLRs as student outcomes to our daily activities as well as our various interventions. (The vision, mission, and ESLRs are new as of spring 2013 – much work is needed to integrate them into our school community.)
3. Excellent and plentiful support programs for our students. (See Brave School, Saturday Scholars, Night Library, Family Resource Center, Dropout Prevention, new CEIS position, and new Positive Behavior Intervention Program.)	3. Lack of communication between administration and staff. (In December Of 2012, when responding to survey statement, “ECVHS’s administration provides good leadership.” Responding staff marked: 13% strongly agree, 41% agree, 25% neutral, 17% disagree and 4% strongly disagree.)

Focus Group B: Standards-Based Student Learning: Curriculum

B1: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Findings/Narrative	Evidence/Data
<p>El Cajon Valley High School provides a challenging, rigorous and relevant curriculum for each student. Our site provides a variety of courses in each subject matter that prepare students for college and beyond, which include college preparatory, honors and AP courses.</p> <p>ECVHS also provides a range of programs and elective courses to teach students specific skills and knowledge in certain career pathways.</p> <p>To help support the achievement of academic standards and schoolwide learner outcomes, the Guidance team reviews high school graduation requirements and college requirements with all students at least once every school year through classroom guidance lessons and/or programming presentations. This information is also received at enrollment meetings for new students, and individual meetings with students and/or parents, including one-on-one programming meetings.</p> <p>Students are encouraged by their counselor and other staff to take the most challenging classes appropriate for them based on different assessment results and previous grades earned. Students choose their classes individually with their counselor and can be modified based on parent input.</p> <p>82.7% of staff feel that students are encouraged to take A-G required classes while 52.4% of students feel that way. This is an area where more information to students may be needed.</p> <p>Guidance staff encourages students to complete their A-G requirements; however not all students want to go directly to a university right after high school. Many of our students go to community college or choose other post graduation paths such as the military, vocational programs and/or work so not all of our students complete the A-G requirements. However, the majority of our students are taking all college preparatory courses. Our English Language learners and students in our special education program may not complete their A-G requirements due to limited English and skills.</p> <p>Based on a senior survey given to seniors by guidance in May of school year 2012-2013, we were able to collect some data on their post secondary plans. We found out that 7% of our seniors were attending a 4-year university, 72% were enrolling in a community college, 3% were enrolling into a Vocational/Technical program, 4% were going into the military and 7% were going directly into the work force.</p> <p>ECVHS articulates with other schools and programs to bridge relationships and work together to make transition easier and accessible. The Guidance department goes to the</p>	<p>A-G UC approved list</p> <p>List of electives with description of courses</p> <p>CTE courses and brochures</p> <p>Graduation Requirements Handout</p> <p>A-G Requirements Handout</p> <p>Programming PowerPoint</p> <p>9th Grade Lesson Plan</p> <p>Programming Sheet</p> <p>Freshman Handbook 9th grade</p> <p>Programming Sheet Articulation Meetings for Spring 2013</p> <p>List of students who are members of each program.</p> <p>List of students who took Grossmont College assessment on April 27, 2013</p> <p>List of students who took part in FastTrack program with Cuyamaca College.</p>

feeder middle schools to meet with the 8th graders who are planning on attending ECVHS in the Spring. Students are provided with information such as graduation requirements, A-G requirements, 9th grade class options with descriptions of each elective, and school involvement (sports, clubs, and extracurricular activities).

El Cajon Valley High School makes deliberate decisions and creates action steps to ensure the proper placement of students and provide the support for their post-secondary plans. These actions are detailed below.

- Every spring the Guidance team meets with incoming 9th grade students at their middle school to discuss high school information and expectations. Guidance staff gives 8th grade students a freshman handbook that outlines information such as graduation requirements, college requirements, electives and descriptions, as well as school rules and school involvement (sports, clubs, and extracurricular activities). Together they go over the classes that will be required as part of their 9th grade course schedule. The Spring 2013 articulation meeting dates at area middle schools were as follows:
 - (1) February 28, 2013 Emerald Middle School
 - (2) March 4, 2012 Greenfield Middle School
 - (3) March 7, 2013 El Cajon Valley Middle School
 - (4) March 12, 2013 Montgomery Middle School

Towards the end of spring semester, middle schools then provide us with class recommendations for their students for proper placement based on their 8th grade achievement. We look at the teacher recommendations, CST scores, grades in 8th grade classes and other assessment results to help place students in their 9th grade classes. For example, the ECVHS math department provides our feeder schools with a placement exam each year, aligned to the standards of the 9th grade Algebra and General Math courses. The results are used to ensure proper placement in the respective math classes.

Another important effort at appropriate placement is made for many of our incoming high-risk students. They have the opportunity to attend a bridging program called “Brave Adventure,” during which students complete a formal assessment of their reading skills, using the Northwest Evaluation Association (NWEA) test. The Lexile levels generated from this computer program are used to place students in their English classes as well as reading support classes.

Furthermore, our class lists are submitted to the District which articulates those course expectations with both the Cal-State University and University of California system to ensure that the courses we provide to our students meet the A-G requirements.

The Guidance Department collaborates with colleges, universities and other programs to expose our students to educational opportunities, careers and preparation for college. Programs such as Cal-SOAP, UCSD Talent Search, SDSU Upward Bound and our partnership with Grossmont and Cuyamaca College allows our students to gain knowledge about college process, financial aid and assist our students with applying to college.

ECVHS offers extensive courses that fulfill ‘A-G’ requirements (also known as subject requirements). All College Prep, Honors, AP, and Sheltered classes meet the A-G requirements. (Only ELD and some special education classes do not.) It should be noted that courses appear on school transcripts with a notation of a “C” for college prep courses; “H” for Honors courses; or “AP” for Advanced Placement courses. Please see

Appendix G-2 for a list of ECVHS course offerings that satisfy A-G requirements. We utilize defined academic standards schoolwide in specific areas. All core academic courses align with California State Standards. Elective courses, when applicable, include the content or standards that students should be mastering at the end of the class.

English, social science, mathematics, and world language courses are all available online. Approximately 85 percent of these courses meet A-G requirements. The courses that are available must be approved on an annual basis by the University system. An example of courses that are not A-G approved, however, that are also offered online are Health and Earth Science.

Based on a recent staff survey taken during the 2012-2013 school year, when asked whether or not El Cajon Valley High School creates programs that support students' learning, 53.7% of staff agreed and 26.9% strongly agreed. However, when looking at the variety of course offerings that meets students' needs, 31.2% of staff agreed that this is occurring while 20.4% disagreed. This has been addressed in part for the 13-14 school year with the addition of the Language Academy for new EL students. A parent survey was also conducted in December 2012 in which 42.5% of parents agreed that they are satisfied with the variety of course offerings while only 5.5% disagreed. Additionally, when students were asked to respond to the same statement, "I am satisfied with the variety of classes at ECVHS." 23% strongly agreed, 37% agreed, 9% disagreed and 4% strongly disagreed.

The content and skills that students practice and achieve in our classes are consistently aligned to the California State Standards, as recommended by the California Board of Education. In many classes teachers write the daily learning objective on the board for students to see. This may look different with some teachers using the starter of, "Students will be able to..." or, "All students will understand...". Not all classrooms at El Cajon Valley High School use this method and instead the teacher may verbally state what the learning target is. According to our classroom observations done in February 2013 (in which 110 classes were visited by staff members), 76% of classes observed had a learning objective posted or presented in the lesson. When students were surveyed and asked if the teachers explain the learning goals and purposes of the lessons they teach 42.4% agreed, 28.4% strongly agreed, and only 6.4% disagreed.

Some of the ways in which ECVHS teachers communicate learning objectives to students, and assess whether or not students clearly understand those objectives, include:

- Ticket Out the Door
- Formal, Informal, and Summative Assessments
- Interactive/Portfolio Notebooks
- Quick writes
- Journal Writing
- Think Pair Share
- Checking for Understanding → Various methods

Furthermore, we have a nationally recognized AVID program which has earned the honor of being a distinguished demonstration program. This program supports the needs of our college-going students by providing 11 AVID college tutors, of which 10 are ECVHS alumni. Every year, AVID seniors fill out a survey/questionnaire and indicate the college/university

they will be attending after high school completion. Our AVID students have achieved a 100% acceptance rate to a 2 or 4 year college or university setting. (There were 57 AVID graduates in 2010, 92 in 2011, 71 in 2012, and 56 in 2013.) In order to properly recruit and inform incoming students of this program, the ECVHS AVID coordinator meets with all Middle School AVID coordinators and students to encourage them to sign up for AVID in high school and let them know about interview process.

Another way we provide connections with college and career experiences is by inviting ECVHS Alumni to return and share their college and career experiences. For the past decade, ECVHS has located students who have attended college or are currently working in a career and invite them to share their experiences with our students by visiting classrooms and completing presentations. In these presentations, Alumni share their views of their high school and college experiences and how these relate to their current or future careers.

Collaboration time is a useful tool for ensuring that all students participate in a rigorous, relevant, and coherent standards-based curriculum. All departments' collaboration time is spent determining which standards are taught, in what order they are taught, what selections, lessons, and activities will be utilized to teach the concepts, and how the students will be assessed. We create pacing guides, common lessons, and common assessments. During collaboration, teachers review common assessment data, discuss pacing of the curriculum, and assess the effectiveness of the lessons and student activities.

Each department is able to cover a majority of the California State Standards, in the following percentages:

- Algebra 96%
- Geometry 100%
- Algebra II 100%
- Geography 70%
- World History 70%
- World Languages 80%
- Visual and Performing Arts 95%
- Science 90%
- Physical Education 90%
- Freshman Physical Education 100%
- U.S. History 80%
- Government 82%
- Economics 87%
- English 74-80%

All subject department chairs work in concert with the governing board and district personnel to develop, review, and evaluate curriculum. El Cajon Valley High School department chairs work with the teachers in their departments to develop, review, and evaluate curriculum for each program area. Starting in the 2013-2014 school year, Algebra and Geometry are integrating the Common Core Standards into their curriculum.

The 2012-2013 school bell schedule did not allow for PLC collaboration within the school day. As a solution, to give teachers time to collaborate within the school day, we created a special Thursday collaboration schedule. Every Thursday teams were given two periods

during the day (either periods 1 and 2, 3 and 4, or 5 and 6) to meet on campus. The content teams were rotated every week and periods so that the same team is not meeting every week at the same time. One drawback to the schedule was that not every team was given time for collaboration due to time constraints. Only the main core subjects (English, science, math, history/social science, world languages) were slotted for this schedule. For example, classes like art and AVID were not part of this schedule. However, all teams were given opportunities to have pull-out day curriculum time. Pull-out days are days in which a team meets on campus all day, within the school day, to discuss curriculum and pacing guides, student data, and class policies such as grading and homework policies. This form of collaboration has its positives and negatives as well. One positive thing is that the collaboration time is lengthy and a lot can be accomplished however a big negative is teacher time away from classes. Not every team took advantage of this but some teams did.

In addition to Thursday collaboration and pull-out days, we also have summer curriculum writing time. PLC teams were allotted 20 hours per person (during the years we had the QEIA grant) during the summer to meet and prepare for the new school year. Currently we are using our Title 1 funds to provide 7 hours per person to work with their content area team during one of the two days before the pre-school professional development in August. Some other teachers working on specials projects like the new Language Academy have been allotted extra curriculum writing time to get programs up and running.

A strength of the PLC teams at El Cajon Valley is that they continually assess curriculum based on student performance and test scores. The teachers are able to pace their curriculum to meet the needs of students; they are flexible and make necessary changes based on their students’ needs as assessed by informal or formal formative assessments. Reteaching occurs in after school interventions or is embedded into daily lessons.

In order to assess student engagement, the staff participated in classroom observations to collect “snapshots” of student learning. Twenty-five students were randomly selected, including students from college prep, ELD and special education. Each staff member was assigned one period of a student’s schedule and given an observation form. 110 classes were observed. The areas observed were:

1. Student Engagement - “Student Engagement in learning demonstrating the implementation of a curriculum defined by current research.”
2. Student Involvement in Learning - “The degree to which all students are involved in learning to assist them in achieving the academic standards and ESLRs.”
3. Evidence that students “know beforehand the standard/expected performance level for each area of study.”

For student engagement, there was a rating scale from 1-5 for the observer to mark. “1” being that no students were engaged in the lesson while “5” indicated that every student in the room was engaged. The data broke down as:

Class Observation Data - Engagement						
Rating	5	4	3	2	1	No
Number of Classes	52	40	12	3	1	

For student involvement in learning, the following statement was evaluated, “The degree to which all students are involved in learning to assist them in achieving the academic standards and ESLRs.”

Observers were to mark all that occurred in a class period:

Type of Student Involvement	Oral Presentation/ performances	Individual Work	Group Work	Investigations/ Experiments	Discussions
Number of Classes	39	90	77	35	
Percent of Classes	35%	82%	70%	32%	

For evidence that students “know beforehand the standard/expected performance level for each area of study.” The following was observed:

Type of Information	Learning Objective Posted/ Presented	Standard Posted/ Presented in Lesson	Students Following an Observed Predetermined Routine	ESLRs Posted/ Referred to Lesson
Number of classes	84	48	88	50
Percent of Classes	76%	44%	80%	45%

Some classes had more than one way in which students knew beforehand the expected level of performance of the area of study.

B2: All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Findings/Narrative	Evidence/Data
<p>As mentioned in B1, Each student’s personal learning plan is created during the student’s ninth-grade year and revisited every year. Each student meets with his/her counselor and discusses post-high school options, including college, the military, and vocational programs. Career Cruising is a website that students use to think about their interests and research possible post-high school options that match their interests. This plan is continually updated and revisited by students throughout their 4 years to help them identify the proper courses and pathways they should be enrolled in to facilitate their entry into appropriate post-high school destinations.</p> <p>Each student’s personal learning plan is started during the student’s ninth-grade year and revisited every year thereafter. Each student meets with his/her counselor several times in their 4 years of high school to discuss post-high school options, including college, the military, vocational programs, work, etc.</p> <p>Every year the guidance department teaches guidance lessons using an on-line program Career Cruising. Each student has their own free on-line account where they can log-in at school or at home anytime. With the help of counselors and guidance information specialists, students take different assessments on interests and skills and match the results with potential careers based on students’ answers. In addition, students are then able to explore different careers and colleges on Career Cruising and save information to their portfolio.</p> <ul style="list-style-type: none"> • In the 9th grade, students are introduced to Career Cruising. Counselors and academic advisors review graduation and college requirements with students. Students take a Career Matchmaker Assessment of 39 questions, take a Learning Styles Assessment, and save one career they are interested in to their portfolio. • In the 10th grade, students answer more Career Matchmaker questions to complete 116 questions. Students explore more careers and save at least 2 careers the student may be interested in. Students retake their Learning Styles Assessment to see if there are any changes from 9th to 10th grade. Students also go to the website California Reality Check at www.californiarealitycheck.com to help students determine the life they want to live after high school, the cost of that life, and what type of jobs they need to have to earn the money needed to live that life. • In the 11th grade, student review their Career Matchmaker results. They complete a My Skills Assessment of 45 questions. Students then explore more careers and save at least 3 careers of interests. In addition, students explore colleges that have the program/major they are interested in and they save 3 colleges to their portfolio • In the 12th grade, counselors meet individually with each senior to discuss graduation status as well as post-graduation plans (college, military, vocational training, etc.). Counselors provide each student with information they need to pursue their goal (i.e. college application deadlines, financial aid information, military recruitment, etc.). Both counselor and student complete the Post-Secondary Plan on Career Cruising indicating the senior’s plans after high school. 	<p>Lessons Plans for each grade</p> <p>Samples of assessment results for each grade level</p>

<p>Students revise their post graduation plan every year when we do guidance lessons. Students retake assessments and their results may change based on their new responses to the questions. This leads to students exploring new careers and colleges. In addition, when students choose their classes for the following year, they revise their 4 year graduation plan depending on their current career goals. Counselors meet with all students individually to help them choose their classes and during that time they discuss their post secondary plans. Interventions are discussed during this time if students need to retake courses for graduation or to meet their A-G requirement. The counselors provide students with information about summer school, on-line credit retrieval courses, after school APEX classes, adult school classes and other alternative programs that would be helpful for the student.</p>	<p>Transcript Evaluation Form</p> <p>Senior Transcript</p> <p>Senior Check Sheet</p>
<p>The <i>Course Planner</i> is a feature of Career Cruising that students use to sign up for the classes they want to take the following school year. Through course planner, students create their Individual Graduation Plan and can make changes every year.</p>	<p>4 year plan</p>
<p>Each year, during the Spring semester, the guidance team meets with students to plan for the next school year. First, they give a class presentation to all students to review the graduation and A-G requirements, and answer any general questions that students have about course planning. Students take this information home to share with their parents and can begin signing up for their classes on their own. Then the counselors meet with each student individually to review the student’s transcript and discuss the student’s post-high school plans in order to determine which classes are appropriate for the student the following school year. Together they will select the classes and input them on course planner.</p>	<p>Course Planner Information Sheet</p>
<p>For seniors, the counselors complete a “senior check” with all seniors. Starting in September this one-on-one meeting consists of a transcript review, determining graduation status, and a discussion of post-graduation plans. The counselor then provides each students with useful and helpful information to help them prepare for plans after high school such as college application deadlines, admission test dates, financial aid information, military recruiter name and contact information, etc.</p>	<p>Sample of completed Course Planner</p>
<p>At these individual senior meetings, counselors will determine if students need to be placed in appropriate alternative programs to meet their needs with the ultimate goal that they graduate on time. If a student will not be able to graduate on time, counselors work together with the administrative staff to evaluate how close that student is to graduation, so they can possibly return for another year of school as a fifth-year senior. If a student is too far behind in credits, he/she is provided with alternative education options to complete requirement for their diploma or equivalency.</p>	
<p>The programs that facilitate transitions to post high school options are attempting to address the achievement gap in academic areas that will prepare them for college, and providing certification in trades to assist in placing them in post-high school entry level job and training programs.</p>	
<p>In addition to the counseling department’s efforts, there are many other programs that provide assistance, direction, advice, and training in how and when to submit college applications, apply for scholarships and financial aid, and prepare personal statements for college applications. AVID is one of ECVHS’s most successful programs, and as a member of an elite group of schools in the United States that has achieved the status of AVID Demonstration School (only 118 out of 4500 schools have qualified), we boast one of the highest enrollments</p>	<p>Adult School Brochure (Adult School Diploma, GED)</p>

Description of Learning Center program

and the most sections in the district and even the state. We boast one of the highest enrollments and the most sections in the district and even the state. AVID provides opportunities for students “in the middle” to prepare for both academic and social aspects of a university setting, from research projects, college trips, SAT/ACT test-taking strategies and preparation, to mentoring support for all classes, commitment hours that help expose students to non-academic pursuits, and weekly meetings with AVID tutors who, as university students themselves, can help guide and connect students to their dreams and goals. Teachers guide students in how to write personal statements for college applications, how to apply for scholarships and financial aid and how and when to submit college applications. Our AVID students are able to visit at least one university every year. In 2012-2013, all 10th graders were taken to visit San Diego State University.

In addition to academically preparing students through content-area classes, El Cajon Valley High School also maintains the Career and Technical Education Pathway (CTE) to help transition students into traditional and nontraditional post-high school options. For example, The Welding and Fabrication program has met with great success in providing industry-standard American Welding Society certification and even job placement. The program includes field trips to see what welding jobs may entail, a minimum of two guest speakers, and 10 hours of Career Searching to facilitate locating available jobs. The Welding and Fabrication Pathway has broadened its scope to reach both those students interested in immediately entering the workforce following high school and to those students interested in post-secondary education. The program now incorporates design and higher level math and geometry for students interested in architecture, manufacturing and engineering careers.

Other Pathways at ECVHS with similar goals and achievements include: Biotech; Art, Media & Entertainment; Restaurant Services; and Media Design. Each Pathway helps prepare students with entry-level job experience, certification, and internships in various fields. The Art, Media, & Entertainment Pathway offers vertically-aligned classes in Photography, Media, and Video Tech. Although it is not a CTE career pathway, the we also offer a Health and Biotechnology Medical Pathway where science classes are catered towards the human body, common diseases and laboratory skills. This is a three year pathway where students take Medical Biology in 10th grade, Medical Chemistry in 11th grade and Biotechnology in the 12th grade. They have opportunities for internships, field trips, guest speakers and obtain college credits. These courses are intended to spark students’ interest in careers in life science and prepare them for the rigor of college science courses. Pathway programs at El Cajon Valley High School are an essential tool to connect students to real-world careers and help set goals for their future.

In order to prepare students for the rigor of college level courses, the CSU system and local junior colleges have teamed up with Grossmont District high school English Departments, including El Cajon Valley High School. The ECAP (see C2) team worked for 5 years to address gaps in standards-based curriculum, focusing on areas that would help students prepare specifically for college classes in Rhetoric and Writing. After hundreds of hours of trainings, curriculum re-design, and implementation of units and courses that satisfy college requirements, local colleges are reporting that newly enrolled students are beginning their college career taking higher levels of classes than before, and passing at a greater rate.

When it comes to measuring the success of the various programs not in terms of awards or enrollment but in terms of where they lead our students, we have unfortunately been lax. We have recently learned that we have access to the National Clearing House, which we could use to track all students through college, trade, or military settings, which enables us to effectively

monitor the success of our programs. In certain areas we have been successful, but our greatest weakness lies in using evaluative tools to guide us in our present day decision-making.

There is a new district initiative to help students - CEIS: Coordinated Early Intervening Services. This program put into place an Interventions Coordinator to oversee the process and progress of the district CEIS action plan to help students at-risk. The coordinator will have a case load of 70-100 students that he will meet with regularly, monitor their grades and performance, make contact with teachers and parents regarding vital student information, and support staff with additional strategies to help engage these students. 2013-14 is the first year of a five-year implementation plan. At ECVHS, we are integrating this as another layer of support for students to be successful.

Students who have not been successful in the traditional learning environment are provided support classes during the standard school day in math and/ or reading.

- Math: struggling students are assigned an extra period of math for Algebra I and Geometry;
- English: Beginning, High Beginning, and Intermediate ELD students, and Freshmen identified as reading 2 or more levels below grade are enrolled in two hour "blocks" of English with the same teacher;
- Reading: students who fall below a certain Lexile level, as determined by a number of tests, including the NWEA (mentioned earlier), are assigned a reading support class

To support our large EL population ECVHS offers an extra period of ELD for beginning to Intermediate EL students and reading classes for other struggling students. Students with extreme credit deficiencies can regain credits by taking online classes through Ed 2020 (Edgenuity is a computer based program that provides engaging online *education* for students grades 6-12.) for one or more periods during the school day. Students are provided these support classes based on the triangulation of test scores (NWEA Map for reading, CST, CAHSEE, and CAHSEE diagnostics), grades, Student Success Team (SST) recommendations, and the recommendations of subject area teachers and counselors. Necessity of students continuing in support classes is evaluated individually on a semester and or yearly basis and is based on test scores, performance in class, and teacher and counselor recommendation.

Parents are involved in many different decision making processes. For RFEP, parents have to agree in order for students to be re-designated. Parents are involved in the Student Success Team (SST) process and they are always invited to participate in the IEP process. Parents can sign up to use the Parent Portal online tool which is to view attendance, discipline, and grades that have been posted. Many teachers call and meet with parents to discuss progress and/or concerns. There are online gradebooks used, such as engradepro.com in which parents can access student grade information online. The district offers a 3- week monitoring online tool to send pre-progress to parents and other teachers, but not all teachers participate.

Special Education and Transition Programs

The process used to allow students to make appropriate choices and pursue a full range of educational options within Special Education are as follows:

All Incoming-Freshman in Special Education participate in an individual incoming 9th grader meeting with teams from both the middle school and high school. This meeting is to help facilitate a smooth transition from middle school to high school. From there the pathways

within special education will vary based on the student individual needs. Most students participating in Mild/Moderate Special Education will follow the same pathways as their general education peers (exceptions are those on a Certificate of Completion vs. Diploma track).

All students in Special Education have an IEP (Individualized Education Program). Students within the Moderate/Severe Program are not Diploma Bound and instead receive a Certificate of Completion; finishing their 220 required units within an educational program that meets their Individual needs.

Students receiving a Certificate of Completion continue on to Transition Education after age 18. Transition Education is the 4-year program for students age 18-22 that focuses on adult living and work readiness. A great deal goes into the preparation for that move at ECVHS.

These students participate in the following:

- Transition goals are addressed in all IEP's starting at age 15.5. These goals address the areas of: Education and Training, Employment and Independent Living. Students work towards increasing independence in the area of life skills, social skills, and vocational skills.
- Community Based Instruction: A component of the student's education that involves practicing purchasing skills, community safety, taking public transportation, and social skills in public places.
- Students participate in the IEP process and course selection annually, and Planning for the Future and Person Centered Planning (PCP) as an ongoing process.
- Person Centered Planning (PCP) : Is a process of facilitating the identification of student interests, needs, and desires for their future in the above mention areas: Education, Employment and Independent Living and helping them to prepare a presentation in where they invite invested parties and share their vision for their future. This is not the IEP meeting but is held by the student specifically to present their PCP's.
- Prior to PCP: Throughout high school students participate in lessons about realistic career and living options and work to develop their independence in all areas. Teams work together to accommodate students varying ability levels to gather choice/interest information. Ex: Using an iPad communication device with non-verbal students.
- Student's in the Moderate Program (within Mod/Severe Sped.) - Participate in Pre-Vocational Education course (which incorporates School-Based Enterprise), ROP Career Tech. Pathway (if able), and prepare a Senior Portfolio, that includes training completed in Work Readiness and Safety, PCP, Planning for the Future, Awards and Recognitions, and selected work samples from their high school career, etc. They present this at their Transition Planning Meeting.
- School Based Enterprise: Braves Brew (a coffee delivery service) is a small business ran by students in special educational that allows them real world experience to practice workplace skills.
- Transition Planning and Meeting: Each year students, teachers and parents discuss and begin to prepare for students' transition from Childhood-to-Adulthood and share transition program information. During student's senior year, a formal transition meeting is held and transition teachers present the program. Students visit the program at least once prior to graduation and also accompany the group to SD Transit to get a disabled bus pass, so that they are ready to begin just after graduation.

B3: Upon completion of the high school program, students have met all the requirements of graduation.

Findings/Narrative	Evidence/Data
<p>Counselors spend a significant amount of time analyzing individual student data to ensure proper placement in classes. They also evaluate student progress towards graduation. This is done several times a year. First, before the school year begins, counselors evaluate each student’s transcript to ensure students are placed in the proper courses. At every progress report (every 6 weeks) counselors and academic advisor meet with students who receive a grade of D or F in an academic classes to discuss reasons for the low grade(s) and provide interventions for improvement such as tutoring. At the beginning of spring semester, counselors re-evaluate students transcript to ensure proper placement in second semester classes.</p> <p>They meet with students individually at least once a year to review progress and plan for classes for the following school year as well as summer school. All students have a 4 year individual graduation plan that is started in the 9th grade and revisited every year. Students can make adjustments as they complete each school year to make sure they are meeting graduation requirements and A-G requirements.</p> <p>When students need to make up credits for graduation, counselors provide students with other options to help them meet their graduation requirements. Those alternative programs are:</p> <ul style="list-style-type: none"> • Credit Recovery classes: Students who have failed a course, can take on-line classes using the ED2020 program during the school day. • Adult School classes: Students can take classes afterschool through our Grossmont Online Academy Learning (GOAL) project using APEX learning program on-line. Students can also take classes through the traditional continuing education option at Adult School. • Summer School: Students are signed up for summer school course by their counselor if needed. • Alternative programs: Students are also referred to alternative programs within our district to help students meet their graduation requirements or equivalent (such as Learning Center, Phoenix Independent Study, GED Preparation courses) <p>El Cajon Valley High School offers various academic support programs such as:</p> <ul style="list-style-type: none"> • The math department at ECVHS has support built into the school day for students needing additional support for the High School Exit Exam and students not at standard in their algebra and geometry class. We currently have 4 classes of Integrated Math for 10th graders who need additional support to pass the High School Exit Exam. This class has built in time for preparing students to pass the High School Exit Exam. In addition to the pure 10th grade class, we offer Sheltered Integrated Math for our English Learners. Although this class is not a pure 10th grade class, this class uses the same material and follows the same pacing as the regular class. This year we offered 5 classes of Algebra support and 1 class of Geometry support. The class supports the core class with pre-teaching/review of topics/homework support/online practice using www.IXL.com. 	<p>List of courses in ED2020</p> <p>List of courses in APEX Adult School Concurrent Enrollment Form</p> <p>List of summer school courses</p> <p>Description of alternative programs</p>

- The ECVHS library program is dedicated to supporting students in their quest to meet all GUHSD graduation requirements. The ECVHS library is staffed by a certificated teacher librarian and a classified library technician; this staffing model makes it possible for the teacher librarian to collaborate with classroom teachers on curriculum writing, development, and implementation. The information literacy standards that guide the librarian’s work are aligned with Common Core subject area standards; ECVHS’s librarian works to help students meet both sets of standards. This past year, the ECVHS librarian launched an initiative to work with 9th grade geography teachers to develop curriculum designed to help students meet the GUHSD Technology Foundations graduation requirement.
- The students have access to 34 computers to word process or work on digital/formal presentations; this is essential at our school, since many of our students do not have computer and/or Internet access at home, or do not have the computer software programs necessary to complete class projects. The library allows students to print out all school work free of charge. The library is open before school and during lunch, and teachers may send students to the library on a pass during instructional hours.
- Link Crew is a mentorship program that connects incoming freshman with upper-classmen during a Freshman Orientation Day. All Link Crew members undergo three training days and are then “linked” with a group of up to fifteen freshman. These Link leaders also coordinate a variety of activities throughout the school year to ensure their freshman group is supported both socially, academically and build connectivity to ECVHS. The activities offered include a Homecoming Tailgate, Co-Co and Cram (a finals week preparation group study session), Link It Up days, and phone calls and lunch meeting check-ins by Link Leaders to their freshman. Evidence of activities exists, no data correlating activity involvement and higher academic achievement exists.
- AVID (Advancement Via Individual Determination) is an academic support program designed to provide AVID strategies, such as Philosophical Chairs, Socratic Seminars, writing as a process for inquiry, Cornell-style notes, etc. As an AVID demonstrations school, the AVID tutorial process has been an implementation instilled in all grade levels. In our tutorials, we guide the students to challenge themselves to ask higher level critical thinking questions in order to think beyond their actual question. The students are able to rehearse, paraphrase, reteach, and/or summarize the material they have in their core classes and/or foreign language. The support provided in AVID would also entail the test prep strategies, SAT vocabulary, and EXPLORE and PLAN assessments to expose the students to the skills needed for the exit exam, ACT, SAT and entrance exams to certain universities.
- Our Career Center is open every day at lunch with a counselor to assist with scholarships/financial aid/college applications/essays/career options, etc. Students are provided with opportunities to meet with college representatives from Grossmont and Cuyamaca College, SDSU, and UCSD. These representatives meet with students to discuss their pathways they may be following and to guide

them to stay on track. Many students seek out practice from the entrance exams which assess their Math and English skills and they utilize these to find out where they place and what improvements need to be made. Through the guidance of the financial aid process, parents are able to attend the workshops that are available after school with translators to assist in explaining the essential steps and guidelines that they have a crucial role on the application.

- With the high numbers of English Learners, providing them with the tools they need to access the curriculum and prepare for the CAHSEE is of paramount importance. The textbook chosen for the ELD program is District approved and aligned to the California ELA 9/10 Standards. Additionally, the formative assessment-based writing program is specifically designed to prepare students for the writing portion of the CAHSEE.
- The ECVHS library collection provides students with test preparation materials in print and online. The recent acquisition of the Gale Testing and Education Reference Center gives students 24-hour access to test preparation booklets and practice tests for a wide variety of high-stakes exams, including CAHSEE, PSAT, SAT, ACT, AP, and ASVAB. Nearly all of the ECVHS library's online resources have language translation tools available.
- The science department holds after-school tutorials, test correction remediation, and benchmark reviews. In addition, make-up time for labs and assignments are offered to students who fall behind. Benchmark tests in the science department are scheduled to be given within the first six weeks and the second six weeks of the semester. The assessment is used to measure mastery of learning over time. The essential standards are tested. After the test, teachers look at the most missed questions and re-teach those topics. Re-teaching may happen over one to two days. Students who score below 70% must take the exam again. Both scores are averaged together and make up 5% of the student's grade.

We offer a number of academic support programs to ensure that students are meeting all requirements of their classes and succeeding on high-stakes test such as the CAHSEE. These programs include Night Library, Saturday Scholars, and Brave School. Additionally, the Diamond Program and STAR School are sub-programs of Saturday Scholars. For all of these programs the students' parents are asked for permission for student participation, ensuring parent awareness and notification.

See A3 for additional information.

To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

Students are able to apply real world applications in school. We have students who become peer tutors, working directly with our special education students as tutors and mentors. Our students can also choose to become bilingual peer tutors working with our newcomer students in the classroom. We also have students who are teacher assistants and office aides and learn clerical skills such as filing, sorting, alphabetizing. As AVID tutors, our upperclassmen help the 9th and 10th graders with their academics.

Our school offers a variety of programs to help students learn a skill or trade while in high

school. We have many electives and Career Technical Education pathways that students can choose that will teach them real world applications. We have CTE courses such as Restaurant Services for students interested in pursuing a career in culinary arts and/or business or to learn what it takes to work in a restaurant. We have our Welding pathway that allows students to learn the skills needed to become a welder and students become certified. In addition, we have an Arts, Media and Entertainment Pathway allowing students to learn different aspects of art from photography, digital media and video production. In our medical pathway students learn about the medical field through class instruction, activities, internships, fieldtrips and guest speakers.

Section B Conclusion

ECVHS has a variety of programs designed to meet the needs of students. Our after school intervention programs – Brave School, Saturday Scholars, and Night Library along with our in-school interventions –SST process, READ 180 and System 44 classes, math support, ELD/ ESL, Long-Term ELL class, and so on – are all working in conjunction to get students to meet the ESLRs and Common Core Standards . As we move forward with meeting the Common Core Standards, we are integrating the ESLRs into our daily practice.

Programs we want to continue and build upon for all students include: after school interventions – refining the process and targeting students more efficiently, The *ECV Way* – schoolwide vocabulary and writing focus needs to continue momentum to truly be effective, collaboration in departments – as we again have a schedule that has collaboration built in we need to focus on using our time to build our teams once again.

Programs to build include: The Language Academy – the ELL school within a school that gives ELL students access to all core subject areas in the form of literacy science and literacy social science. This was lacking prior to this school year. The EL Task Force (a new group on campus) also places students within their academic classes based on clear entrance and exit criteria. This is new procedure in 2013-14 and needs to continue to be developed to no longer be an area of weakness at ECVHS.

WASC Focus Group B

STRENGTHS	AREAS for GROWTH
Intervention Programs (Brave School in teams, Saturday Scholars for test preparation and enrichment, READ 180 and System 44 for reading, Study Success Teams, the new CEIS position, and Language Academy.)	ELL (Sheltered) Class Placement, Evaluation, and Movement (Prior to 2013-14, there was no set entrance/ exit criteria for sheltered classes outside of English Language Development.)
Large Amount of Student Choice in Pathways and Courses (AME pathway, BioTech courses, elective courses, and AP/Honors as well as college prep academic choices.)	Collaboration between and in departments particularly to integrate reading and writing skills in classes (<i>ECV Way</i> is our first step in our approach to Common Core in every class. This is emerging and needs development.)
The <i>ECV Way</i> (Emerging Schoolwide Academic Vocabulary and Writing Focus.)	EL students do not have access to all core classes (Students in ELD beginning were not previously given a science or social science class. As of the 13-14 school year, this is happening in the Language Academy.)

Focus Group C: Standards-Based Student Learning: Instruction

**C1: To what extent do students achieve the academic standards and the expected schoolwide learning results?
To what extent are all students involved in challenging learning experiences?**

Finding/Narrative	Evidence/Data
<p>ECVHS students are daily actively engaged in a wide variety of learning experiences involving all aspects of literacy, numeracy, and connectivity, the previous ECVHS ESLRs, which are what the information in C is referencing.</p> <p>Our old ESLRs</p> <p>Improve Literacy Students progress toward improvement in literacy skills by:</p> <ul style="list-style-type: none"> Practicing reading, writing, listening, and speaking daily in every class Become effective communicators Striving to reach grade-level competency on performance standards <p>Improve Numeracy Students progress toward improvement in numeracy skills by:</p> <ul style="list-style-type: none"> Identifying problems and using various strategies to reach solutions Collecting and analyzing data Using technology to access a variety of resources and solve problems Creating graphical representations and interpreting results <p>Improve Connectivity Students/ Parents progress toward improvement in connectivity by:</p> <ul style="list-style-type: none"> Using effective study skills and collaboration Accessing various support services offered by ECVHS and the community Contributing positively to ECVHS and the community <p>Our new ECVHS Expected Schoolwide Learning Results as of Spring 2013 inform our entire community that we expect our students to “Be BRAVE”.</p> <p>Bold lifelong learners who:</p> <ul style="list-style-type: none"> • Adapt proactively to varied roles, job responsibilities, schedules, and contexts • Manage time and workloads efficiently and avoid procrastination • Meet or exceed the California State Standards in all content areas <p>Resourceful users of technology who:</p> <ul style="list-style-type: none"> • Utilize technology as a tool to research, evaluate, and communicate information in a learning environment • Expand the use of technology to employ different learning modalities in all content areas • Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college 	<p>Additional Evidence</p> <ul style="list-style-type: none"> *California Standards *Small group discussions *Cooperative Group work *Drafts, peer editing, and revisions *Research projects *Written Assessments *Formative Assessments *Benchmark Assessments *Student Power point presentations *Webquests *READ 180 data *Why Try? Brochures *Got Plans? College Fair *CAHSEE Diagnostic *RFEP Redesignation Forms/ Process *Course Syllabi *Learning Goals/ Targets *Classroom Norms/ Expectations *Grading Rubrics

Finding/Narrative	Evidence/Data
<p>Analytical thinkers who:</p> <ul style="list-style-type: none"> • Apply complex problem-solving processes and critical thinking to school and real-life scenarios • Use unconventional problem-solving skills in both academic and work environments • Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas <p>Valuable members of society who:</p> <ul style="list-style-type: none"> • Participate in civic life by staying informed and aware of the impact their actions have on the community • Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world • Exhibit self-discipline, integrity, and socially responsible behavior <p>Effective Communicators who:</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral or written skills • Demonstrate ability to exchange ideas effectively and respectfully with diverse teams • Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college <p>Our new ESLRs incorporate our old ESLRs but have expanded to define character education pieces as well as challenging students to meet literacy and math standards and be connected to the ECVHS community.</p> <p>ECVHS teachers have been involved in extensive training in literacy strategies over the last few years during monthly prep period meetings These trainings were conducted by highly trained teachers and have been teacher -led and driven. Trainings were done in a collaborative setting working with teachers across the curriculum.</p> <p>For the 2013-2014 school year, many teachers, from all subjects, are committed to Advanced SDAIE training with the District’s EL Specialist. Besides specific core strategies (like Marking the Text, Writing in the Margins, etc.) the literacy environment was addressed by increasing knowledge of collaborative learning and student engagement strategies.</p> <p>This school year every class has participated in a new program developed by the four core department chairs called the <i>ECV Way</i>. The <i>ECV Way</i> is based on the idea that academic directive verbs need to be taught across content areas. These words are so important to accessing rigorous curriculum and are necessary to be successful not only on high stake tests but they are also foundational to developing stronger literacy skills. The department chairs, with input from others, decided on a word a week. All teachers were given the words and asked to use the word daily as much as possible in the course of lessons. This approach showed students how important these words are but also gave rise to “teachable” moments in which social science teachers got to explain how a word such as “describe” is used specifically in their discipline as opposed to math or English use of the same word. Teams were also encouraged to make content specific vocabulary to use in the same manner as the directive verbs.</p>	<ul style="list-style-type: none"> *Posted Objectives/ Standards *Daily Agendas *Be Brave *Special Education - spectrum of services * ELD Classes *Sheltered Classes

Finding/Narrative	Evidence/Data
<p>AME</p> <p>For the Arts Media and Entertainment Pathway classes, students are daily engaged in project based learning activities that prepare them with skills they can use in industry. These classes are Career Technical Education classes that meet rigorous curriculum standards set by the state. Students in video production can be seen creating a wide variety of video projects ranging from public service announcements, in school activities, community events, and school guidelines (ESLRs, Be BRAVE, etc.). These include logo design, stationary design, t-shirt design, as well as printing these using a variety of processes. Students in Media and Graphics are daily busy working on a wide scope of graphics projects. Photo students are daily working on learning photo skills and producing photos.</p> <p>Counseling Department</p> <p>The counseling department promotes equity and access to rigorous educational experiences for all students by providing meaningful classroom lessons, college and career planning and helping students in need of socio-emotional support.</p> <ul style="list-style-type: none"> • <u>School Guidance Curriculum</u> – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills to meet their desired goals such as graduation and post secondary plans. During the guidance lessons, the counselors and academic advisor help students explore career and college options through Career Cruising and provide students the opportunity to think about their future goals and create a plan on how to achieve those goals. School guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by the counseling staff in collaboration with classroom teachers. • <u>Individual Student Planning</u> – The counseling department coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans. Every year in the Spring semester, students have the opportunity to meet with their counselor individually to choose their classes for their following year, update their post secondary plan and to discuss personal interests and skills. • <u>Responsive Services</u> – Responsive services consist of prevention and/or intervention activities to meet students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and the school climate and culture, and may require any of the following: <ul style="list-style-type: none"> • individual or group counseling • consultation with parents, teachers and other educators • referrals to other school support services or community resources <p>Students are provided with these services so that they are able to get the help they need to be successful. In individual and group counseling for instance, students do self reflection, verbalize thoughts and feeling. Students are taught to advocate for self and make right choices.</p> <p>English</p> <p>Students are provided many rigorous learning opportunities in all English classes. All students read, write, and speak daily. On each grade level team or PLC, the teachers have</p>	

Finding/Narrative	Evidence/Data
<p>agreed to teach the same skills and, in many cases, the same assignments to ensure equity for students. All students are challenged to demonstrate the skills taught throughout the English Department, from beginning ELD, through Senior AP Literature; tests, essays, and student presentations are utilized to measure reading, writing, language, speaking, and listening proficiency. Students may demonstrate these skills in a wide variety of ways. For instance, the use of grouping levels (from 2, to 4, to 6, etc.), checks for comprehension, note taking, graphic organizers, meaningful discourse, non-verbal cues and responses, using mini-white boards, technology (COWs), TPR, Red card/Green card, “ticket out the door”, and interactive notebooks. However, all students are expected to demonstrate competency to successfully complete the class. There are systems to assist students who are struggling to meet the expected outcome (Brave School, tutorials, Night Library, etc.) Students are often paired or grouped to encourage original thought processes.</p> <p>Library The ECVHS Library Program emphasizes the teaching of information literacy skills and the promotion of schoolwide literacy. The ECVHS teacher librarian regularly collaborates with classroom teachers to infuse lessons with information literacy skills training, and works directly with students on the development of these skills. Statewide studies, including a large-scale California study, have repeatedly shown that a well-staffed, well-funded school library program has a direct positive impact on student achievement.</p> <p>Math All student are exposed to challenging learning experiences at their appropriate level. Such experiences may include:</p> <ul style="list-style-type: none"> *Honors classes offered – projects in certain subjects, higher level type questions *CST, CAHSEE standards based multiple choice subject based questions *Use district-approved textbook *Vocabulary incorporated in lessons *Analyze database on assessments (formative/summative) to meet student’s needs- modify, adapt, re-teach *Same assessments/assignments across each subject area *Use of collaboration to reflect on student’s needs *Support classes to help struggling students *Manipulatives used to present concept *www.IXL.com used in all math support classes and Math I *Brave School (targeted after-school reteaching) allows students to have the opportunity to achieve proficiency on chapter tests * After school tutorials (in addition to Brave School) <p>Performing Arts Teachers from the Performing Arts Department have worked as part of a district-wide VAPA (Visual And Performing Arts) team to create standards and benchmarks that align with state standards. Teachers have received staff development in Common Core, and are</p>	

Finding/Narrative	Evidence/Data
<p>in the process of creating new guidelines for implementation.</p> <p>PE</p> <p>In PE, students are challenged daily to improve their fitness levels, health and lifestyle. Students are challenged through leadership opportunities, peer evaluations in skill development, goal setting, conflict resolution, individual competitive sports and team competitive sports.</p> <p>Additionally, students are challenged through with a framework set forth by the state in the form of fitness gram exam. These tests measure aerobic capacity, body composition, upper body strength, lower body strength/ flexibility, and abdominal strength. Students are challenged to remain consistent throughout the year on a daily basis in order to reach levels necessary to succeed in passing the fitness gram exam.</p> <p>Science</p> <p>The science curriculum offered consists of General Science, Biology [College Prep, Medical, Honors, Sheltered], Chemistry [College Prep, Honors, Medical], Earth Science [College Prep, Sheltered], Physics [College Prep, Honors], Microbiology/Biotech, and AP Environmental.</p> <p>The Science Department has established pacing guides, standards based common unit summative assessments [with test corrections and retake opportunities], standards based common benchmark exams [2 per semester, with opportunities to re-teach and retake], common grading policies, common lab write up format [scaffolded for grades 9 – 12, and EL students]. The Science Department uses extensive literacy strategies focused on reading comprehension, vocabulary and developing scientific writing skills. Within Science PLC groups similar materials, activities and labs are used to engage students in similar experience to ensure equity and access to the science content.</p> <p>Levels of challenging learning experiences in science look different depending upon course level and student skill and experience level. Challenging writing assignments for sheltered, for example, are at a different level than for an honors class, both in content and concept. For example, honors students receive open-ended assignments, college prep classes receive an outline or template or other assistance, and sheltered (EL) may receive directed reading and writing assignments with vocabulary lists and sentence starters.</p> <p>Students enrolled in AP science courses are involved in challenging learning experiences around social, ethical, political and economic issues to promote understanding of current environmental struggles that forces them to think of solutions for the future. These learning experiences include Socratic seminars, problem solving activities, research projects, paper and presentations, webquests, small group discussions, laboratory activities, online threaded discussions, critical analysis of scientific articles, debates, challenge based activities around creating a water filter and solar oven. Microbiology Biotech students are involved in challenging learning experience daily by conducting experiments, writings, collaborative groups in school and outside of school.</p> <p>Students enrolled in honors and college prep science courses are also involved in challenging learning experiences. These students are often presented with real world problems or situations such as bioethics, the controversial issue over labeling genetically modified foods (GMO), obesity, the diabetes epidemic and climate change. Students are expected to use the knowledge gained to find a solution to a problem, create presentations or projects, engage in online, threaded discussions and analyze data</p>	

Finding/Narrative	Evidence/Data
<p>collected during laboratory assignments. The honors students take things a step further and develop their own procedures as well as hypotheses and present models that they have developed which are then critiqued by peers, and corrected as needed.</p> <p>In chemistry class students are challenged in a project to analyze how and where chemical elements appear in our daily life. While studying the digestive system students keep track of their eating habits, caloric intake, fat, protein, good calories/bad calories and serving sizes. In medical biology class students research drug addictions and how the nervous system responds to the drug's presence. Students use biotechnology techniques to simulate how the children of a father affected by a rare disease may have inherited that disease.</p> <p>To engage and challenge students to think critically, all courses employ literacy strategies such as marking the text, writing in the margins, summarizing, scan for vocabulary, on demand writing (quick writes), peer review, Achieve 3000 [lexile reading assessment and practice], interactive notebooks, think pair write, (read one, speak two, write three), marking the text, writing in the margins, TPR, choral reading, choral response, sentence starters, writing templates, and the <i>ECV WAY</i>, a schoolwide vocabulary initiative. SDAIE techniques are used extensively, especially in the sheltered class where students need the added support to access the rigorous and challenging content. Science teachers are incorporating the ECVHS ESLRs into learning targets. Students complete self assessments of learning targets. Students utilize graphic organizers (Venn diagrams), reading instructions and sequencing into flowcharts. Lab activities involve a wide variety of skills including the collection, organization and analysis of data, developing their own hypotheses, collaborative work and problem solving. Activities in the lab include using electronic probeware technology to measure gases and radiation, making observations of living organisms (pond life, rolie polies), dissections, and chemical interactions. Science teachers have the students use comparing and contrasting for topics such as physical and chemical processes. Teachers do demonstrations such as an egg in a bottle to show pressure change, and a burned Tic Tac to create a chemical reaction.</p> <p>Collaborative learning takes place within the science department to allow students to access the content and critical think about what they are learning. This collaborative learning occurs in the form of pairs, groups, or student led discussion using whiteboard presentations. Student collaborative interaction occurs every day or nearly every day in the form of think pair share, projects and activities, lab write-ups, Power Point presentations, web quests, posters, brochures, research papers, and other projects. In many of these activities the use of technology is incorporated via s COW's [computers on wheels], microscopes, online simulation, and standards-based games and competitions. Also used are tickets out the door assessments, drawing pictures, and writing prompts.</p> <p>Social Science</p> <p>- Emphasis on literacy and critical thinking:</p> <ul style="list-style-type: none"> • Common content vocabulary and vocabulary strategies • prompt analysis and subsequent development of expository writing • Use of directive verbs to illicit depth of knowledge • Use of primary sources to increase depth of knowledge of content • Main argument identification and supporting evidences as found in articles used to supplement content. 	

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • Use of variety of short answer questions in formative and summative assessments. • Use of “connections” to promote literacy • Use of DBQs (Document Based Questions) and FRQs (Free Response Questions) • Choral reading/checking for understanding • Student presentation of content knowledge - small and large group scale • Emphasis on grammar and punctuation in select classes • Student generated graphical representations of content and vocabulary • Use of context clues to promote literacy • Use of “vocabulary evidence model” • Use of graphic organizers as pre-write activities • Expository Paragraph Topic/Conclusion Shaping Form • Thematic (lenses) reading and analysis • Governmental Change Criteria (lens for reading) • Marking the text/annotating for unfamiliar vocabulary <p>Connectivity to content standards:</p> <ul style="list-style-type: none"> • Before and after school tutorials offered • Lunch time available for academic assistance • Use of collaborative learning - google docs/presentation • Saturday - STAR School for CST/AP score enhancement (World History, AP Euro, APUSH, and U.S. History) • CARE Club <p>Numeracy:</p> <ul style="list-style-type: none"> • Internet research skills and responsibility • Technology literacy - use of Google Docs, Google presentations, Google spreadsheets, Microsoft Word, Excel, PowerPoint • Use of CIA World Factbook • Map/Chart analysis in CST prep <p>Class rigor:</p> <ul style="list-style-type: none"> • Department wide analysis of primary sources (see attached document) • Using directive verbs in prompts that facilitate higher order thinking responses. • DBQs (Document Based Questions)/Modified DBQs • FRQs (Free Response Questions) <p>In the social sciences, some of the more challenging learning experiences for students—and often the ones that push students to think more deeply—often center around document analysis (analyzing and deciphering primary source documents—this happens in all social science classes; see Primary Source Sheet); using directive verbs in prompts that facilitate higher-order thinking responses; DBQs, modified DBQs, and FRQs.</p> <p>Special Education</p> <p>Students’ instruction and program is individualized and based on their areas of need. The students’ individualized program is created in the IEP (Individualized Education Program). The student’s IEP team consists of themselves, their parents, special education advocate teacher, general education teachers, and any additional service providers</p>	

Finding/Narrative	Evidence/Data
<p>(speech & language, occupational therapy, physical therapist, mobility training, adaptive physical education, etc). Present levels of student performance are examined in the following areas: Academic (Reading, Writing, Math), Communication, Gross/Fine Motor Skills, Behavior, Health, Social Skills, Vocational Skills, and Adaptive and Independent Living Skills. Based on present levels of performance in these areas, annual IEP goals are created in the specified areas of need. Assessments are used to determine the present levels of performance these may be summative, formative, and ongoing data collection. These are used to modify and drive instruction.</p> <p>Before a student turns 16 a transition assessment and plan is developed. The transition plan reflects students' goals for post district education. The transition plan activities reflect educational activities to support the goals. The transition plan focuses on the following areas: Post-Secondary Education, Employment, and Independent Living. Goals, activities and community experiences to meet the projected long term goals in these areas are also included as a part of the student's IEP and therefore their program instruction at school.</p> <p>Students receive instructions in a variety of settings such as special education classrooms, general education classes, and community based instruction. Student may receive support from special education staff, paraprofessionals, and/or peer tutors depending on the students' needs. Instruction in each of these learning environments is designed around the students IEP goals and IEP program plan.</p> <p>Students' instruction and program is individualized based on their areas of need and the least restrictive environment for each individual student, based on their IEP. Some students take all of their academic classes in special education while some have a combination of special education and mainstreamed college prep while still others are in all college prep and even honors/ AP classes. Additionally, some of these students have tutorial classes to support them in finishing assignments or managing time for projects.</p> <p>Visual Arts</p> <p>Students in the visual arts are required to produce artwork that addresses the state standards which are headed by Historical and Cultural Context, Creative Expression, Aesthetic Values, Connections, Relationships, and Applications, and Artistic Perception. Students are also expected to take regular notes focusing on art vocabulary and the schoolwide <i>ECV Way</i> vocabulary. Literacy is reinforced through regular writing at the end of a project. Examples of this writing would be critiques and artist statements. The department has also created a standardized art vocabulary list for student use. All students are required to participate in an art show at the end of the year which demonstrate their understanding of the principles and elements of art. Numeracy is reinforced through the use of ratios, measuring, fractions, proportions, and basic math.</p> <p>World Languages</p> <p>World Languages offers a number of rigorous Honors/AP courses open to all students. We work with our AVID program regarding their requirement of 1 honors or AP class per year per student. We also work with counseling to program students to take the most rigorous classes possible. Students are encouraged to continue taking courses in the target language with the goal of reaching the higher levels. Already in the beginning levels teachers incorporate fundamental level skills which build toward the Advanced Placement levels. The World Language Department uses a wide variety of activities which reflect</p>	

Finding/Narrative	Evidence/Data
<p>real-life situations and engage students with the target language for a real purpose. For example, German students learned lyrics and created gestures to German rock band songs, then went to the actual concert. Students in all World Languages participate in similar activities, including partner/group speaking activities which promote conversation about real topics, not fictional ones. Another example is when students create their own humorous skits/videos to present to the class. Teachers keep all students engaged and accountable through a variety of management techniques, such as ticket out the door, calling on all students, giving out incentive coupons for participation, etc.</p> <p>To what extent do students know beforehand the standards and expected performance levels for each area of study?</p> <p>AME In AME, students are given the state standards to meet throughout the year. Each project moves them towards learning skills that prepare them for employment in AME industry sectors and to meeting state curriculum standards. Teachers describe the standards to students that are being met with each project they complete.</p> <p>Teachers post on their whiteboards or on overhead projectors daily objectives, unit objectives, predicted outcomes – KWL – Knowledge – prior knowledge, What – what do you want to know, Learn – what did you learn.</p> <p>English Students are given a syllabus containing the department-wide grading policy and grading scale. Syllabi include policies on late work, expectations regarding grades and make-up work policies, as well as student responsibilities.</p> <p>Students receive learning objectives and expectations before each unit either via PowerPoint, daily white board postings, hard copy, or orally. In addition, Google presentations and teacher websites are utilized to keep students up to date on any changes, and also as a resource for class expectations.</p> <p>Students are given opportunities for guided practice, independent practice, and to view students’ models and exemplars when appropriate. Students are given rubrics and explanations of expectations with writing assessments. Through the use of various formative assessments, students are actively involved in monitoring their strengths and successes, as well as weaknesses and areas in need of more focus, assistance and/or re-teaching.</p> <p>Math Teachers use a variety of techniques to ensure that students know the standards and expected performance levels. All math teachers will do one of the following in order to convey the daily learning objective to the students:</p> <ul style="list-style-type: none"> *Written on each assignment sheet handed out at the beginning of each chapter *Daily objective written on board when students walk in (posted) *ESLRs posted on wall of every classroom and referenced in each lesson *Sequential according to the book *Alignment among each class (i.e. everyone teaching Algebra teaches same concept on same day... or within a couple of days of each other) 	

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<p>*Written in syllabus</p> <p>*Year long calendar</p> <p>*Year long CAHSEE/CST practice reviewing past standards and future ones</p> <p>*Syllabus included with aligned grade percentages</p> <p>*A link to 'Braves Math' on school website</p> <p>*Previous years of student work on classroom wall</p> <p>* Daily planner/assignment sheets by chapter</p> <p>Performing Arts</p> <p>Students are provided course outlines and performance calendar. In addition, students are provided other opportunities, including marching band and drama club productions.</p> <p>PE</p> <p>Students in PE are challenged to work collaboratively with their peers to practice specific fundamentals, to improve skills and to demonstrate understanding of vocabulary assigned to specific movements.</p> <p>Students set fitness goals to move towards their individual needs that promote healthy lifestyles and lifelong learning. They are challenged daily to improve their fitness levels, health and lifestyle improvement. This is done through with a framework set forth by the state in the form of fitness gram exam.</p> <p>Students are taught to be aware of the need to work collaboratively in school to create a sense of teamwork, sportsmanship and citizenship. They are able to transfer these skills later in their post high school work experiences. Expected outcomes of specific biomechanical movements are discussed and modeled prior to specific units of study.</p> <p>Maintain focus on achieving these goals on a daily basis.</p> <p>In PE, students are aware of fitness levels they need to achieve to be successful on the fitness gram exam (K). Then students are taught and challenged to set their own personal fitness and health goals (W). Through weekly and monthly assessments, students are able to monitor their progress (L).</p> <p>Science</p> <p>Students are given a syllabus containing the department wide grading policy and grading scale. The syllabi include policies on late work, expectations regarding grades and student responsibilities, make-up work policies.</p> <p>Teachers within the Science Department either post learning objectives/goals in the classroom for students to see or students write learning objectives/goals in their interactive notebooks.</p> <p>Learning objectives are written on the whiteboard daily and students write them in their notebooks. Before unit tests students self-asses themselves on the list of learning targets that are about to be tested. Students are periodically shown the standards from which the learning objectives originated.</p>	

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<p>Teachers know whether the learning objectives are met through several means. Teachers are regularly checking for understanding throughout the class period. Quizzes and tests are taken. Teachers use the Ticket out the door strategy for daily assessment or the daily 5 question quiz about objectives. Teachers also check students' work before allowing them to pack up to leave, or have them write a summary that addresses the learning objective of the day. Writing prompts are using the <i>ECV Way</i> directive verbs are used at least once a week per class. Students take midterms with re-teaching and re-testing for those who need it. Formative quizzes and the data is analyzed via illuminate. Notebooks are checked and lab reports are completed. For individual assignments such as projects, labs and some writing assignments students are given rubrics, performance task lists or checklists to communicate learning expectations.</p> <p>Social Science</p> <p>Posted objectives</p> <p>Use of models - student work</p> <p>Content standards posted</p> <p>Teacher demonstration of various levels of student work</p> <p>Examples of 'A' work, 'B' work, etc....</p> <p>Use and presentation of grading rubrics</p> <p>Use of World History - Essential Vocabulary, Questions, and Directives</p> <p>Special Education</p> <p>Students are involved in the IEP process, are present at meetings, participate in assessment and give input in the transition planning process.</p> <p>Students often have performance goals related to the use of appropriate behavior. Depending on their levels, students review their expected behavior performance level, in a variety of ways: either with verbal reminders, visual cues (rule lists, token boards, and social stories), and gestures to rule boards.</p> <p>Within the Moderate to Severe Special Education classes, instruction to students is largely delivered in small group instruction formats, in order to differentiate instruction based on student level and provide necessary supports to students to engage in the learning experience. Expectations of student performance are provided to students at the beginning of each lesson.</p> <p>In the Mild to Moderate Special Education classes, instruction varies. Teachers align with general education curriculum while modifying pace or amount of material covered. Students in the Mild to Moderate Special Education program are aware of learning objectives, and both long term and short term. Through the IEP process, student expectations for the year are planned and agreed upon individually with staff, parents and students. This process allows for a common understanding among the group. In addition, students progress on these goals and objectives are reported to parents 4 times per year along with grading updates.</p> <p>On a daily basis, students carry personal planners and write daily agendas down off the whiteboard or via technology and refer to these agendas to complete daily learning curriculum tasks. Evidence of completion of these tasks is the teachers gradebook as well</p>	

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<p>as tangible ideas such as “ticket out the door” and “stand and deliver” verbal quizzes. Teachers also pass out syllabi and pacing guides to students explaining the semester or unit agendas and expectations.</p> <p>Visual Art</p> <p>Students are given a rubric at the start of each project which outlines what is expected of them for a successful completion of their assignment. At the start of each project, benchmark examples are shown and the standards are covered so that students have an idea of what their final assessment will be based upon. Demonstrations are given so that the students know what the standards and benchmarks look like.</p> <p>World Languages</p> <p>All World Language text series are standards-based, which means that at the beginning of each chapter students are introduced to standards and objectives matching areas of study. Specific learning objectives are shared with students each day. Students are made aware of expected performance levels with daily assignments, as well as on assessments, where specific skills are required for a higher grade.</p> <p>To what extent is differentiation of instruction occurring and what is the impact on student learning?</p> <p>AME</p> <p>The impact of learning occurs through students learning from other students. Students learn through different modalities and at their own pace.</p> <p>In AME classes, curriculum differentiation strategies are used daily due to the high level of ESL students, incoming new immigrants, and low level of literacy skills by many students. In these classes, students are able to work at their own ability level through the use of technology and equipment.</p> <p>This technology enables them to be successful in their project based work whereas in classes without the technology they have to rely on listening and speaking skills in English. Many struggle with this. AME classes provide many opportunities for students to achieve high levels of proficiency in their projects. They are able to translate their thoughts or assignments from their native language into English on computers and then transition more easily to complete their assignments. They can improve their competency in project based learning assignments by collaboratively working in groups. The higher level students help the lower level students.</p> <p>Counseling Department</p> <p>Counselors address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. Counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of students’ needs. For instance, when they do guidance lessons, the guidance team differentiates instruction by explaining information more than once and rewording the information in a simpler form for students who may be in special education classes. Counselors also translate (3 counselors speak Spanish and 1 speaks Chaldean) when needed or have bilingual aides translate</p>	

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<p>information in the appropriate language(s) for the student population.</p> <p>Counselors provide the following interventions to help determine if differential instruction is needed for students who may be having difficult times learning and being successful. The counseling department facilitates SST (Student Success Teams), and participates in 504 plans and and IEP meetings.</p> <p>SST (Student Success Team) – Working as a team the student, parent, teachers, counselor and in some cases the school administrator identify the student’s strengths and assets upon which an improvement plan can be designed. Concerns are seen as obstacles to student success and not descriptors of the student. A plan is developed at the SST which all team members agree to follow. The goal of the SST is student success.</p> <p>The 504 Plan is a plan developed to ensure that a child who has a disability identified (and does not qualify for an IEP) receives accommodations that will ensure their academic success and access to the learning environment.</p> <p>The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services.</p> <p>Counselors know when students are learning when students complete the tasks given to them during the lessons. For instance, when students do the Career Cruising activities, it marks on their “Portfolio” page how much of the assignment they have completed. There’s a bar that fills up and lets the students and counselors know the student has completed 100% of the tasks if they complete all of them. The counselors check each students’ portfolio page to make sure students are completing their tasks and often ask students about their responses to questions or why they choose a certain career or college to get students to reflect on their choices and future plans.</p> <p>English</p> <p>After assessment, students needing further instruction are provided appropriate opportunities through: teaching stations, Brave School, tutorials, strategic collaborative groups, and direct instruction utilizing alternative materials. Teaching Stations divide a class into three sections: direct teacher instruction, group discussion, and computer use for research, quizzes, or practical application related to the instruction. Brave School is an after-school opportunity for students to master skills in a targeted area of deficiency and improve their academic grade. Strategic collaborative groups place students specifically with other students according to their ability level. For example, a low-level student is placed with a medium-level student and a medium-level student is placed with a high-level student. We know that our differentiated instruction is working when students retake failed tests and are successful the second time after re-teaching.</p> <p>Honors classes are only offered in the 9th and 10th grades. In 9th grade, the honors class is different from the college prep class due to students having more independent reading and presentation requirements, as well as higher level text and vocabulary. In 10th grade, the honors class is different from the college prep class because, in second semester, the course turns into a pre-AP class, as reflected on their transcript. They focus on the rhetorical situation, critical reading and writing, argument, synthesis, and rhetorical analysis.</p> <p>Classes designated ‘Sheltered’ offer instruction for ELL students as a bridge between Advanced ELD classes and College Prep. In Sheltered classes, the teacher offers additional</p>	

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<p>scaffolding and SDAIE strategies, particularly with unknown vocabulary, unfamiliar concepts and writing instruction.</p> <p>Library The ECVHS teacher librarian has earned CLAD certification, and applies SDAIE strategies in his teaching, particularly when providing direct instruction and assistance to English learners. The librarian’s education and ongoing professional development training have provided him with the skills to differentiate his instruction to serve the needs of students with a wide variety of abilities and learning modalities. Additionally, the ECVHS library has an excellent professional development collection, including materials written to help teachers find ways to differentiate classroom instruction.</p> <p>Math Differentiation of instruction occurs on a variety of levels within each math class. Some of the strategies listed below are examples of what one might see on a daily basis in a math class:</p> <ul style="list-style-type: none"> *Highlighters (different colors) *Note organization *Study skills *Whiteboards *Education games *Group (pair, 3 or 4) work *Illuminate for immediate feedback *Manipulatives (especially in Geometry) *Foldables (use as notes or organizing ideas) *Sheltered students placed based on math ability level (General Math, Algebra, Geometry) <p>Separated from mainstream in order to focus on language skills as well</p> <ul style="list-style-type: none"> *Pre-teaching and re-teaching in support classes *Computer program (IXL, USA Test Prep) *Teaching lessons using auditory, visual or kinesthetic *Intentional grouping (by ability levels, mixing versus homogenous) *Power point lesson presentation *Brave School *Students as teachers in a multitude of ways *Call-backs *Purposeful grouping *504 and IEP plans 	

Finding/Narrative	Evidence/Data
<p>Impact: Students are given opportunities for re-teaching, different modalities of lessons taught, students added or dropped from support classes, Saturday school offered to remediate, SDAIE strategies used to increase content vocabulary understanding, relevant lessons aligned with standards presented, no differentiation offers no support for student achievement.</p> <p>Performing Arts</p> <p>All students (EL and Special Ed included) are given opportunities to participate in classroom learning activities, field trips, and productions.</p> <p>PE</p> <p>Various PE activities are used to relate biomechanics to specific vocabulary. For example, students perform movements while visuals are used to describe what they are performing. Differentiation instruction involves teacher modeling, peer to peer instruction, investigative movement, attention to special needs of all students and adaptation of curriculum as needed.</p> <p>Science</p> <p>The first step of differentiated instruction is teaching to all modes and styles of learning (visual, audio, kinesthetic) and literacy (reading, writing, speaking). Examples of activities that meet these various modes are TPR, graphic organizers, flowcharts, music, videos, foldables, formula charts, foursquare vocabulary, KID (keyword, information, drawing), flashcards, online webquests, think-pair-share, and other group activities. To differentiate for sheltered and other EL classes, we have activities such as scan for vocabulary, which is an individualized assignment in which students find the words they do not know. We also have science vocabulary translation lists in Arabic and Spanish. We scaffold lab reports by grade level, which we have articulated for all four years of high school. Our formative and summative assessments also provide us with opportunities to differentiate instruction. Formative quizzes allow us to re-teach on a class by class basis and inform instruction before they take the larger summative assessments. After unit tests, all students do individualized test corrections based on the questions they got wrong. Furthermore, students who failed have the opportunity to re-take that unit test outside of class, for an averaged grade with a max of 70%. After midterms, the class is divided into a passing group and a failing group. The failing group receives targeted instruction based upon the data of which questions they got wrong on the midterm, and they re-take the midterm three days later for an averaged grade with a max of 70%. The passing group has independent, extended instruction that takes them beyond the basic class standards. Often these extension activities are either reading current event articles, or doing online webquests.</p> <p>Teachers within the Science Department use a variety of teaching strategies to promote literacy and numeracy.</p> <ul style="list-style-type: none"> • Achieve 3000 [lexile reading assessment and practice] • Unit test and benchmark test [review, test corrections, reteach, retest] • Interactive Notebooks • Literacy Strategies <ul style="list-style-type: none"> ○ Think Pair Share 	

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<ul style="list-style-type: none"> ○ Think Pair Write ○ Read One, Speak Two, Write Three ○ Marking the Text ○ Writing in the Margins ○ TPR ○ Choral Reading ○ Choral Response ○ Sentence Starters ○ Writing templates ○ Graphic organizers <ul style="list-style-type: none"> • Hands-on activities and Laboratory Assignments • Lab Write-ups • Power Point Presentations • Web Quests • Posters • Brochures • Research Papers • Projects • Use of technology • COW [computers on wheels] • Microscope • SPARK data collection probe-ware • Online Simulation • Standards based games and competitions • Collaborative Learning • Small group • Pairs • Large group • Student led discussions w/white board presentations <p>Social Science</p> <ul style="list-style-type: none"> • Supplemental Texts • Achieve 3000 • SDAIE Strategies • Strategic placement in cooperative groups • Northwest Evaluation Association (NWEA) data used for cooperative group formation • NWEA → Descartes • Use of multi-level texts and resources • Homogenous skill level grouped instruction • Heterogeneous skill level collaborative learning <p>Special Education</p> <p>Each student’s program is dictated by their IEP and varies from student to student based on their needs. Instruction is presented to students in multiple formats in order to meet learning needs. Formats include: picture supports for student learning curriculum, technology to help students access the materials such as devices that read material to</p>	

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<p>students, switches for students to actively engage in the technology, and software programs that provide for learning opportunities outside of paper and pencil tasks.</p> <p>Within the transition program (18-22 year olds), students participate in community based experiences such as work training, using public transportation, appropriate behavior, shopping skills and other independent living skills. Instruction and levels of support provided to students in this program is differentiated based on individual needs and is outlined in the student’s IEP.</p> <p>Students receive instruction on increasing effective communication. Based on their ability, students learn strategies to communicate more effectively verbally, increase verbal interactions/social skills, or use a communication device to communicate wants, needs, and other interactions in order to participate in their environment. In the high school mod/severe special education classes, our speech and language pathologists works with students within the classroom environment and in our instructional areas in order to provide teacher, staff, students, and peer tutors skills needed to increase communication skills for each individual student and in their mode of communication. In the Mild to Moderate LH program, students increase communication through pull out speech and language therapist sessions during the their core academic classes with special education. Students who are mostly or all mainstreamed are reached on a consult basis.</p> <p>Plus program - The Positive Learning Utilizing Success (PLUS) Program has three locations, one at ECVHS. The PLUS Program is a self-contained, special day program designed to provide students with a smaller, more structured school setting with opportunities for mainstreaming on the comprehensive campus.</p> <p>Students are provided a full school day in a small class setting consisting of two teachers and four instructional aides to work on academic, behavioral, and social skills. All academic curriculum is standards-based, with accommodations and modifications provided as needed. On-site educationally related mental health services (ERMHS) are provided by a contracted nonpublic agency. This therapeutic component is delineated in each student's IEP. The program has an average enrollment of approximately 25 students.</p> <p>Students who may be eligible for the PLUS Program must have an IEP; typically have cognitive abilities within the average range; and have social, emotional, and behavioral needs requiring a small setting with counseling supports. All diploma course requirements are offered with accommodations and modifications as needed. Electives vary; pending appropriate behavioral level, students may mainstream for electives, ROP, or other comprehensive course offerings. Placement in the PLUS Program is determined by the IEP team and Least Restrictive Environment (LRE) stipulations.</p> <p>Each PLUS student has a Behavior Support Plan (BSP). Education on how to self-advocate is part of the PLUS Program curriculum. Students are active participants in their IEP meetings and in some cases even lead the meetings themselves. All behavior and academic interventions are thoroughly explained to each student and each student is fully aware of his/her individual disabilities, strengths, IEP goals, and BSP goals.</p> <p>The PLUS Program operates on a point-and-level system wherein each student is awarded points in specific categories (such as task completion, respect to peers and staff, etc.) in predetermined sections of time throughout the school day. Based on daily points students will move up and down the level system. Each level comes with certain restrictions, freedoms, and rewards. The goal of the level system is to achieve and maintain a level</p>	

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<p>that will allow a student to re-integrate into the comprehensive campus classes and activities.</p> <p>Student learning is positively impacted through the use of small group differentiated instruction, students receive the level of support they require and receive more frequent opportunities to respond and be an active participant.</p> <p>Visual Arts Differentiation occurs in art classes at all levels and all modalities for several different types of learners. EL students are given scaffolding techniques for both their projects and their writing. For example, they are given translations as well as templates in order to be successful with the reading and writing components of the classes. They are allowed to work in groups in order to help each other and are shown visual cues as often as possible. Special Education students are assisted by peer tutors as well as aides and projects are modified to fit their needs. For students who learn in different ways, the classes are taught using a variety of visuals, auditorily, and with written prompts. By using differentiated instruction, all students are able to succeed at their own levels. Our classes have high pass rates due to this type of instruction.</p> <p>World Languages In order to address the many different skill levels of students, teachers use a wide variety of materials and strategies to allow all levels to achieve while still challenging the most able students. Teachers offer a wide variety of activities which address different learning modalities, which include the basic speaking, reading, writing and listening, but also skits, visual representations (posters, personal metaphors, Valentines cards...) singing, games and competition. These activities are a major part of our courses and take place several times a week. The German teacher occasionally uses differentiated assessments where students are able to choose their level. We strongly believe that these strategies make for a more welcoming and accessible environment, so that all students have many routes to success.</p>	

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Finding/Narrative	Evidence/Data
<p>AME</p> <p>In AME, technology use is necessary to achieve curriculum standards. Teachers use strategies such as direct instruction, individual instruction, peer to peer sharing of knowledge and problem solving. Skills learned either as part of a group or individually expand critical thinking and higher level thinking skills. Students are constantly challenged to figure out how to overcome whatever technology issues that arise with hardware and software to achieve a successful end product. These skills as well as learning how to work as part of a team are essential in today’s workplace.</p> <p>Counseling Department</p> <p>Counselors as educators with a mental health perspective understand and respond to the challenges presented by the diverse student population. Not working in isolation counselors collaborate with parents, teachers and administrators. The main goal of the counseling staff is to support the academic achievement of all students as they prepare for the 21st century. This mission is accomplished through the development, implementation and evaluation of a comprehensive developmental and systematic school-counseling program.</p> <p><i>Classroom Guidance</i></p> <ul style="list-style-type: none"> · Academic skills support · Organizational, study and test-taking skills · Post-secondary planning and application process · Career planning · Education in understanding self and others · Coping strategies · Peer relationships and effective social skills · Communication, problem-solving, decision-making, conflict resolution and study skills · Career awareness and the world of work · Substance abuse education · Multicultural/diversity awareness <p><i>Individual Student Planning</i></p> <ul style="list-style-type: none"> · Goal setting · Academic plans · Career plans · Problem solving 	

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> · Education in understanding of self, including strengths and weaknesses · Transition plans <p><i>Responsive Services</i></p> <ul style="list-style-type: none"> · Individual and small-group counseling · Individual/family/school crisis intervention · Consultation/collaboration · Referrals <p>English</p> <ul style="list-style-type: none"> • Online portfolios, workstations, collaborative projects and tutorials to motivate students to use technology and higher order thinking skills. • PREZIs, PowerPoints and other interactive tools online for active note making. • AVID Weekly and other reputable source (i.e.: NY Times, Newsweek, L.A. times online) articles to facilitate hire order discussion and supplement the textbook curriculum. • The Brave Way schoolwide Directive Verbs program consistently promotes active learning throughout the school day as it extends to all classes. • Pearson online resources aid students with difficult concepts and/or subject matter when they are at home. • Edge Online Coach helps support students at their own pace with supplemental materials. • READ 180 program gives students a formalized program to follow that will improve their reading abilities and provide confidence for transitioning into a College Prep class. • APEX provides students an opportunity to succeed in a subject where they may have struggled previously by letting them learn at their own pace. • Discussion boards help promote higher-level thinking and persuasive writing skills for the students by utilizing their peers' feedback. • Study Island helps students focus specifically on skills that they are struggling with by providing fun and engaging learning games. • USA Test Prep for the CAHSEE • EngradePro.com provides students twenty-four hour access to their current grade in their English class, as well as scores on assignments, assessments, and keeping current in turning in their work. • Students are given opportunities (inside and outside of the school day) to visit plays and museums to supplement current lessons and expand their current sphere of knowledge and experience. 	

Finding/Narrative	Evidence/Data
<p>Library</p> <p>Teachers from many different disciplines utilize the ECVHS library program to extend student learning beyond the walls of their classrooms. Whether in the physical library, or by introducing students to resources available on the Virtual Library Learning Commons, teachers work with the ECVHS teacher librarian to give students access to primary source documents, analytical texts, peer-reviewed journals, academic websites, and many other resources. Students have access to a variety of technology hardware and software in the ECVHS library, including PC and Mac computers, a scanner, eBooks, word processing, spreadsheet, presentation, and publishing software, electronic graphic organizers, read-aloud and word prediction software, language translation and writing tools, source citation engines, and much more. The ECVHS teacher librarian regularly utilizes LanSchool software to distribute instruction directly to student computer screens.</p> <p>Math</p> <p>Math teachers at El Cajon Valley High School use a variety of strategies and resources to emphasize higher order thinking skills, and help student succeed at a high level. The strategies and resources listed below can be seen on any given day in an ECVHS math class:</p> <ul style="list-style-type: none">• TI –Inspire calculator incorporated in lessons to illustrate big picture ideas and tie past ones together• Illuminate for the immediate feedback for student and teacher• Honors classes- use of projects• AVID-trained math teachers, who in turn share strategies with their teams• Schoolwide directive verbs incorporated in lessons in order to encourage higher order thinking activities and lessons• End of the year curriculum is offered to ease the transition to the next class• Engrade to allow students 24 hour access to their progress grade in the class• Fill in the blank, put in order, error analysis, Blooms questioning, compare/contrast, open ended questioning – all to promote thinking and problem solving• District math book used in some capacity in all classes• Education activities – puzzles, jeopardy, friendly competition used to review or teach math concepts• Manipulatives, foldables, interactive notebooks, intentional grouping, peer tutoring, Brave School• Relationships and connections with previous ideas and new ones to come• Connections with real life situations and how math is used in the ‘real world’• Teachers spend a substantial amount of time creating a comfortable and safe environment for learning	

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • Teachers offering time outside of the school day to increase student’s learning with tutoring and encouragement (Brave School, Night Library, individual teachers tutoring after school) <p>Performing Arts Students are given opportunities to learn and perform (drama club, marching band), including utilizing project based learning units, written reflections, and special projects (set construction, solo and ensemble contest).</p> <p>PE In PE, reactions to problems and problem solving situations are constantly expressed during PE activities. Specifically, students investigate successes or failures and apply what they have learned to future problem solving situations. Students are taught certain levels of proficiencies that mark their levels of achievement. Together students and teachers discuss what is necessary for each student to progress.</p> <p>Science Teachers within the Science Department use a variety of strategies and resources to actively engage students and to promote high level thinking skills.</p> <ul style="list-style-type: none"> • Hands-on activities and Laboratory Assignments • Lab Write-ups • Power Point Presentations • Posters • Brochures • Research Papers • Projects • SDAIE • TPR • Modeling • Vocabulary acquisition and development • Scaffolding • Bridging • Use of technology • COW [computers on wheels] • Microscope • SPARK data collection probe-ware • Online Simulation • Web Quests • Turning Point response systems • Standards based games and competitions 	

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • Collaborative Learning • Small group • Pairs • Large group <p>Social Science</p> <ul style="list-style-type: none"> • Periodicals as a source of supplemental material • AVID Write Paths II strategies utilized • Revised Blooms Taxonomy used as a guide to create higher order thinking questions for formative and summative assessments • Scaffolding • Use of schoolwide directive verbs • Smart phones used for cooperative learning, vocabulary annotation • World History wikispace for CST review • Common CST review PowerPoint <p>Special Education: Mod/Severe</p> <ul style="list-style-type: none"> • -iPads <ul style="list-style-type: none"> ○ -for communication: communication apps ○ -for learning sequences of task-through video modeling and picture sequences ○ -for learning appropriate social skills and classroom rules-through social stories ○ -for education-examples: dollar over strategy apps, math apps ○ -for fine motor skills: apps that practice using single finger touch to activate a program ○ -for cause & effect learning • -Touch Screen Computer Monitors <ul style="list-style-type: none"> ○ -for learners who cannot effectively use a computer mouse to active computer program ○ -for learners to engage in interactive learning activities • -Interactive White Board <ul style="list-style-type: none"> ○ -for learners who cannot effectively use a computer mouse to active computer program ○ -for learners to engage in interactive learning activities • -Community Based Instruction <ul style="list-style-type: none"> ○ -learning to ride public transportation ○ -learning to shop from shopping list 	

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> ○ -learning to make purchases ○ -learning social behaviors in the community • -Communication Devices <ul style="list-style-type: none"> ○ -iPods, iPads ○ -Tobi ○ -Dynovox ○ -TechTalk ○ -Rocking Plate ○ -Step-by-Step • -Switch Use Stations <ul style="list-style-type: none"> ○ -teaching cause & effect (music, lights, fans, other sensory items) <p>Currently, the LH team utilizes a variety of learning activities that transcend the textbook. Project learning such as a senior career portfolio, or a geometry painting project, or a create-a-product project are examples of some of the project based learning. In addition, current event lessons and guest speakers are examples of how students can access real life curriculum that creates buy-in for students as well as the relevancy piece to their education. Computer based learning is also popular with the students. CAHSEE review, Achieve 3000 literacy lessons, or READ 180 reading software are examples of how teachers are utilizing technology in the classroom.</p> <p>*In the PLUS Program there are monthly Community Days where the students plan and carry out a fun event for the purpose of practicing positive and appropriate social skills. The students invite their campus teachers, administration members, adults from other programs in our portable park (neighbors), and sometimes parents. The community comes together for lunch and rehearsing of valuable social skills.</p> <p>*The PLUS Program level 4s (and sometimes 3s) attend a special ARTS ("A Reason to Survive") field trip twice a month. ARTS takes place at a real art studio and is put on by real artists, who help the students create pieces using various mediums. This cathartic experience is a coveted one in PLUS and helps encourage the students to attain a level 4.</p> <p>*The students attend the Annual Trust Conference in Dana Point Landing. The conference is put on by teens and designed for teens struggling with mental illness and other disabilities.</p> <p>Visual Arts</p> <p>In our remodeled classrooms, we are able to use technology to meet the needs of our students. We do this by allowing expanded access to computers to find visuals and examples and by using digital cameras (ELMOS) for note taking, demonstrations, and examples. Teachers use Power Points for note taking and to show examples. Guest speakers are brought in to discuss college and career options. Demonstrations are given in small and large groups. Students work individually and in groups in order to create their projects. Students are expected to use high order thinking skills when analyzing and</p>	

Finding/Narrative	Evidence/Data
<p>critiquing their artwork. When seeing a masterwork, students are asked to study the process and to break down how the piece was created. They also need to plan out their order of processes and methods and communicate that to the teacher during the one-on-one time provided at the initial sketching phase of their projects.</p> <p>World Languages</p> <p>Teachers use a wide variety of materials and strategies to allow all levels to achieve while still challenging the most able students. Teachers offer a wide variety of activities several times a week addressing different learning modalities, which include the basic speaking, reading, writing and listening, but also skits, visual representations (posters, personal metaphors, Valentines cards...) singing, games and competition. All senses can be used in World Language, such as food and music! Films and documentaries in the target language are also a large part of our curriculum. The World Language Department uses a wide variety of activities which reflect real-life situations and engage students with the target language for a real purpose. For example, German students went beyond the textbook and classroom when they learned lyrics and created gestures to German rock band songs, then went to the actual concert! These same students also worked with a local business which, in cooperation with the teacher, put together a unique workshop with a German theme which focused on student strengths and goals. The unit ended up being quite successful and included pre- and post- activities which are still a part of the regular curriculum. Technology was a part of the unit, with the popular student-friendly website, <i>Step-into-German</i>. Students in all World Languages participate in similar activities, including partner/group speaking activities again which promote conversation about real topics, not fictional ones. When students create their own humorous skits /videos to present to the class, not only is class camaraderie enhanced, but individuals are engaged in creative ways, and the motivation creates an environment for higher order thinking skills to naturally occur. Our Chinese program includes many creative techniques, such as shadow dancing, and participation in community competition. The Chinese Institute chose our school for their Chinese Assembly. All World Language teachers also keep all students engaged and accountable through a variety of management techniques, such as ticket out the door, calling on all students, giving out incentive coupons for participation, etc.</p> <p>To what extent are teachers current in instructional content taught and research-based instructional methodology?</p> <p>English</p> <p>For the past three years, our teachers have been a part of the English Curriculum Alignment Project (ECAP). ECAP is a project of the California Partnership for Achieving Student Success (Cal-PASS), the Institute for Evidence-Based Change (IEBC) and the Grossmont Union High School District. The ECAP project uses student data and close collaboration between high school and college instructors to link coursework to ensure high school students are ready for the reading, writing and critical thinking expected at</p>	

Finding/Narrative	Evidence/Data
<p>the college level. Every year in the program has provided one to two full teaching units (aka: sequences) that incorporate literature, non-fiction, class discussion/Socratic Seminar, academic vocabulary, rhetorical writing, and synthesis of multiple source materials. These sequences use current materials, resources, topics and issues, as well as ordering the sequence by using SDAIE strategies to build competence, as every new element of the sequence is a new challenge to the student to learn and master.</p> <ul style="list-style-type: none"> • Several of our teachers have also been RIAP (Reading Institute for Academic Preparation) and ERWC (Expository Reading and Writing Curriculum) trained through Grossmont Community College and San Diego State University. • Many members of our department have gone to Common Core training sponsored by the district, such as "Common Core for the 21st Century" with Lin Kuzmich, to create district-wide assessments for the coming school year. • AP By the Sea training provided for all teachers currently teaching (or interested in future) AP classes. • AVID Institute for the majority of our department, which also provides some team collaboration time. • NWEA training to help PLC teams better plan curriculum and design units based on reading strengths and weaknesses. • Illuminate training to assist PLC teams gather data quickly and utilize their findings in lesson planning. • READ 180 and System 44 to support students with lower reading levels and help them transfer into a College Prep level English class. <p>Library</p> <p>The ECVHS teacher librarian holds a Masters of Library and Information Science, teaching credentials in both English and Library Media services, and CLAD certification. The librarian regularly reads professional literature in his field and attends a wide variety of professional development trainings. He is a member of the district’s Library Council, and last year was selected by the district superintendent to serve as his co-chair for a district-level Library Services Committee, tasked by the GUHSD board of trustees to develop an extensive report on the state of library services in the district. The ECVHS librarian presented the report to the school board, including committee recommendations for improvement of library services across the district. As part of that work, ECVHS’s librarian identified research-based best practices in librarianship and brought them to the committee for discussion. ECVHS’s librarian has also been a presenter at conferences for librarians and library paraprofessionals. ECVHS’s librarian is a fellow of the California Literature Project, and a past Grossmont Union High School District Teacher of the Year. Recently, ECVHS’s librarian was a participant in Common Core training and is helping to develop a “best practices” model for district librarians to support teachers in the implementation of Common Core standards.</p>	

Finding/Narrative	Evidence/Data
<p>Math</p> <p>Math teachers at El Cajon Valley High School are offered professional development on research-based strategies and content in the following areas/ways:</p> <ul style="list-style-type: none"> • *SDAIE strategies • *Professional development offered through the school, district, county and beyond • *Regular collaboration • *Summer curriculum writing • *With common core, the district has offered opportunities to educate us in what is to come • *Beginning of the year training for the Inspire calculators • *Continual trainings for Illuminate, Engrade and general computer programs • *BTSA training <p>PE</p> <p>Teachers are current on their Lifeguard Training which includes CPR/ First Aid certification, self-defense training, and Instructional Resources training at the county office of education. Teachers study and utilize the book by Hilda Fronske, <i>Teaching Cues for Sport Skills for Secondary Students</i>, which breaks down every skill into teaching cues, why the skills are taught, and common errors.</p> <p>Performing Arts</p> <p>Performing Arts teachers have participated in district-wide discipline staff developments and workshops. The Instrumental Music teacher meets monthly with his counterparts. District Vocal Music teachers met in April with a nationally respected clinician and drama and dance teachers regularly collaborate district-wide (VAPA).</p> <p>Science</p> <p>Teachers within the Science Department are highly qualified to teach in their subject areas. The Science Department teachers are involved in professional development and continuing education beyond the normal work day. We have extensive training in literacy strategies, AVID/WICR, Pasco Probe-ware training, Health Pathways Summer Conference, Exploring STEM Careers Initiative (ESCI), Modeling Physics summer institute, National Science Teachers Association (NSTA) Regional Conference, Computer Using Educators (CUE) State & Local Conference, summer workshops.</p> <p>Standards based formative and summative assessments are used in conjunction with data collection and analysis software [Illuminate] to drive instruction and determine areas for student support, reteaching and reassessment.</p>	

Finding/Narrative	Evidence/Data
<p>Special Education: Mod/Severe</p> <p>Some teachers participate in voluntary Mod/Severe and Transition focus groups after school with other special education teachers within the district to discuss current instructional strategies, best practice, sharing curriculum, and mini-trainings. Two teachers in the department completed their Master’s in Special Education with a specialization in Autism (one with a Transition Specialist certificate), two teachers have their Master’s in Special Education with a specialization in Mod/Severe (one with an Assistive Technology Certificate). Some teachers and speech and language pathologists attend professional conferences in the areas of Applied Behavior Analysis and Communication Development/Augmentative Communication. New teachers complete the Clear Credential/BTSA process. Teachers use strategies learned at these focus groups and conferences to teach students in the program.</p> <p>In the Mild to Moderate program, all teachers have dual credentials as well as most having Master’s degrees in Special Education. To keep current in instructional strategies, they attend the same professional development as their general education peers. Recently this has included Advanced SDAIE training for a few as well as training in Common Core and the <i>ECV Way</i> program. For specific special education programs, four members of the department are completing the Autism Certificate program to add to their certifications.</p> <p>Social Science</p> <ul style="list-style-type: none"> • Utilize SDAIE strategies • AP Certifications maintained • AVID Write Path II strategies • District-wide Social Science department collaboration (ex. common assessment) • Active participation in teams, sharing of best practices. <p>Visual Art</p> <p>All teachers are current with SDAIE methods and have attended workshops to bring us up to date on common core. Visual arts teachers in the district have also met to discuss and create benchmarks and common teaching practices. Small group trainings have been completed on literacy techniques and those techniques have been incorporated into the classroom through the use of critiques.</p> <p>World Languages</p> <p>All World Language teachers are highly qualified and trained for their positions. Most hold more than one language certification or degree pertaining to their subject area. The German teacher, who is also the Department Chairperson, possesses an extensive</p>	

Finding/Narrative	Evidence/Data
<p>linguistic background which allows her to share many language aspects with students and staff members. The Chinese teacher keeps current by working closely with the Confucius Institute at San Diego State University. Teachers have lived or travelled extensively in native countries, providing first-hand knowledge of language/culture and current events. Teachers regularly attend professional development opportunities to keep abreast of their subject matter.</p> <p>To what extent do teachers work as coaches to facilitate learning for all students?</p> <p>English</p> <p>Many teachers use stations in their English classrooms. Typically we have three stations: computer learning, group work, and lecture. This process allows for teachers to facilitate learning.</p> <p>We rely on partner work and group work so students can explore, research and discuss their ideas. We also use reciprocal teaching because we understand fundamentally that if you can teach the idea to someone, you understand that idea so much better.</p> <p>We use a variety of strategies, such as: literary circles and socratic seminars in our classroom to help students question their understanding of complex texts.</p> <p>Math</p> <p>According to the <i>Merriam-Webster Dictionary</i>, a coach is “one who instructs or trains”. Math teachers at El Cajon Valley High School “instruct” students everyday on the state approved standards. This year we are coaching our students on the Common Core State Standards (CCSS). We do more than just “instruct” students about math. The “instruct” part is easy, giving students the math content is easy, the difficult part is the “teach.” We do more than just give knowledge; we cause others to know something. We use our training and years of experience to gauge student understanding. We use our questioning strategies to ensure that we teach our students and not just coach them. We are in the business to make sure students learn and we use our formative and summative assessments to accomplish this goal. Our formative assessments can be anything from a ticket out the door, using whiteboards, checking homework, talking to student groups, thumbs up or thumbs down, using the Quick Poll on our TI-Navigator systems, using Illuminate to grade assessments IN class, or informal teacher observation, just to name a few. We use our summative assessments to determine if the students have learned the material we coached them on. If a student was successful, then it was a summative assessment. If the student was not successful, then it was a formative assessment because the student has the opportunity to redo the test through our Brave School program.</p>	

Finding/Narrative	Evidence/Data
<p>PE</p> <p>The Department Chair, with the assistance of all teachers, develops a schedule of the units and facilitates the whole year to insure equity in learning for all students.</p> <p>Performing Arts</p> <p>Performing Arts instruction is predominantly activity based, so teachers are continually working and coaching their students.</p> <p>Science</p> <p>Teachers are responsible for monitoring student progress, keeping students informed of their progress on grades and/or assessments. Teachers engage students and provide practice and extension of skills and knowledge for individual students, in small group settings or using whole group instruction. Using data collection and analysis software [Illuminate] teachers can address deficits in student learning, then reteach to compensate for those deficits and bring students up to standards.</p> <p>Social Science</p> <ul style="list-style-type: none">• Jigsaw• Student presentations• Pictionary with content• Researched and project based learning <p>Special Education</p> <p>Teachers provide training and support to staff in order to facilitate learning for students. This school’s teachers created a staff training that they completed with high school staff before the start of the school year. Periodic trainings are provided to staff by special education teachers covering topics such as: correct prompting procedures, facilitating student communication use, wheelchair safety, community based instruction, following lesson plans as written, and allowing for wait/processing time.</p> <p>Teachers provide training to peer tutors that work with our students. Once-a-month trainings are provided to peer tutors in the Moderate to Severe classrooms covering numerous topics of how to work with students. Peer tutors within the Mild to Moderate program work with their assigned classes Monday through Thursday and then meet with their peer tutor teacher on Fridays to problem solve situations and learn more about how to work with students in the general education setting.</p> <p>Teachers act as coaches to our students throughout the school day. Teachers coach students through classroom routines, teaching of new independent living skills (cooking, hygiene skills, doing laundry, washing dishes, cleaning tables, vacuuming, and shredding papers), as well as facilitating small group and whole group instruction, Socratic seminars,</p>	

Finding/Narrative	Evidence/Data
<p>literacy circles, and TPR vocabulary development. The moderate special education program has developed an on-campus coffee business that takes teachers coffee and tea orders and delivers these to teachers each morning. The special education teacher coaches students through the skills of running this program. Transition teachers coach students in the community on using public transportation, street safety, vocational skills, and purchasing skills.</p> <p>Visual Art Teachers in the arts demonstrate, encourage, practice skills, and push students to achieve the best possible results in their work. We do not accept work that has not met the standards set forth and that is not at or above the student’s ability level.</p> <p>World Language Teachers continually work as coaches to facilitate learning for all students; teachers mostly employ approaches such as cooperative learning, partner work, group projects, and stations. Other methods employed include inquiry-based learning, classroom discussion, effective teacher questioning and use of wait time, modeling, and ability of some teachers to use students’ native grammar to make comparisons between languages, and have students themselves teach and explain these similarities and differences.</p> <p>To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they have already acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this?</p> <p>English</p> <p>Schoolwide, the evidence clearly shows structured learning at ECVHS. For example, our students are provided with a planner in the first week of school. The planner includes vital school information, as well as instructions on how to find success through organization. Each student writes down his/her class agendas, objectives, homework, and important due dates so that students learn responsibility and accountability.</p> <p>Another important element of structured learning is character education. By referring to the 9 Keys of Success (Respect, Commitment, Resourcefulness, Balance, Citizenship, Initiative, Integrity, Ownership and Resilience) on a monthly basis, we are creating an atmosphere on campus conducive to learning. For example, in September, the Key of Success is “Respect,” which is taught in all English 1 classes at the same time. Elsewhere on campus, every announcement, bulletin, class lesson, and disciplinary action begins with a reference to the key of the month. This continues throughout the school year.</p> <p>In the last few years, another schoolwide program was created and launched with full support from every department on campus: the <i>ECV Way</i>. This program teaches a directive verb each week in every class, every day, no matter what the subject matter.</p>	

Focus on Learning: WASC Self-Study

Finding/Narrative	Evidence/Data
<p>The directive verbs are taken from the Common Core Standards “Depth of Knowledge” word list.</p> <p>Science</p> <p>Students record data and analyze it through graphing, summarizing, writing captions, and drawing conclusions. We use the <i>ECV Way</i> directive verbs that are organized into depth of knowledge levels that range from DOK 1-4.</p> <p>Applications of content to the real world (electromagnetic spectrum and ways to use light in the real world, genetics and its application to predicting generations of offspring, bacteria lab and choosing which household cleaner is most effective, dilutions). Reading articles that are current events and/or contain data.</p> <p>Visual Arts</p> <p>The examples provided show the rubrics that are used in the visual arts and show how the projects are organized so that the students can complete their projects with the skills they have acquired. Rubrics provided step-by-step instructions and teacher demonstrations support the students’ learning.</p> <p>To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions, and debates and inquiries related to investigation?</p> <p>English</p> <p>The creation of the ECAP sequences utilized all four aspects of the California State Standards for English Language Arts (Reading, Writing, Listening and Speaking, and Written and Oral Conventions). Students were analyzing articles, finding common themes, using rhetorical devices of persuasion and argument to support their opinions (written and orally), interpreting literature, synthesizing multiple text pieces (both fiction and non-fiction), as well as working on academic vocabulary and grammar nuances. The sequences at all grade levels end with a cumulative assessment (process essay, formal presentation – group or individual) that requires them to combine all of these skills and show their mastery of all the included components in the sequence.</p> <p>Not only do standard expectations in all classes at all grade levels—like Cornell Notes, Marking the Text, Marking the Prompt, Word Walls, Graphic Organizers, and Sentence Starters—help strengthen our students’ English abilities, they also require them to use higher level thinking and interact with their materials. Ultimately, they cannot be passive learners in this manner; they are routinely (and even habitually) relating to the text.</p> <p>Science</p> <p>Projects demonstrate students’ ability to apply content knowledge to real world</p>	<p>thematic reading</p> <p>interactive notebooks</p> <p>graphic organizers</p> <p>foldables</p> <p>summaries</p> <p>student presentations</p> <p>use of primary sources</p> <p>periodicals</p> <p>scaffolding/SDAIE</p> <p>lab reports</p> <p>web quests</p> <p>Socratic seminars/debates</p> <p>online threaded discussions</p> <p>student question generation</p> <p>use of directive verbs</p> <p>performance-based activities</p> <p>project-based activities</p> <p>student led learning</p> <p>essays</p> <p>KidWind (Wind turbine competition)</p>

Finding/Narrative	Evidence/Data
<p>problems. Class discussions and debates allow them to demonstrate their knowledge, their ability to communicate , and their ability to think on their feet</p> <p>Projects increase students’ exposure to problem solving and allow them to self-assess and rethink their procedures, allowing them to further develop their analytical and problem solving skills</p> <p>An example are debating GM foods use and whether or not to vote for labeling GM foods. Also within any lab report, the conclusion paragraph which is a thought out, explanation of problem solving process that the students went through during the lab. Class activities also require them to Analyze patterns and trends (periodic table, reactions, compounds). Schoolwide <i>ECV Way</i> write-assignments also require them to use the same word in multiple subjects</p> <p>To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the ESLRs?</p> <p>Currently there are multiple computer labs available for student use by teacher check out:</p> <ul style="list-style-type: none"> • Library – 34 computers • 200 Building computer lab – 36 computers mostly used for math curriculum • 400 Building computer lab – 36 computers used by English and Social Science curriculum • Career Center Lab – 35 computers (15) and laptops (20) – available for all student use to determine career objectives and course planning. • Achieve 3000 is a reading software program that has been used to target improvement in 9th grade students’ reading levels. • READ 180 is a software program designed to improve reading levels. • Mobile computing devices include over 600 laptop or Netbook devices used for a variety of purposes. These are available for checkout by any curriculum department. We have 66 iPads used mostly by English teachers for curriculum projects. <p>English Department uses classroom computers and COWs for students to create multimedia projects, work collaboratively with programs such as GoogleDocs, access library resources and databases for research, and to discover and utilize online software programs and templates to assist in the creation of such projects as: works cited pages, resumes, presentations, electronic portfolios and web sites.</p> <p>The library provides computer hardware with software for word processing, spreadsheet creation, presentations, publications, graphic organizing, etc. Library technology also includes Internet access, linking students to online academic databases, source citation engines, research guides on the VLLC, etc.</p>	<p>Debate Club</p> <p>White boarding discussions</p> <p>I hope that departments will note examples of student work that use library research tools, such as online academic databases, source citation engines, research guides on the VLLC, etc. (LIBRARY)</p> <p>project based learning in art classes</p> <p>skill based learning in art classes where one skill leads them to the next higher level skill</p> <p>cloze-style learning and assessment for World Languages</p> <p>Problem solving situations during group activities (PE)</p> <p>Investigate successes and failures during PE activities and learn from those experiences.</p> <p>Students are taught what certain levels of proficiencies are and given feedback for</p>

Focus on Learning: WASC Self-Study

Finding/Narrative	Evidence/Data
<p>Science Department has 130 laptop computers used for virtual labs and science projects. PASCO probeware is a device and software that is to carry out labs and create reports. Science Department has 130 laptop computers used for virtual labs and science projects. SPARK probeware is a device and software that is used to conduct labs and generate reports.</p> <p>Math Department uses TI calculators for instruction and student use. This year we offered AP Calculus Test Prep in the computer lab. Students were able to take practice tests before the real test.</p> <p>Photo Class has 20 iMac desktop computers and numerous cameras and related equipment used for photo projects. Media has 20 computers used for projects. Video production has 40 computers numerous cameras and related equipment for projects and broadcasting studios.</p> <p>Read & Write Gold -piloting with assistive technology team and mild/moderate special programs-it is a program that reads text to students</p> <p>Special Education: Mod/Severe Technology (see C2)</p> <p>The visual art department uses computers to help students find visuals. Teachers have also noticed that the quality of work has improved since students have moved into the new technologically advanced classrooms.</p> <p>World Languages - Spanish students use the computer lab to explore cultural topics and global issues; students also use a “verb wheel” which helps students conjugate verbs. Spanish students complete practice sessions based on textbooks and AP curriculum. Chinese students use the computer lab to type using “pinyin”, the Chinese spelling system. They also use online lessons accompanying the textbook, where the mouse can be used to actually write Chinese characters showing stroke orders. Chinese students complete online projects based on the textbook. One exciting project is writing letters in Chinese to students in China. Students have at their disposal an online dictionary to expand their vocabulary. German students access a wide variety of internet websites for research and practice.</p> <p>To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability and opportunities to access data- based, original source documents and computer information networks; and experiences, activities, and resources which link students to the real world?</p> <p>Representative samples of work produced by ECVHS students demonstrate that teachers and students utilize extensive resources beyond the textbook. In particular, the ECVHS library provides outstanding print and electronic resources, many of which are accessible 24-hours a day. The ECVHS teacher librarian works with staff and students to teach and</p>	<p>improvement.</p> <p>Debates- Hetch Hetchy</p> <p>Socratic Seminar- Easter Island</p> <p>Research- Global environmental issues, Genetic Disorders, Wanted Posters,</p> <p>Scientific lab activities</p> <p>Mouse trap cars</p> <p>Iron Braves- Botball</p> <p>Create a wind turbine</p> <p>Brave Adventure team building activities</p> <p>Career projects</p> <p>Photography- setting up camera for different scenes and lighting conditions.</p> <p>Cooking- Students learn various cooking techniques and apply it to preparing a meal.</p> <p>ASB- Solve student government, student participation and campus climate</p>

Finding/Narrative	Evidence/Data
<p>incorporate information literacy skills into the curriculum. The following examples of student work highlight some of the ways in which these beyond-the-textbook resources are used:</p> <p>English – research paper on abortion issue; use of online paid databases; librarian taught lessons on evaluation of sources when writing about controversial issues; librarian delivered motivational book talk, then students checked out outside reading books; students browsed poetry books and selected favorite poems; AP English students studied literary periods/movements; research paper on mythology using library’s print and electronic resources; librarian taught use of online source citation generators (like EasyBib); career research projects.</p> <p>Culinary Arts – class used Career Cruising and other online resources to research culinary arts schools and career paths.</p> <p>Special Education – peer tutors participated in a WebQuest to learn more about particular disabilities, then presented findings through presentations; several special education teachers worked with librarian to conduct pilot on efficacy of Read & Write Gold software.</p> <p>World Languages – students studying Mandarin Chinese used International Keyboard feature on library computers to type assignments using Chinese characters; came to library to access features of online Spanish textbook; Spanish students created personal scrapbooks on a website or through PowerPoint.</p> <p>Social Science - government students utilized library resources to learn about Standing Committees of Congress, and wrote letters to elected representatives; in library, geography students learned about information literacy and uses of technology—satisfied portion of Technology Foundations graduation requirement; American History students helped families of soldiers who died in the Vietnam War learn more about the soldier they lost.</p> <p>Visual Arts – students studying jewelry design used library resources to find appropriate subject for a piece that they subsequently created in class.</p> <p>As a source of evidence for some of the work students conduct using library resources, please visit the “Links” page of ECVHS’s Virtual Library Learning Commons website: http://library.guhdsd.net/index.php/ECVHS-links</p> <p>Additional ways in which students use resources beyond the textbook:</p> <p>Students use materials that are specific to the class, such as metal, paint, clay and photo paper. Students often use resources from the Internet, from field trips they attend, and from internships they access through our partnerships with the business community.</p> <p>Spanish students use Final Cut Pro video-editing software to create a public service</p>	<p>issues.</p> <p>Care Club- Fashion show.</p> <p>Freshman/Sophomore portfolios</p> <p>Graphic arts-stationary</p> <p>Yearbook</p> <p>Media/Video production class (Friday broadcast)</p> <p>Peer Editing</p> <p>All Art-problem solving the order of operations and what to do when things go wrong</p> <p>The nature of the visual arts is problem solving and decision making</p> <p>Students read historical/current event articles and discuss global issues/problems</p> <p>Students compare/contrast different languages and discuss and solve translation challenges</p> <p>Additional Evidence:</p> <p>*California Standards</p>

Finding/Narrative	Evidence/Data
<p>announcement.</p> <p>German students use the website “Step Into German” for various projects, including participation in world-wide surveys and contests (music videos, documentaries, etc.). German students also read original articles, stories, and poems in German, watch current newscasts in German online, then discuss these current/global issues in class.</p> <p>Our district has adopted Google Apps for Education, and students at ECVHS learn how to use various features, including online peer editing, presentation and spreadsheet software, sharing of documents, Google Sites, and many others.</p> <p>To what extent are opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students?</p> <p>El Cajon Valley has a number of Career Technical Education programs, such as Manufacturing/Metal Design and Fabrication, Hospitality/Tourism and Recreation, Art/Media and Entertainment, and Health Careers. Students within these pathways are provided certificates, possible internships and job opportunities upon completion of the program. Students receive real-world training. Classes are also aligned with the community colleges so students receive credit for them when they enroll in any one of the colleges. One student will complete a six-week summer Health-Careers Exploration Summer Institute (HESI) internship.</p> <p>El Cajon Valley has a number of clubs which are involved in some form of community service or community projects and connections. These include Club Inspire, Leos Club, Care Club, Camp Lead, AVID, Boys Federation, Food for the Homeless, German Club, Drama Club, San Diego Science Festival and Stemposium (Botball students presented robot/submersible, KidWind students presented wind turbines) and others. The Guidance Department offers trips to various colleges and utilizes Career Cruising for career planning, to which every student has access; this program includes an individualized post-secondary plan.</p> <p>Special Education classes include many community activities for students including public transportation, work training and other vocational opportunities such as “Braves Brew”, a business-like group on campus where students learn the ins-and-outs of running a real company. Some more specific examples of life skills would be purchasing, following shopping lists, reading labels, community signs and safety, dollar-over skills, laundry, etc.</p> <p>In the LH Special Ed Mild/ Moderate program there are Special Education Career Technicians who work with school site teachers, particularly in 11th and 12th grade to give career presentations. They also provide, once or twice a year, a fieldtrip to a business for students to experience firsthand different work environments. This has included hotel tours, guitar manufacturing tours, as well as restaurant tours. Students can also be signed up, via their IEP, with a job coach who finds them supported employment for a temporary</p>	<p>*CTE Pathways</p> <p>*ROP Restaurant Class</p> <p>*SDAIE training</p> <p>*Ongoing Professional Development</p> <p>*Storm Consultant</p> <p>*Common Core District Training</p> <p>*AVID Training</p> <p>*AP by the Sea</p> <p>*Student projects</p>

Finding/Narrative	Evidence/Data
<p>time which gives the students experience working. This typically leads to being hired at that same business after school is over or having a great reference to get another job.</p> <p>In the Special Education department we incorporate Transition Infusion Programs (TIPS) into our curriculum. TIPS presentations take place about once a month, and guest presenters cover topics ranging from labor laws and work ethics to interview strategies and the proper way to fill out a job application. Through this interactive program, our special education students discover best practices to apply in the work world. We are also able to take time to work on transition portions of their Individualized Education Plans and review strategies that could aid in successfully meeting their transition goals. The TIPS presenters bring in real-world experiences and videos to share with our students, and include many role playing activities so that students get as much practice as possible to be successful outside of high school.</p> <p>El Cajon Valley Jewelry students have access to internships at a La Mesa jewelry business. All art students participate in art shows/sales both at our school site and in the community through the district art show and the art festival that is held at Cuyamaca Community College. Students also participate in art festivals such as Chalk Fest, Empty Bowls (a ceramics fundraiser to help fight hunger and find beauty), mural painting on campus and in the community, Mud Fest (a ceramics competition), and workshops with professional artists.</p> <p>Students who take the Student Library Assistant class receive training that has real-world applications if they decide to apply for a job at a public or university library.</p> <p>Section C Conclusion</p> <p>ECVHS’s teachers use a variety of instructional strategies to help facilitate all students achieving academic standards, meeting the ESLRs, and engaging in challenging learning experiences. Throughout the narrative for C, teams described their strategies and practices. Every department/ team is different and focuses on different strategies. While there is an emerging <i>ECV Way</i> – schoolwide focus on writing, vocabulary, and prompt analysis, more work is needed to continue this effort.</p> <p>With the new Language Academy and EL Task Force, ECVHS is beginning to address the need of sheltered classes for support. Having clear entrance and exit criteria along with peer tutors, college tutors, and Bilingual Cross-Cultural Aides, sheltered classes should be getting more support in 2013-14.</p> <p>An area to continue to build: additional schoolwide strategies. Every teacher at ECVHS is highly qualified and CLAD certified; however, with our still changing student population, moving all instruction to be in line with Advanced SDAIE strategies would be ideal – SDAIE is simply good teaching and benefits all students although is essential for the success of ELL students. Additionally, ECVHS’s collaboration schedule should begin to address the ability of teams to collaborate around all student needs. We also need to continue to refine and build our after school interventions to target any student who is in need of re-teaching and Saturday interventions focused on CAHSEE and CST prep (soon to be Smarter Balanced assessment prep.)</p>	

WASC Focus Group C

STRENGTHS	NEEDS
Diversity of instructional strategies employed by staff (See C narrative – many different strategies used.)	More support for Sheltered Classes (Sheltered teachers had full size classes and students were mixed from beginning to advanced ELD levels in one class. There were no set entrance and exit standards for sheltered. This has been addressed in 13-14 with the Language Academy.)
Caring, Conscientious staff (As evidenced by the number of staff working extra hours on intervention and prevention programs and collaborating even when there was not built in collaboration time.)	Collaboration around areas of student need – based on analysis of student data (In the 12-13 school year the schedule did not have built-in collaboration which made it difficult for teachers to do necessary work like calibrate essay grading, plan and implement common formative and summative assessments, and continue our Professional Learning Communities.)
Emerging Schoolwide directive verb and writing emphasis (See B – <i>ECV Way</i> .)	Lack of SDAIE strategies implemented across the board – some teachers use daily while others do not. (There are a multitude of strategies employed by teachers in pockets; however, with our large ELL population, SDAIE strategies are essential.)

Focus Group D: Standards-Based Student Learning: Assessment and Accountability

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)
<p>A variety of professionally acceptable processes are used to collect, disaggregate, analyze and report student performance data to parents and other shareholders of the community.</p> <p>Teachers report on the progress of each student the sixth week and the twelfth week of each semester. These progress reports are sent home to notify parents of their student’s academic progress. In addition to Progress Reports, many teachers participate in D/F Monitoring. This is a system by which teachers can give parents warning that their student is failing or in danger of failing. Of course, at the end of each semester final grades for each course are collected and sent home via a Report Card. Additionally, parents have access to their student’s academic progress--including behavior and attendance information--via Parent Guardian Portal. Using this online tool parents can monitor their student’s academic progress. Furthermore, approximately 85% of teachers use Engrade pro, the rest use Making the Grade, the previous GUHSD grading program. EngradePro.com is a district purchased online grade programs to help teachers collect and report academic progress on students. EngradePro allows parents to access progress and final grades, and allows them to contact teachers directly. This grading program keeps students up-to-date with current grades in real time. Finally, parents are encouraged to call the school and/or their student’s teachers directly for more information when desired.</p> <p>ECVHS participates in standardized state testing, including CST and CAHSEE. Eleventh grade students at ECVHS participate in the Early Assessment Program during CST in order to demonstrate readiness for freshman level English courses at California State Universities. ECVHS uses results from the EAP in order to identify which students would benefit from our twelfth grade Expository Reading and Writing Course. ECVHS has dramatically increased the number of students taking and passing AP exams. We also work to help our students perform well on college entrance exams such as the SAT and ACT.</p> <p>Near the beginning of each school year English Learners at ECVHS participate in CELDT testing. Student performance on the CELDT is used as one data point when determining which English Learners have met the Grossmont Union High School District’s criteria for being Redesignated as Fluent English Proficient (RFEP). English Language Learners at ECVHS in the 2011-2012 school year represented 46% of our total student population. We had 54 students eligible for RFEP and in the 2012-2013 school year we had 33 students eligible for RFEP. Once English Learners achieve RFEP status their academic progress is monitored for two years--as required by state law. A Notification</p>	<p>braves.guhsd.net</p> <p>Annual Title 1 Meeting/ SPSA</p> <p>braves.guhsd.net</p> <p>Coffee Talks</p> <p>Counselor Presentations</p> <p>PIQE – Parent Institute for Quality Education</p> <p>engradepro.com</p> <p>D1.Notification of Academic Progress for RFEP Monitor Students</p>

<p>of Academic Progress is sent home to parents of students who have been RFEP. Teachers are notified through the district information system called performance profile in which teachers can look up and run data about students. Beyond the reporting methods mentioned above, data related to student performance at ECVHS are available via the CDE School Report Card AYP/API reporting.</p>	<p>CDE School Report Card</p>
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D2. To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)
<p>El Cajon Valley High School teachers use a variety of assessment approaches to evaluate the degree to which students have acquired specific knowledge and skills. All assessments at ECVHS are based on specific learning goals and standards. Some assessments are generated by curriculum publishers, but many of the assessments used at ECVHS are teacher created. Further, ECVHS is making a concerted effort to have more common assessment across grade levels and content areas. The assessment strategies used at ECVHS range from informal comprehension checks to multiple choice tests to student projects and presentations.</p> <p>Beyond gathering assessment samples in order to evaluate assessment practices, El Cajon Valley High School also conducted Student, Parent, and Teacher Surveys. A lower percentage of teachers completed the Teacher Survey (68%)-which was completed outside the contract work day-compared to the student survey (81%), completed during the school day. Given the sample size of each population, the student survey has a confidence level of +/- 1.5% whereas the Teacher Survey has a confidence level of +/- 7.5% on any given question. That said, the anonymous survey results provide insight to the assessment practices at El Cajon Valley High School.</p> <p>The WASC Teacher Survey indicates that nearly all teachers base their assessments on what is taught in class. The Student Survey agrees. As to the nature of the assessments used, the Teacher Survey shows that 75% of teachers give multiple choice tests, 60% give essays and/or short answers as tests, and nearly 70% of teachers at ECVHS use projects, presentations, or performances to evaluate student learning. Although many teachers report using a variety of assessment practices, we are not sure of the balance between different assessment strategies. The Teacher Survey goes on to report that 82% of teachers modify instruction based on assessment results. In fact, over 75% of teachers report that they give students a chance to relearn and retest. However, according to the Student Survey, only 45% of students report having the opportunity to relearn and retest.</p> <p>More and more, standardized tests inform instruction and shape the work that is done in classrooms. Nearly 55% of teachers report using standardized test scores to inform teaching and pacing. Furthermore, 75% of teachers report that the work they do in class helps students perform well on standardized tests. According to the student survey, 65% of students agree that the work done in class prepares them for standardized tests. Furthermore, nearly 85% of students report that they try their best on such standardized assessments.</p> <p>As for data collection and analysis tools, the Teacher Survey shows that nearly 30% have never used Illuminate to score tests/quizzes and analyze assessment results. This may be due to the fact that Illuminate is a relatively new assessment tool at ECVHS. The staff survey was given only a few months after Illuminate was made available to the staff of</p>	<p>WASC Parent, Student, and Teacher Surveys</p>

ECVHS.

As for feedback, the Teacher Survey reports that about 60% of teachers use rubrics to give students feedback. Over 90% of teachers report giving students timely feedback. Nearly 80% of students agree that teachers give feedback, but only 60% of students agree that the feedback is timely. It is reasonable to argue that the term “timely” is relative. A teacher’s idea of timely may be very different than a student’s idea of timely.

Although the school and district communicate grades to parents and students through progress reports and report cards, some teachers also use EngradePro to communicate grades to students and parents. According to the Parent and Student Surveys, about 48% of parents say they have used EngradePro to check student grades and 75% of students use EngradePro to check their own grades.

In order to study specific assessments, Group D worked to collect assessment samples from each department at El Cajon Valley High School. The statements concerning the assessment practices of the departments are based on the assessment samples available in the appendix of this document.

Career Technical Education (CTE)

El Cajon Valley High School has enjoyed a significant improvement in the CTE facilities over the last few years. The new facilities for Welding, Arts, Media & Entertainment, Restaurant Pathways are all less than three years old. With the new facilities and equipment has come an increased capacity to give students opportunities to develop skills based on contemporary industry practices. Most of the assessments in CTE are project based. Students learn to use the same tools and equipment that industry professionals currently employ. Students are encouraged to participate in one of three CTE Pathways: Restaurant, Welding, and Arts/Media & Entertainment. These pathways each provide students with a sequence of courses and assessments that measure and develop student learning. Some of the CTE Pathways offer students the opportunity to achieve industry certification. For example, Restaurant students earn their health card from the San Diego County Office of Health and there are at least three certifications that Welding students can earn through the skills developed and measured. Such real world assessments and certifications provide students with a relevant connection to post secondary educational and career options. It is a testament to the enhancement of learning in ECVHS’s CTE Pathways that students are able to demonstrate understanding beyond academia and have their skills recognized by industry professionals.

In the Arts, Media & Entertainment Pathway, the Media class vertically integrates with the other two pathway classes, Photography and Video Production. These classes share some of the same vocabulary and software applications (Adobe Creative Suite). The Media class also integrates with art, and history. Students study Johannes Gutenberg, which integrates with European history and the Reformation Period. The class also studies measurements and estimating, which integrates with math. The Media teacher uses online Adobe Illustrator and Photoshop tutorials published by another teacher in our District.

The Photography class often works with classes such as Restaurant Services, doing food photography, and logo design. The students work with all of the art classes in various ways; art shows, cross-curricular projects, and other art shows and competitions such as the school art show, GUHSD District Art Show and the San Diego Fair. The Photography students have worked with the Art classes supporting students with AP portfolio design

D2.Project.Advanced Welding. Tubing Project. (Williams) Cover Page

D2.Project.Advanced Welding. Tubing Project. Williams..pdf

D2.Project.Printing and Design. Press Operation and Printing (Helkenn)

D2.Project.Printing and Design. Press Operation and Printing (Helkenn) Cover Page

D2.Formative Assesment.ELD.Analyzing Promps Formative

and submissions, as well as photographing Artwork for curricular and student applications.

The beginning and advanced Restaurant classes use written materials such as cookbooks, and equipment manuals to cover safety, sanitation and operations. This curriculum integrates primarily with English, math, and history. Students learn about communication (listening, speaking, reading and writing) in restaurant operations. As the students learn about restaurant operations, they use history to predict future planning. Understanding how past events affect the future allows students to effectively plan their menus. Finally, the students count, multiply, divide and measure ingredients on scales which reinforces math skills.

English Language Arts

The English Department at El Cajon Valley High School is working to develop and implement vertically aligned reading and writing assessments. Some grade level teams have created common reading assessments based on assessments offered by the adopted standards-based English textbook published by Pearson. Selection Tests are one type of publisher-created assessment that covers a literature text, skill learning objectives, selection vocabulary, grammar, and a writing component. English teachers use these assessments as summatives for each selection unit; formative assessments for the unit are notes, vocabulary quizzes, grammar worksheets, teacher questioning and open book tests provided with our texts. When two selection tests sharing objectives are studied, Pearson provides a Benchmark test that assesses skills in an entirely new context. English teachers use written assessments, such as essays, to measure student understanding. For example, the department is finalizing a Common Core aligned writing program to include three areas: narrative, expository, and argument. Each area shifts in rigor and emphasis as students progress through four grade levels. Ninth, eleventh and twelfth grade English teachers evaluate student writing with a baseline diagnostic essay given to students at the beginning of the school year. Student writing skills are developed and enhanced based on the starting point indicated by this diagnostic assessment. Early in the year, some grade levels calibrate student writing samples with the rubrics in order to better unify teacher grading. The English department understands the necessity of developing common skills-based assessments. Most teams of teachers have been able to create and implement a number of common assessments and the use of common rubrics. We are in the continual process of moving forward in this area, especially as we shift toward The Common Core and a more seamless connection between Social Science Standards and English Language Arts Standards and the way they will be evaluated. In addition, the department also does performance-based assessments, such as: speeches, presentations, debates, and group work. Some examples are: Socratic Seminars, Literary Circles, and Argument and Counterargument debates.

As for reporting student learning progress, many teachers in the English department made a determined effort to reevaluate the way that English grades are determined. In the past, many English teachers based their grades on a combination of student work completed and student assessments results. This year, many English teachers decided to base students' grades solely on evidence of student learning through summative-based assessments. The English department feels that this decision reflects a more accurate evaluation of learning and student mastery of content. Grade-aligned PLCs have worked to upload summative results to Illuminate for comparison and to identify proficiency and

Assessment (Devine) & COVER PAGE

D2.Formative Assessment.ELD.Narrative Formative Assessment (Devine) & COVER PAGE

eldplc.wikispaces.com
eldplc-assessments.wikispaces.com

D2.Baseline Essay. English 5C. Problem-Solution Essay (Wright) & COVER PAGE

D2.Diagnostic Essay.English 7-8.Baseline Essay (Vasquez/Turner) & COVER PAGE

D2.Diagnostic Essay.English 7-8.Baseline Essay Reteaching.pdf

D2.ELD Google Spreadsheet Recording Assessments.png

remediation needs, as well as to share best teaching practices. Our focus now needs to turn to the *process* by which we *analyze and use the assessment results*. Currently, it is left to teacher discretion and is not universal across the department. Some teams, such as 11/12th grade team and the ELD team, share information and strategies, but there needs to be development of a department-wide process for the sharing of results on common summative assessments, and work to assist in backwards planning, re-teaching, tutoring, etc.

With English Language Development, teachers use reading assessments created by the authors of their curriculum (The Edge by Hampton-Brown) as well as writing assessments created by the ELD teachers themselves. The Edge by Hampton-Brown is a skills-based curriculum developed for struggling readers and students learning the English language. The ELD team decided to adopt this curriculum in order to help ELD students develop the academic skills they will be expected to have after leaving the ELD program to join mainstream English courses or move on to post secondary education. Because the assessments are based on the adopted curriculum, students at each level of ELD take the same assessments. Pacing varies among ELD teachers, so although reading assessments are common across each level, ELD teachers are sometimes in different parts of the textbook. Sometimes this difference in pacing means that the pace of each ELD course is significantly different compared to another at the same level. Pacing depends heavily on how long students in the class have been in the United States. There are four levels of ELD and each level uses a different level of The Edge curriculum. Each unit of The Edge has three cluster assessments and one unit assessment. The cluster assessments measure student understanding of reading strategies, comprehension of reading selections, understanding of key vocabulary and (in Beginning ELD) grammar concepts. The unit assessments assess student understanding of reading strategies, reading comprehension, and key vocabulary. Unit assessments from The Edge are more like standardized tests in that the texts used to evaluate understanding of reading strategies and reading comprehension are embedded in the test so students have not been exposed to them before. There are also grammar assessments provided by The Edge. Currently there are some ELD teachers who use Illuminate to score and analyze cluster and unit assessments. However, this year the district will be adding all cluster and unit assessments from The Edge to Illuminate, thus facilitating the use of Illuminate across the district in all ELD classes.

As for writing, the ELD team of teachers has worked hard over the past five years to develop and refine their writing program. The ELD team felt that the writing portion of The Edge curriculum did not do enough to help ELD students overcome their most significant writing hurdle, the CAHSEE essay. The ELD Professional Learning Community worked together to develop formative writing assessment procedures that would incrementally develop students' skills to respond to CAHSEE essay prompts. The ELD PLC adopted the fundamental principles of formative assessment from Robert Marzano's *The Art and Science of Teaching* to build its writing program. The ELD PLC decided that all teachers would give the same assessment on the same day and score it using the same rubric. Teachers would give students timely, relevant, rubric-based, feedback on a series of weekly assessments. Teachers would then use student performance to guide writing instruction between weekly assessments. Moreover, students would be responsible for setting learning goals and tracking their own weekly learning progress. Finally, the ELD PLC's grading practices would reflect the fact that formative assessments are meant to give information--not a grade. For this reason, only the student performance on the summative assessment--taken after 5 weeks of formative assessments--is counted

D2.Comprehension Check.Integrated Math.Daily Check for Understanding (St. John) & COVER PAGE
D2.Formative Assessment.Algebra 2.Mid Chapter 2 Quiz (St. John) & COVER

toward the students' grade. Students monitor their own learning progress using a progress chart. Students are eager to get their scored paragraphs back each week to chart their learning growth. Students reflect on their performance and re-write their assessment after referencing the teacher's editing marks and the teacher's marks on the rubric. The ELD PLC has developed three formative assessment writing units that are currently in use across all ELD courses: Analyzing Prompts, Narrative, and Expository.

Beyond using reading and writing assessment results to drive instruction, ELD teachers collect all reading and writing assessment scores for each student, as well as other assessment results (Lexile from NWEA and observation of student performance) in order to inform placement decisions for ELD students at the end of each school year. All scores are collected on a Google Spreadsheet updated throughout the year by ELD teachers and placement suggestions are given to the counseling department based on the assessment data.

The goal of the assessment practices adopted by ELD teachers is to enhance student learning in an equitable and systematic fashion. The assessment procedures described in this document reflect years of work in the past on the part of ELD PLC members. This year ELD teachers have continued to implement common assessments and develop/refine common rubrics, but they have not had the time to create any new common assessments or analyze student results due to limited collaboration time.

Visual Arts

All art courses strive to teach content specific vocabulary. Students are not only expected to complete projects and participate in performances, but they are expected to demonstrate specific content-related knowledge on objectively measurable assessments. The appendix has samples of a vocabulary assessment from our common visual art curriculum.

Mathematics

The entire Math department has worked over several years to develop common assessments and vertical alignment within their department. With the additional use of Illuminate, teachers this year have been able to compare assessment results within the department quickly, effectively, and meaningfully and used that data to analyze how to alter their past, current and future curriculum. Additionally, collaboration is more focused on how to share best practices. This systematic approach has enabled the development and success of our current Brave School program. The Mathematics Department Chair and mathematics teachers at ECVHS have made a concerted effort to develop common assessments and vertical alignment within their department. All of the math assessments in the appendix demonstrate this. Even the format of each test is nearly identical. Having common assessments has obvious benefits. That is to say that two different students, one in teacher X's Algebra IC class and one in teacher Y's Algebra IC class, will take the same test to measure their understanding of the content of a particular chapter. Because of this, assessment results can be compared within the department quickly, effectively, and meaningfully. Math teachers use Illuminate to score assessments and analyze assessment results. This is nothing new for the mathematics department; before Illuminate they used EduSoft to do the same. Rather than waiting for yearly standardized tests to give teachers the ability to compare student performance, teachers can compare student performance after each common assessment. Using this data, curriculum is created of the Most Missed Questions. This also allows teachers to share best practices frequently. More importantly, this

PAGE
 D2.Formative Assessment.HSEE.Measurement and Geometry Benchmark (Rahib) & COVER PAGE
 D2.Formative Assessment.Integrated Math.Unit 5 Test (Rahib) & COVER PAGE
 D2.Formative Assessment.Sheltered Algebra 1.Chapter Test 2-b (Hale) & COVER PAGE
 D2.Multiple Choice and Fill in the Blank.Geometry.Chapter 2 Test (Menard) & COVER PAGE
 D2.Short Answer.Algebra IC. Chapter 6 Test and ReTake (Chang) & COVER PAGE
 D2.Ticket Out The Door.Algebra IC. (Chang) & COVER PAGE
 CAHSEE Math and CST Math Data

<http://www.cde.ca.gov/ta/tg/pf/>

systematic approach to assessment allows the math department to identify which students need additional instruction—not just on a class by class basis, but department wide. This additional instruction happens within the regular class time or in an after school program we call Brave School. Brave School is an important part of assessment and accountability within the math department. Students who perform poorly on common assessments are identified and invited to participate in Brave School. The way Brave School is set up is that math teachers and the ECVHS Intervention Specialist Consultant (for 12-13) tracked and followed up with students who have performed low on tests. In Brave School students receive additional instruction on the concepts they had difficulty with and students are retested (up to 80%.) Students are able to replace low scores on math assessments by participating in Brave School. Besides common assessments and pacing, the math department developed common grading practices. This is valuable because counselors use student grades to make student placement decisions. In the math department, student course grades weigh heavily on math course placement for the following semester/school year. Of course, these common assessments are not the only tools used to measure student understanding. Many teachers in the math department have attended professional development geared toward checking for comprehension during teaching, such as training offered by Storm Educational Enterprises. Other informal measures of student understanding are “Ticket Out the Door”, effective questioning, and the use of whiteboards. Many math teachers have TI Nspire calculators in their class, which allows them to do polls with their students. Students submit answers and the teachers receives all of the results. Then teachers are able to immediately review the most missed questions with the students. Finally, some math teachers, particularly in Geometry, use project based assessments. The formal and informal assessments developed and implemented in the mathematics department have resulted in the enhancement of the educational progress of each student at ECVHS.

Physical Education

The physical fitness test [PFT] for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children’s fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. By law (*Education Code* Section 60800), all school districts in California are required to administer the PFT annually to all students in grades five, seven, and nine.

The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. The assessments measure: aerobic capacity, body composition, upper body strength, lower back strength/flexibility, general flexibility, and abdominal strength.

Again, this Fitnessgram@ uses these criteria to represent a level of fitness that offers some protection against the diseases associated with physical inactivity.

RESULTS/USES

Students are tested annually during the months of February through May. The data collected is delivered to:

- California Department of Education (CDE) collects the physical fitness test results

D2.ProjectEarthScience
.KristyCole.pdf
D2.LabReportDescription.Biology.LynetteSmith.pdf
D2.LabReportRubric.Biology.LynetteSmith.docx

and provides aggregate results to the school districts and public.

- The CDE reports the aggregate results to the Governor of California and the California Legislature.
- School districts are to provide students with their individual results after completing the PFT either orally or in writing.
- Schools report the summary results of the PFT in their annual School Accountability Report Card (SARC).

As a department, ECVHS has common written assessments regarding physical education vocabulary and rules of World Sports and Games for all units of study. Teachers share successful lesson plans during collaboration. Teachers pre-test and post-test to ensure learning has occurred. The PE department did an analysis of assessment question responses from students and then re-taught the curriculum based on the students' areas of need.

Physical Education

5 Credits - A Two-year graduation requirement.

These courses take individual differences into account in the teaching of team sports, individual sports, aquatic activities and fitness. First Aid and CPR graduation requirements are included in this course. Physical Education also encompasses additional health related topics such as HIV/AIDS, steroids, drug abuse, smoking, and eating disorders.

Physical Education Modified

5 Credits

This courses will permits a student, with a temporary physical disability (*), to participate in a regular or modified Physical Education class when a medical doctor or physical education teacher has determined that the student needs physical activity and/or experiences modified to address his/her specific injury or illness. Students assigned to participate under this course title will receive full credit.

* "Temporary physical disability means a disability incurred while a pupil was a regular education pupil and which, at the termination of the temporary physical disability, the pupil can, without special intervention, reasonably be expected to return to his/her regular education class." (California Administrative Code, Title 5, General Provisions, Article I, '3001 (v))

The past three years, ECVHS has offered the following courses with common department assessments, however these are not districtwide assessments common at all Grossmont Union District schools. Again, the courses are:

- Physical Education 9th Grade
- Aerobic Dance
- Weight Training
- Team Sports [Volleyball, Basketball, World Soccer, American Football, Softball, Dodgeball/Frisbee ball]
- Special Study/Physical Education

Science

Science teachers at El Cajon Valley High School have developed shared assessments and use the results to inform re-teaching and ongoing instruction. Science assessments are rigorous and standards based. Science teachers regularly evaluate student understanding

D2.ProjectRubric.Biolo gy.LynetteSmith.doc

D2.ProjectBiology.Stud entSample.LynetteSmit h.pdf

D2.LabReportPhysics.Y vonneDuncan.pdf

D2.Multiple Choice.Biology.Benchm ark 1(LynetteSmith) & COVER PAGE

D2.Benchmark Assessment.Science 1C.Semseter 1 Benchmark (Duncan) & COVER PAGE

D2.Form.Assess.Biotec hnology (Heitz) & Cover Page

D2.Benchmark.Mult.Ch oice. Chemistry. Atomic and Molecular Structure & Cover Page

D2.Benchmark Assessment.Earth Science. Semseter 1 ES Benchmark (Cole)

D2.Modeling Unit Test (Duncan) COVER PAGE

D2.Formative Assessment Short Answer.US

History.Read and Respond (Mack) & COVER PAGE

D2.Cross Curricular CST Prep.Social Science.Daily Warm Up (McLaughlin) & COVER PAGE

D2.Formative Assessment.Special Education English 5C-6C. Roots, Prefixes,

of the material taught and then use assessment data to determine what needs to be retaught and make other instructional decisions. Science teachers have also developed written assessments (in the form of lab reports) and project based assessments (creating models and other projects). In addition to having assessments drive instructional decisions, if students score poorly on an assessments students have the opportunity to take revised versions of assessments in order to demonstrate increased learning on unit tests and midterms. Students who perform poorly on assessments are able to improve their low scores by receiving additional instruction within the school day and additional opportunities for tutoring and retesting after school.

If grades are posted on EngradePro, students need to access the internet at home or in night library on their own time. This is an expectation. Teachers may also need to communicate to students their limitations – such as not being able to hand back assignments if not all students have completed it.

Most teachers post the scores of multiple choice tests (corrected by illuminate) within a day, but tests are not returned to students for a week since students who missed the tests have a week to make them up. Lab reports or tests with large written answers may take a week to two weeks for grading due to the number of students and the amount of reading that must be done. This frustrates students who want their results the same day as the test. Students also receive instantaneous feedback as they work on projects and their notebooks and teachers circulate the classroom to review and stamp work. Students can also get additional feedback at lunchtime or afterschool tutorials given by most teachers.

Some Course Specifics

The Earth science PLC has created and shares common summative assessments for every unit, common midterms, common re-teach and re-test for that midterm, some common formative quizzes, and a common final exam. The Earth science PLC team share activities and ensures equity. For sheltered Earth science these same assessments are slightly modified, but still shared. The Earth science teachers then share results in order to find out the strategies the teachers used that had the most successful students. The biology PLC does the same as the Earth science team, and in addition, has created common formative quizzes for all units. Formal lab reports are required with a common rubric to assess writing and lab report skills. The chemistry PLC team uses labs as assessments of skills such as how to use equipment.

Biology and science have common summative and formative assessments. We will be analyzing data using Illuminate to determine activities and strategies teachers use that we can share that are most or least effective. Formative assessments (quizzes) sometimes lead to re-teaching on a class by class basis. In some individual teacher's cases, missing work leads to mandated tutorial after school. Differentiation and re-worksheet.

Chemistry has common midterms and finals. (This year chemistry teachers are each teaching different levels. One Med Chemistry and Sheltered Chemistry, the other Honors Chemistry and College Prep) They use Illuminate and make next decisions for the class as a whole. Midterms and finals are graded on a bell curve. Optional tutorial is available (office hours). Chemistry teachers plan to differentiate and re-teach/extension this year for each midterm.

Suffixes (Eldred) & COVER PAGE
D2.Individualized Education Plan-- IEP.Special Education.IEP (Asio & Kinser)

D2.Individualized Education Plan-- IEP.Special Education.IEP (Asio & Kinser) COVER PAGE
D2.Special Education TEACCH Transitional Assessment Profile.pdf
D2.Standardized Assessment. SLP Formative Assessment Progress Moniitoring Speech Goals
D2.Standardized Assessment. Special Education Alternate Curriculum-Based Assessment English-Language Arts and Mathematics
D2.Standardized Assessment.Special Education.Multidiscipli nary Special Education Evaluation (Asio)
D2.Standardized Assessment.Special Education.Multidiscipli nary Special Education Evaluation (Asio) COVER PAGE
D2.Speech Practice Cards.pdf
D2.Special Education Reading with Symbols Highest Support.pdf
D2.Special Education Reading with Symbols Lowest Support.pdf
D2.Formative

Social Science

The Social Science department has worked together to identify the most critical standards that each course should address. The method for assessing those standards is a decision made by each subject area team, based on the California State Content Standards. Standards which are not met are remediated through tutorials, the Saturday Scholars Program, and re-teaching of content standards throughout the instructional day. Two assessments have been gathered from the Social Science department as part of this self study. One assessment is formative. Students read content related to a standard and respond to short answer questions. The teacher provides timely and relevant feedback on each student’s performance on the assessment. The reason that the teacher provides such timely and relevant feedback is that feedback on the degree to which a student understands a given standard is paramount. Students are encouraged to correct their incorrect responses and meet with the teacher for extra tutoring if there are persistent misunderstandings. By doing this there is a personal focus on the part of the teacher to enhance the learning of each student. Another example of an assessment strategy used regularly by a different Social Science teacher reflects an effort to foster cross-curricular learning. The teacher provides students with warm -up that is comprised of sentences that are flawed in language use and in historical accuracy. As students correct the language use and the historical inaccuracies, the teacher is able to evaluate gaps in learning his own Social Science content, while giving students the opportunity to strengthen their language use. This is commendable in a school where nearly half of the students are English learners.

The U.S. History team, which includes four teachers, has agreed on common units and a pacing guide. Using the California State Standards as a guideline, they have selected important topics that each instructor will teach and include on their units exams. Each individual instructor has the freedom to write their unit assessments.

The U.S. History team has created a common midterm and final for each semester that includes these selected topics. Currently the team is using Scantrons to collect and analyze the data in order to identify standards for review. These standards are also included in reviews for the CST exam. The team has created a review PowerPoint with student note sheets to review for the CST in U.S. History.

The AP U.S. History team has common assessments for every exam which is given on the same day. Using scantrons, the data for the Multiple Choice portion is graded and evaluated. Document Based and Free Response Exams are also on the same topic and given the same day. A common rubric is used by both teachers who regularly meet to discuss student progress. The ECVHS pass rate in APUSH dramatically increased in 2012 to 51% passing the exam with a score or 3 or higher. We are looking to meet that in 2013.

Throughout the social science department, teachers engage in results-driven instructional practices. Re-teaching, tutorial sessions, and the ECVHS Saturday Scholars program are all used to support struggling students.

Special Education

The Special Education teachers at El Cajon Valley High School seek enhancement of learning for all students with special needs. This is evident through the meticulous attention provided by special education teachers in administering standards-based assessments. Goals are developed by the I.E.P. team based on the student’s areas of needs as delineated in the assessments. The standardized normative and criterion-

Assessment.Special Education English 5C-6C. Roots, Prefixes, Suffices (Eldred)

D2.Formative Assessment.Special Education English 5C-6C. Roots, Prefixes, Suffices (Eldred)
COVER PAGE

D2.Short Answer.Jewelry. Chapter 6 Quiz Emphasis (Travis)

D2.Short Answer.Chinese 1C2C. Test and ReTake (Chang)

referenced assessments used by our Special Education Department include but are not limited to:

- STAR assessments
- TEACCH Transition Assessment Profile (TTAP)
- Evaluating Acquired Skills in Communication 3 (EASIC)
- Clinical Evaluation of Language Fundamentals 4 (CELF)
- Functional Communication Profile-Revised
- Test of Social Language Development Test
- Peabody Picture Vocabulary Test 4 (PPVT)
- Northwest Evaluation Association Test (NWEA)
- Weschler Individual Achievement Test (WIAT)
- Weschler Intelligence Scale for Children V (WISC)

In addition, the Special Education Department at El Cajon Valley High School uses curriculum-based assessments developed by the publishers of the core content areas. The focus in the Special Education Department is on helping students meet their individual education goals by documenting progress throughout the year. Formative assessments results are incorporated in this communication process in order to maintain up-to-date data about the student’s individual academic progress on these goals. Communication to parents/guardians is consistently provided at multiple times throughout the year by progress reports, 30 day reviews, emails and phone calls. Through transition assessments, the special education department at El Cajon Valley High School is able to monitor individual student progress towards independent living and vocational goals for students beyond the age of 18.

Accommodations and modifications are implemented by the IEP team for students who need them in order to meet their standards-based individual goals. This also applies to assessments in general education classes for the numerous mainstreamed special education students on our campus. At times, these general education assessments are incorporated into the special education classrooms and used unmodified to monitor progress on state standards.

Attention is consistently spent on developing and administering rigorous assessments that are aligned to state standards. These assessments are used to determine appropriate goals and instruction for each individual student’s needs. Furthermore, interventions and reteaching of skills are implemented based on consistent monitoring of progress through ongoing formative assessments.

Visual and Performing Arts

The assessment provided by our Jewelry class is indicative of the fact that all courses strive to teach content specific vocabulary. Students are not only expected to complete projects and participate in performances, but they are expected to demonstrate specific content-related knowledge on objectively measurable assessments. The appendix has samples of a vocabulary assessment from our Jewelry course.

The assessments for choir and band are performance based. Both band and choir have daily assessments. While there are no formalized tests, when classes are performing and, for example, the trumpets are off on beat or note, the director/teacher will stop, correct and continue.

The assessments for guitar are also performance based, yet have a schedule to meet the

assessment. In the appendix, there is a sample gradebook for the guitar class. On a weekly basis, students are required to meet certain skills such as playing a C Major Scale, E minor chord or an entire song. The rigor of the skill gradually becomes more difficult as student mastery happens. Every Thursday and Friday is set aside for students to play for the teacher in front of the room. While one student is being heard by the instructor, the rest of the class is practicing the skill they will perform that day or a skill they are working on to reach mastery.

The theater class also utilizes performance based assessments. They include play analysis, vocabulary and rubrics for performance, as the one in the appendix.

World Languages

El Cajon Valley High School offers courses in Spanish and German (and Chinese through 2013-14.) The World Languages teachers at ECVHS use a variety of assessment practices to enhance student learning. Spanish teachers use the formative and summative standards-based assessments provided by the newly-adopted textbook. The German and Chinese teachers have developed their own formative and summative assessments. World Language courses evaluate the ability of students to read, write, speak, and comprehend through listening. These skills are measured by short answer tests, presentations, projects, and teacher observation. When students perform poorly on an assessment they are encouraged to relearn and retest. When majority of students do poorly on the test, some teachers reteach the lesson and re-assess student performance. Moreover, the teachers of World Language courses strive to help students better understand the cultures through cultural related activities, such as festivals celebrations, food tasting, art making, and more.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)
<p>ECVHS has worked this year to develop new Expected Schoolwide Learning Results via a committee headed by Social Science teacher, Ryan Trammel. Our new ESLRs are:</p> <p>Bold lifelong learners who:</p> <ul style="list-style-type: none">• Adapt proactively to varied roles, job responsibilities, schedules, and contexts• Manage time and workloads efficiently and avoid procrastination• Meet or exceed the California State Standards in all content areas <p>Resourceful users of technology who:</p> <ul style="list-style-type: none">• Utilize technology as a tool to research, evaluate, and communicate information in a learning environment• Expand the use of technology to employ different learning modalities in all content areas• Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college <p>Analytical thinkers who:</p> <ul style="list-style-type: none">• Apply complex problem-solving processes and critical thinking to school and real-life scenarios• Use unconventional problem-solving skills in both academic and work environments• Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas <p>Valuable members of society who:</p> <ul style="list-style-type: none">• Participate in civic life by staying informed and aware of the impact their actions have on the community• Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world• Exhibit self-discipline, integrity, and socially responsible behavior <p>Effective Communicators who:</p> <ul style="list-style-type: none">• Articulate thoughts and ideas effectively using oral or written skills• Demonstrate ability to exchange ideas effectively and respectfully with diverse teams• Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college	D3.ECVHS ESLRs

As we move into the 2013-14 school year, the ESLRs will become more integrated into our monitoring of student achievement. Teachers have committed to referencing the ESLRs as part of their learning objectives for daily lessons.

Many teachers at ECVHS have started to use Illuminate as an assessment and monitoring system. Illuminate allows teachers to create and share common assessments. Furthermore, it allows teachers to compare student performance data quickly and accurately. It is worth noting that in April of 2013 the Grossmont Union High School District Department of English Learner Programs added tests from the district's English Language Development curriculum to Illuminate. This will facilitate the use of Illuminate as the primary assessment system in ELD classes not only at ECVHS, but also across the district.

Speaking of district-led assessment systems embraced at ECVHS, district final examinations have been used in Algebra 1C, Geometry, and Algebra IIC for years.

In 9th grade ECVHS has students participate in the CAHSEE Readiness Report and the Exit Exam Math Assessment Preparation. The school uses these to prepare students for the California High School Exit Exam.

RFEP and RFEP Monitoring

As mentioned above in section D1, teachers report on the progress of each student the sixth week and the twelfth week of each semester. These progress reports are sent home to notify parents of their student's academic progress. In addition to Progress Reports, many teachers participate in D/F Monitoring. And at the end of each semester final grades for each course are collected and sent home via a Report Card. Additionally, parents have access to their student's academic progress via Parent Guardian Portal. Furthermore, many teachers use online grade books such as EngradePro.com in order to collect and report academic progress.

Another assessment and monitoring system available to teachers at ECVHS is Performance Profile. Logging in to Performance Profile gives teachers access to any students current academic information, including information on standardized assessments.

ECVHS implemented the Be BRAVE program during the 12-13 school year. The purpose of the program is to encourage student success, recognize student success, and reward student success. The assessments we use for measurement in the Be BRAVE program are mainly CSTs and CAHSEE scores. The rewards range from public recognition for high scores to receiving an early lunch pass to being invited to special Be Brave celebrations.

Via the Guidance Department, all students' academic achievement is monitored throughout the year in myriad ways. In the third week of school, students with an F in a core class (math, English, history, and science) are notified and subsequently called in by either an academic advisor or counselor in order to identify barriers keeping the student from being successful. Suggestions are then given to students according to what problems are identified.

Following the third-week check, counselors and academic advisors meet with students who have multiple Ds and Fs at the seven-week mark (which happens four times per year). Again, solutions are offered and parents are notified of their student's lack of progress.

Counselors monitor the overall individual student progress by looking at their grades throughout the year, evaluating transcripts, and providing interventions to help students meet their goals towards high school graduation and post graduation options. However, different staff members look at data to monitor students and create programs that benefit our students. For instance, the English Language coordinators look at our English language learners' progress through CELDT results, benchmarks, etc to determine their English placement for the following year.

Counselors communicate with staff about individual students' progress after meeting with students, parents or when a meeting such as a Student Support Team (SST) meeting or IEP happens. But counselors haven't had the responsibility of collecting schoolwide data and sharing it with staff.

Weakness: The guidance staff looks more at individual student information and progress rather than the whole student population and the data. Counselors need to be part of a "Data Driven Team" and look at data together with staff from each department to see how our students are progressing over time and what interventions are needed for our students to achieve.

When a student continues to show a lack of academic progress, a counselor will invite the student and parents to participate in a Student Study Team (SST). In this meeting (which is comprised of the student, parents, teachers, the counselor, and the school psychologist), the student's academic, social, and behavioral history is reviewed. The team then gives feedback regarding the student's progress, identifies patterns in behavior, and then comes up with a plan to help the student improve his/her grades, behavior, and/or attendance.

Special Education

Academic progress for the Special Education student population is monitored by quarterly goal reporting on IEP annual goals. Staff records if students are meeting their individual set goals directly into the computerized IEP program. Advocates monitor student progress on each goal over a period of time. This information is shared with parents when progress reports are generated.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)
<p>The modifications to the educational program based on student assessment results primarily occur outside of the classroom. Many teachers use formative assessments to modify instruction and many interventions happen outside of the regular school day. The modifications to the school’s program are based on implementing interventions according to assessment results. The Instructional Leadership Team (ILT) works to develop and implement interventions at ECVHS. Most of the members of this team have participated in Project Achieve training offered by the San Diego County Office of Education. The ILT is responsible for many of the supplemental interventions mentioned in this document. A further example of the kind of work this team does is CAHSEE preparation offered during this year’s CST. That is, seniors who have not passed the CAHSEE will get additional test preparation during block periods where 9th-11th graders will be taking CSTs. Identifying this kind of opportunity and planning the logistics of such an intervention is the business of the ILT.</p> <p>ECVHS has implemented Brave School. This program gives students the opportunity to receive extra instruction outside of regular class time in order to learn a concept and retake assessments.</p> <p>Through Saturday Scholars many intervention components (as noted in section B and C) are run. One such intervention is aimed at helping 11th and 12th grade students who have not yet passed the CAHSEE. We also offer the Diamonds program. ILT identifies students who need additional preparation for the 10th grade administration of the CAHSEE and Diamonds gives 10th grade students further CAHSEE preparation over several Saturdays. Not only does this program prepare students for the CAHSEE, but due to the additional time in the classroom, ECVHS is able to recover attendance time.</p> <p>ECVHS uses a variety of programs to systematically monitor student understanding and provide interventions when needed. Not all students participate in each program, but these programs are available as needed:</p> <ul style="list-style-type: none"> • Ed 20/20 (credit remediation online) • USA Test Prep (online test preparation resource) • NWEA (ELD courses use information from this assessment to inform placement decisions) • READ180 (a computer program designed to develop reading skills) <p>Our library at ECVHS has changed to meet the needs of our students. Steve Montgomery, our librarian, has worked to include more technology and access to online databases in the library. The librarian has also used schoolwide reading assessment results as a guide to developing the library’s print and online collections, assuring that students of all reading levels have access to high interest fiction and nonfiction. Also, students are able to get free tutoring at Night Library Mondays through Thursdays after school.</p>	

The math department has worked to develop clear advancement and assessment procedures. All teachers within the department give common assessments by course level and all teachers follow relatively similar grading practices. This means that the math department is able to rely on grades to make placement decisions. Having these common practices allows for equity across the team. It allows teachers to have data and share strategies. Also, by having this commonality and PLC team emphasis it allows for fine tuning of the course on a yearly basis. Finally, it is also very beneficial because the tests scores and grade in the class dictate their course for next year. Math teachers also recommend to the guidance department students to advance from college prep to honors. This was done this year on a Google spreadsheet that was then shared with the Guidance team.

The English department has decided to participate in come-togethers for 9th and 10th grade classes. This entails teachers bringing all students together and having the students rotate through groups of English teachers to receive teaching and reteaching in specific skills.

Our guidance department has a protocol which calls for counselors to talk to students with 2 or more failing grades. Counselors give students information about the help available at ECVHS.

Each science team at ECVHS has shared benchmarks. Students who don't achieve 70% or higher receive additional instruction and reassessment.

A new school wide effort rolled out this year is the *ECV Way*: Academic directive verbs. The core academic departments on campus met to develop the *ECV Way* to increase the number of times that students are exposed to high level directive verbs. Each week teachers receive a new directive verb in their mailboxes. The goal is to mention and use the new verb at least once each teaching period. This means that students are exposed to the week's word many times over the course of the day.

All special education students participate in statewide testing using accommodations and modifications that are outlined in their IEP. This testing includes California Standardized Tests, CAHSEE and all other summative assessments required by the state of California.

Section D Conclusion

A majority of the assessments gathered in this study have formative elements, meaning that they are not simply evaluations of learning gathered at the end of instruction. Rather, a majority of the assessments in the evidence for this document include, as part of their design, reteaching and retesting. The point of this model is to afford students opportunities to demonstrate growth in learning. Admittedly, all students do not take advantage of the opportunity to retake a test. Usually teachers ask that students attend tutoring sessions in class, after school, or study in the Night Library in order to take a test again. Because attendance is not mandatory in the after school programs at ECVHS, attendance is unpredictable.

Again, our findings are that there are a variety of assessment practices at El Cajon Valley High School. Based on our findings, the majority of teachers at ECVHS use appropriate assessment practices. Certainly, some groups at ECVHS have more systematic approaches to assessment than others. Still, on an individual basis, the assessment practices of the majority of teachers are enhancing student learning of standards-based curriculum content.

<p>Areas to build include looping back the assessment results to effective instructional strategies and using the common formative assessments to inform timely intervention. These two areas are strong in pockets while are in need of growth and development in others.</p>	
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WASC Category D. Standards-based Student Learning: Assessment and Accountability: Overall Strengths and Growth Needs

Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> • We meet as teams to develop/analyze assessments/results. • READ 180/ System 44: interventions are driven by assessment. • Use of EngradePro is commonly used and becoming universal. • Many teachers are using Illuminate to grade and track student formative assessment data in class. • Parent Portal, Dropout Prevention Specialist and Parent Mentors help additional communication and understanding for parents. • Staff participation in D/F monitoring • Staff available to help parents’ access assessment results and learning progress--especially with translation. 	<ul style="list-style-type: none"> • Interventions being driven by assessments: make this fundamental to every department. (Some departments have this characteristic while others do not.) • More systematic interventions for students who do not master content, such as Brave School and Saturday Scholars. (As these programs are emerging, we need to strengthen and continue them.) • Develop common assessments for common courses. (Lacking in some courses.) • Articulate how assessments drive student placement (specifically language). (Assessment plans needed.) • Use data in real time. We gather data, but do we use it in real time to provide interventions and re-evaluate student placement. (Need to create reporting timelines and guidance for teams.) • Implement standardized reporting systems/protocol among core subject areas. (Need to create reporting timelines and guidance for teams.) • <i>Emerging</i> common formative/summative assessments in departments. (More work needed in this area to continue this work.)

Focus Group E: School Culture and Support for Student Personal and Academic Growth

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings/Narrative	Evidence/Data
<p>School leadership actively encourages parent and community involvement at El Cajon Valley High School. To meet the needs of our varied population, the leadership team has developed many types of informational services, including Freshman Showcase, Back to School Nights, and AVID Parent Nights. These offer information for parents and students; they promote active involvement at ECVHS. Our Parent Portal and Engrade programs keep parents “in the loop” in an online format with both grades and school records. Coffee Talks, PIQE (Parent Institute for Quality Education) and English Learner Advisory Committee meetings draw our non-English speaking parents onto our campus. The community also becomes involved when we have opportunities for guest speakers for AVID and government classes, Coffee Talk presentations, as well as during Multicultural Week. Community businesses also offer fundraising opportunities for several of our school clubs.</p> <p>According to the Parent Survey done in December 2012, 35% of parents strongly agree to the statement, “I feel welcomed at ECVHS.” While 40% agreed. So, 75% of parents responding answered positively. 20% were neutral. While only 3% disagreed with 1% strongly disagreeing. So, 4% of the parent population that responded answered negatively. Additionally, when asked to respond to the statement, “ECVHS Teachers and staff are respectful to me and my child”, 38% strongly agreed, 41% agreed, 16% were neutral, 3% disagreed and 1% strongly disagreed. In all, 79% answered positively and only 4% answered negatively. It appears as if the majority of parents feel welcome and respected on ECVHS’s campus and/ or when engaging with staff. When staff were asked to respond to the statement, “ECVHS is a welcoming place for students and parents,” 28% strongly agreed, 56% agreed, 15% were neutral and only 1% disagreed.</p> <p>Approximately 50 parents signed up to volunteer at ECVHS in the 12-13 school year. Unfortunately, of those 50 parents only a few actually were able to volunteer. There is not a solid structure in place to facilitate volunteers at ECVHS. This is an area of need as we do want to strengthen parent involvement.</p> <p>Encouraging parent and community involvement is one way to help our students meet El Cajon Valley High School’s high expectations. These programs enrich our students’ school experience by supplying support, helping students achieve, and giving them academic options.</p>	<p>Our school website Athletic programs All school calendar Summary of parent and student response at WASC Focus Group Meeting April 24, 2013</p>
<p>ELAC, Parent Meetings, and PIQE - ECVHS has an English Language Advisory Committee (ELAC) which provides information about programs related to the English Learner (EL) population. ELAC meets monthly, with the agenda being parent-driven. Parents of English Learners receive a monthly mailing regarding meetings and potential agenda items. To encourage parental involvement, some teachers offer incentives to students whose parents/guardians attend the meetings. During the school year, ELAC hosts a tour of the campus and a lunch for these families.</p>	<p>E.L.A.C. Flyers E.L.A.C. minutes agenda sign-in sheets parent suggestions Moving up ELD students</p>

<p>Parent Institute for Quality Education is a program for parents new to or those who have felt disenfranchised by the school systems of the United States. This program is a nine week course in which all aspects of schooling are addressed from why discipline is handled the way it is to how to read and transcript to what to look for in a college. ECVHS did not have PIQE in the 11-12 or 12-13 school years as we had declining interest from parents since this program was also offered at the local middle school. For 2009-10 there were over 80 parents involved and then in 2010-11 there were 35. We will have PIQE again for 13-14 from October to December as there are many parents interested again.</p>	<p>Core offerings for students Funding notes Standards assessment and accountability paper</p>
<p>Back to School Nights - Parents may attend Back to School Nights to hear about teacher and classroom expectations. Parents attend a barbeque hosted by PTSA (and paid for by Title 1 parent involvement funds); a general session chaired by the principal is held. After the general session, they may visit classrooms, schedule appointments with teachers if desired, and receive the passwords for Engrade and Parent Portal. The library features book displays for parents, so that they can see the wide range of materials available to support their student's academic and personal growth. Displays include books on study skills, test preparation, colleges and careers, navigating high school, successful parenting strategies, and many others. An invitation to this event is issued through the all-call system; also, the date is posted on the school website and endorsed in the parent newsletter.</p> <p>On average over the last three years we have served over 500 hot dogs each year at the barbeque, indicating approximately parental 25% attendance for this event.</p>	<p>Flyers Schedules Samples of ECVHS student & parent attendance sign in sheets Photos of library displays</p>
<p>AVID Parent Night - Parent night 2011-2012 was 10/25/11, which is early in the school year. There were breakout sessions presented in Round Robin style on various topics (Advanced Placement, Financial Aid, Binder and Planner organization, Parent Outlook on AVID). In 2012-2013, our Parent Night was 3/19/13. Similar topics were discussed and we added a spaghetti dinner. We also send periodic newsletters home informing parents of upcoming AVID fundraisers and events.</p>	<p>Back to School Flyer Sample Sign in sheets</p>
<p>Multicultural Week- Multicultural Week celebrates the theme of <i>Unity Through Diversity</i>. During this week students learn about the cultures of our community through presentations by ECVHS staff and community volunteers; an assembly also showcases our multiethnic population through dances, readings, and a parade of flags. Recent community presentations include: <i>The Lost Boys of Sudan</i>, <i>The Black Storytellers of San Diego</i>, <i>The Chaldean-Middle Eastern Social Services</i>, and <i>The Barona Band of Mission Indians</i>. Additionally, the community is invited to attend the Multicultural student-choreographed assembly in an evening performance. This year approximately 800 parents, students, staff, and community members attended.</p>	<p>Flyer Sign up list for presentations Presenters 2012-2013 Participatory sheet 2012-2013 Door Decorating contest flyer</p>
<p>Got Plans? - El Cajon Valley is involved in an annual district-wide college and career fair planned and organized by Grossmont Union High School District counselors and academic advisors in collaboration with Cuyamaca and Grossmont Colleges. Students and parents can meet with college representatives and attend workshops ranging from <i>Financial Aid</i> to <i>How to Succeed in High School</i>. GOT PLANS? has averaged 5000 attendees every year since its inception about eight years ago.</p>	<p>Flyers re workshops offered Maps of the event Flyer of overall event for community Sample student</p>

	sign in lists
<p>Freshmen Showcase - Every spring semester, ECVHS holds a freshman showcase to show our incoming 9th graders and their parents what to expect from high school. Elective classes, AVID, sports and clubs and other specialty areas of our campus show what is offered at ECVHS. Parents may take a tour of the campus to see these areas--Video production, Restaurant Services, library, etc. In the library, for example, incoming freshmen and their parents are introduced to the extensive print and online resources available in the library to support students' academic and personal growth. The tours are conducted in Arabic, English, and Spanish.</p>	<p>Showcase flyer Schedule available upon request Photos of library displays</p>
<p>Financial Aid Night - As graduating seniors seek higher education opportunities, the Guidance department assists them in a number of ways. Counselors go out to senior classes to inform them of ways that they can find money for college. Guidance also reaches out to inform and assist the families of students in the financial aid process. We invite parents/guardians to our Financial Aid Nights in hopes of educating them on the process of enrolling for college and applying for scholarships, as well as answering any questions they may have. Workshops are offered in three languages-Arabic, English, and Spanish-to accommodate as many parents as possible. On average, about fifty families attend each of these meetings. The Guidance counselors also assist students and parents to work on the financial aid applications in the College and Career Center after school several times every year. An average of about twenty families attend each time.</p> <p>El Cajon Valley High School also opened its facilities to all students and families district-wide in partnership with Cal-SOAP. For the past two years, representatives from Cal-SOAP have come to help students, focusing on completing the FAFSA application. The turnout has been overwhelming both years, with representatives helping several hundred students through "Cash for College". This event has been a tremendous success because of the collaboration and vision of Cal-SOAP (college representatives) and district-wide administration and counselors. Cal-Soap college representatives also used call slips to meet with students in the library.</p>	<p><i>Sample sign in sheets</i> <i>Sample newsletters</i> <i>Cash for college info</i> <i>Financial Aid Basics</i> <i>Lesson in financial aid for 12th graders</i> <i>Financial aid flyers</i></p>
<p>Senior Awards Night - El Cajon Valley High School has kept the tradition of honoring graduating seniors and their families for their hard work at our yearly Senior Awards Night. This particular evening is designed to recognize seniors for their academic success, school service, community service and athletic accomplishments. Members of San Diego businesses, organizations, foundations and colleges honor scholarship recipients during that evening, leaving families with a great sense of accomplishment. On average, Senior Awards Night is attended by four to five hundred people.</p>	<p><i>Samples of Senior Awards Night programs</i> <i>Honor Roll lists</i></p>
<p>Family Resource Center (FRC) – The FRC came about in response to the critical area of need from the 2007 WASC. At that time there had been a Parent Resource Center but being staffed by a school staff member, it was more of a mentoring situation rather than a full service resource center. So, ECVHS contracted with San Diego Youth Services to provide a coordinator as well as bilingual (Arabic and Spanish) case managers to link families to outside agencies as well as work with them on mental health and family issues that were impacting student success. As the FRC settled into ECVHS's culture, we added Coffee Talks to provide education/outreach to parents along with parent support groups and Parent Mentors (started in 2009.) Our Parent Mentors are two parents, one Arabic speaking and one Spanish speaking who have children at ECVHS or graduates from ECVHS who work 20 hours per week helping parents better access ECVHS's services. They walk parents through filling out free and reduced lunch</p>	<p>Sample Group meetings (guys, girls, pregnant teen and family, drug and alcohol abuse, etc.) Informative brochure in Arabic, English and Spanish Bullying Brochure</p>

<p>forms, registration materials, and signing up for parent portal. Over the last three years they have helped over 2,000 parents sign up for parent portal so parents can better access their students' school record information. The past two summers they have done home visits in the summer to all families who did not pick up or return registration packets. This was extremely helpful to the office staff in ascertaining who had moved or was attending elsewhere as well as to the families who maybe did not realize or had forgotten to complete paperwork.</p> <p>The FRC coordinator and case managers attend and actively participate in the El Cajon Community Collaborative meetings every month. The El Cajon Collaborative represents and promotes coordinated health, education, social and recreational services to improve the wellbeing of the people of El Cajon, thereby contributing to a healthy, thriving community in which all are valued and nurtured. The Family Resource Center offers support groups for drug and alcohol use and prevention, positive decision making and healthy relationships, general support groups for boys and girls, as well as newcomer students who need acculturation support. In addition, the Family Resource Center staff use access to all programs offered by San Diego Youth Services (SDYS) to fully engage and support students and their families.</p> <p>In the December 2012 survey, parents were asked to respond to two questions about the FRC. For the first, "I have been to the FRC at ECVHS", 10% responded frequently, 28% sometimes, 19% occasionally, 35% never, and 7% I don't know. The second question, "I have made use of the FRC's programs at ECVHS (ex: Coffee Talks, parent mentors, etc.)" 10% indicated frequently, 19% sometimes, 17% occasionally, 44% never, and 9% I don't know. These statistics are not a big surprise considering that the FRC is an intervention that most families will not need but the families who do, really do need it.</p> <p>When asked, "I make referrals to the FRC as needed." Teachers responded 22% strongly agree, 31% agree, 31% neutral, 13% disagree and 3% strongly disagree. It is unclear why they do not make the referrals as needed – if they haven't needed to or if there is a problem. This was a poorly worded question perhaps.</p>	<p>Coffee Talk invitations in multiple languages Conflict Resolution classes Adopt a Family (holidays) Cultural adjustment classes Parent mentor photo Parent mentor job description</p>
<p>Community Partnerships - Our campus partners with several organizations which help our students gain valuable connections within the community. Here are just a few:</p> <p>LEOs club partners closely with the Lions Club and learn that giving back to the community reaps benefits for all.</p> <p>The East County Career Center has developed the Young Adult Career Development Program. Students learn job readiness and are involved in paid internships..</p> <p>Public Library GUHSD Partnership-In a pilot program with the San Diego County Library (SDCL), the librarians of the Grossmont Union High School District have a goal of all high school students in East County having a public library card, as well as access to the local public library and its excellent online resources. To this end, in 2012, an application for a public library card was added to the registration packets at GUHSD high schools. Students who completed and returned the application have received their cards. Other goals of this program include:</p> <ul style="list-style-type: none"> • Improving academic achievement and supporting lifelong learning by encouraging reading and literacy • Teaching and promoting information literacy skills 	<p>Public library card application List of online programs available to ECVHS students Description of Public Library GUHSD Partnership</p>

<ul style="list-style-type: none"> Modeling and reinforcing ethical behavior online and in the use of information technology Providing equitable access to information and technology through resource sharing Both expanding and focussing services to meet the needs of underserved and special needs populations Contributing to community-building and connection-building in both physical and virtual spaces Supporting educational goals, and providing opportunities for career planning and lifelong learning <p>American Cancer Society - ECVHS partners with the American Cancer Society by hosting an annual Relay for Life on our campus. We assisted with set up and clean up. clubs and staff were encouraged to participate in this worthwhile cause.</p>	
<p>LEO's Club - LEOs is a service club on campus affiliated with the LIONS Club in El Cajon. They are very active in our community. Some of their activities include running blood drives, helping at the Alpine parade, doing a Christmas and Easter service project and serving at a pancake breakfast fundraiser. Each year the LIONS come to ECVHS and have lunch with our LEOs, to encourage them to continue their activities. The LEOs are also eligible for a special scholarship.</p>	<p>Sample list of activities of LEOs Pictures of activities/LEOs Sample Agenda</p> <p>Pictures of blood drive Pictures of parade Pictures of Easter egg hunt LEOs Luncheon with LIONS Pictures of Christmas project Permission slips for activities LEO of the year nomination form</p>
<p>Respectful Relations Program - This educational program assists students who have been involved in bullying incidents. Assigned to take these 4-hour classes at Chaparral High School, students learn about one or more of the following topics:</p> <ul style="list-style-type: none"> Types of bullying – physical, emotional, verbal, social/relational, and racial Cyberbullying and Harassment Identification and discussion of the roles students play in the act of bullying Review of California Education Code and Grossmont District Policy Consequences to the victims and the bully Characteristics of the bully Development of empathy skills, anger management, conflict resolution Active listening skills, communication skills, problem solving skills Setting goals Ways students can help stop bullying on campus 	<p>Parent information about Respectful Relations Program Sample referral to program 4 page description of the program Map of Chaparral High School</p>

<p>Classroom Guest Speakers - Guest speakers in the classroom organized by teachers and the Guidance department include Kelsey Lizee from the DeVry University & Keller Graduate School of Management, Education Representatives from Platt College, previous El Cajon Valley High School graduates, Fashion Institute of Design and Merchandising (FIDM), Grossmont College representatives and Just Yell Fire (a self-defense training program for high school female students). Each class in Career Technical Education Pathways are also required to have two guest speakers each year.</p>	<p>Emails www.fidm.com www.lcad.com www.goarmy.com www.gcccd.net www.justyellfire.com CTE Program Spreadsheet Also look in Multicultural Week folder for more on this</p>
<p>504 - Under Section 504, students with mental or physical disabilities are eligible to receive reasonable accommodations designed to meet their needs as adequately as the needs of non-disabled students. El Cajon Valley High School currently serves about 35 students with 504 accommodations. Upon receiving a Physician’s Statement form, we determine whether or not an initial meeting is needed. 504 meetings include a district representative, an administrator, a school counselor, teachers, the student and his/her parent/guardian. Once 504 accommodations have been established, a review is conducted each year.</p>	<p>Student Portal Brochure outlining rights of parents and students Sample Physician Statement Application form</p>
<p>Individual Graduation Plan/Post Secondary Plan - Every student within the Grossmont Union High School District is required to complete an Individualized Graduation Plan (IGP) and Post Secondary Plan (PSP) with the assistance of their school counselor.</p> <p>Each grade level is required to complete a specific list of tasks through a program known as Career Cruising. As freshman, students are required to complete the Career Matchmaker assessment, select at least one career to save, and then do the Learning Styles Inventory. As sophomores, students review their Career Matchmaker survey, do the My Skills assessment, save at least three careers of their choice, explore and save at least three schools of interest and complete the Post-Secondary Plan. Juniors complete/review items from the previous year. As seniors, they review again and make any necessary changes. As seniors, they do the same and make any necessary changes. Seniors also meet one-on-one with their counselors to complete their Individualized Graduation Plan (IGP) which is has to do with what they plan on doing after high school and how they plan to pay for college. The PSP and IGP process has been an integral part of the El Cajon Valley planning process for the last few years. We have served every student in our school in this manner.</p>	<p>Portfolio completion forms for each grade-- IGP and PSP Sample PSP</p>
<p>Teacher Websites - Many teachers at ECVHS have created a website to give students and parents’ information about classes. Homework assignments may be posted; syllabi may be included so parents may check on classroom assignments. Students may email teachers for clarification or to turn in assigned work.</p> <p>These websites can also be found on the Virtual Library Learning Commons website. Many times the Teacher-Librarian will add links for teachers’ individual class assignments.</p>	<p>www.guhsd.net www.library.guhsd.net</p>
<p>Engrade - Many teachers at El Cajon Valley High School use Engrade, an online grade book that enables teachers to post assignments and grades for parents and students. Many students use the library computers to access their Engrade accounts.</p>	<p>www.engagepro.com www.guhsd.net/s</p>

	taff
Teacher + Parent Portal - All ECVHS teachers use the Teacher Portal to take daily attendance. Parents can check on students' attendance daily.	www.guhsd.net/s_taff
Parent/Teacher Communication -Teachers communicate with parents via telephone, email, progress reports, semester reports, and parent conferences. Spanish and Arabic translations are available on site. Often a class syllabus helps to explain the requirements of the class and the expectations of the teacher. Parents of students receiving a D or an F are notified through the student monitoring at three-week intervals. Teachers may also have one of our Bilingual/Cross-cultural Aides or the Bilingual Community Liaison assist in contacting non-English speaking parents (by phone or email) about their child. This can be done in Spanish, Arabic or Chaldean.	Classroom assignments of aides Sample of emails Sample log of phone calls www.assessment.guhsd.net
P.T.S.A. - The Parent/Teacher/Student Association at El Cajon Valley is a group advocating for all students. The PTSA meets monthly and discusses programs, fundraisers, events, issues, and concerns regarding how to best meet the needs of students and staff. Seventeen teachers at ECVHS are members of PTSA; we would love to improve that number! PTSA goals include: <ul style="list-style-type: none"> • Communication Headquarters: integrate school information through the parent newsletter, meetings, forums, and PTSA web page. • Student Participation: encourage students to hold positions on our PTSA board and committees. • Parent Volunteers on Campus-help develop and coordinate a program for parent volunteers on campus. 	Flyer number of staff belonging per PTSA president
School Site Council (SSC) - School Site Council is comprised of school administrators, teachers, counselors, classified staff members, students, parents, and community members. Meetings are held monthly on campus in the evening. The SSC is a group of teachers, parents, classified employees, and students who work with the principal to develop, review and evaluate school improvement programs and school budgets. They are responsible for creating the Single Plan for Student Achievement (SPSA), which is updated on a twice yearly basis and submitted to the school board for approval. All federal and state regulations are followed by the SSC. The SSC at El Cajon Valley High School works to make sure that the school is identifying and implementing appropriate curriculum and instructional practices. The SSC develops a budget; monies include categorical funds, as well as other funding. A process is in place giving staff members the opportunity to seek categorical funds and to speak to the council about how funds will improve student learning.	Sample Agendas Sample Minutes By Laws Characteristics of effective school site council Goals for 2012-2013 Programs funded 2011-2012 year Flyers Summary form Sample request for funds
ECVHS Brave News - One way the school communicates with parents is through this newsletter, which includes school news and upcoming events; the students section highlights student achievement in different areas, such as academics, athletics, etc.	E.C.V. Brave News sample
Scholarships - Helping ECVHS students win scholarships is an important part of their high school experience. Many of our students dream of going to college, but have no money to reach that goal; scholarships are a way to keep the dream alive. Guidance publishes a monthly scholarship newsletter. In AVID classes, students are encouraged to look for scholarships as part of their class work; in addition, teachers proofread scholarship application essays and	11th & 12th grade sign in sheet Programs Senior Awards

<p>offer constructive criticism. Above all, the ECVHS staff encourages all students to apply for all scholarships they qualify for, in the hopes of assisting more of our students to realize their dreams. Students are able to research, access and apply for scholarships online in the library.</p>	<p>Ceremony, 2010 & 2012 with scholarship announcements Monthly Scholarship Alerts</p>
<p>Art Show - ECVHS students have many opportunities to participate in numerous public art shows throughout the year. Art department staff has a goal of 100% participation in our two on-campus shows, so each student may have a share of the limelight. Hundreds of students' works are featured in these shows. Other off-site shows are juried competitions, which include the San Diego County Fair, GUHSD Annual Spring Show, Cuyamaca College's "Got Arts?", Helix Water District Show (Photography), Golden Artistry Design Competition (Jewelry), Mudfest (Ceramics) and Vans Shoe Design Competition. ECVHS students consistently win high recognition at these competitions. Additionally, students participate in various community based projects, both on and off campus, such as mural painting, logo designs, club and sports posters, and multicultural door decorating. For example, a student is participating in the Adams Avenue Art Walk, held June 1, 2013.</p>	<p>Pictures - Helix Water Competition and county Fair Art Show 2013 Brochure Superintendent's NEWSLINE 4-26-13</p>
<p>CTE - Career Technical Education (CTE) provides opportunities to students to apply their learning and to make it relevant to their personal goals for life after high school. The current CTE pathways at ECVHS are Restaurant Services, Arts, Media and Entertainment, and Fabrication & Welding. ECVHS has a site-level advisory board for all classes in each pathway where industry professionals and teachers are able to collaborate. These boards provide technical assistance, grants and scholarships, curriculum reviews, guest speakers, mentors, internships, field trip opportunities, and make recommendations on equipment purchases. Labor market information is also reviewed at these meetings. Individual elective classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities.</p>	<p>Advisory Board minutes for each class in each pathway. Brochure Pictures of Restaurant services Pictures of Arts, Media and Entertainment</p>
<p>Plus 8 - The goal of the program is to have 8 more students attend school than did on the same day in the previous year. Plan:</p> <ul style="list-style-type: none"> • At 8:30 am, the automated caller will begin calling all absent students' parents. • At 10:00am, attendance clerk will give staff a list of students that need to be called. Staff will begin personal phone calls to all absent students' parents in English, Arabic, or Spanish <p>In order to achieve this goal:</p> <ul style="list-style-type: none"> • The attendance information must be accurate • All teachers must take attendance within the first 15 minutes of class. If attendance is not taken parents will not be notified of absent students and we will be unable to recover these students. • All excused absences (from parent phone calls) must be immediately imputed into the computer. • All field trips / students in the counseling office / nurse's office / suspensions / Independent study contracts need to be update immediately. 	<p>Description</p> <p>Attendance data for 4 years indicating an increase in attendance</p>
<p>"A" For The Day - "A" For The Day is one of many recognition programs at El Cajon Valley High</p>	<p>Emails</p>

<p>School. On a daily basis, a student will be honored in one of five categories when nominated by a staff member.</p> <p>The five “A’s” include: <i>Attendance, Attitude, Academics, Achievement, and Athletics</i>. When a student is selected as “A” For The Day, his/her name is announced during that day’s broadcast with a brief message written by the nominator; s/he is also formally recognized in one of their classes. In addition, the “A” For The Day recipients are honored at a monthly luncheon with parents/guardians invited called Hall of Braves. Hall of Braves is a long-standing tradition at ECVHS and students are honored with their families or guests present which makes this even more special.</p>	<p>List of winners description of program sample of nomination form</p>
<p>ECVHS Alumni Website- The ECVHS website provides information for alumni about ECVHS events and alumni reunions. Many of the alumni prefer to use Facebook as their connection, so not every class is represented.</p> <p>The library is the official repository for ECVHS’s school history archives, which are being organized with the help of alumni, library club members and other interested students. In August 2012, ECVHS opened the Brave Memories Museum, a space on campus that displays items from the historical archives, past yearbooks, and other memorabilia. Open house events are already in place for alumni. Many of these materials are also being digitized and placed into an electronic database. As digitized materials become available, they will be displayed on the ECVHS School History website, which can be found under the “Links” button on ECVHS’s Virtual Library Learning Commons (VLLC) (http://library.guhsd.net).</p>	<p>http://braves.guhsd.net/index.php/alumni</p> <p>VLLC at http://library.guhsd.net</p>
<p>Faculty Follies- El Cajon Valley High School staff puts on a Faculty Follies show every year, and the money raised is awarded to selected graduating students. ECVHS invites students, parents, and members of the community to attend the show. The staff and faculty of El Cajon Valley High School award several \$1000 scholarships to graduating seniors who intend to further their educations at vocational schools, colleges or universities. This scholarship money is sent directly to their educational facilities of choice.</p> <p>Criteria for choosing the scholarship winner is based on:</p> <ol style="list-style-type: none"> 1. School Service (amount of service given) 2. Academic Achievement (2.5 GPA and up) 3. Financial need 	<p>Flyers Programs Scholarship Email Pictures Video</p>
<p>Golf Tournament - This fun event raises money for athletic insurance for students who can’t afford it. Teachers/departments sponsor a hole, get sponsors for playing in the tournament, or just donate money for this good cause.</p>	<p>Flyer email regarding donations</p>
<p>Virtual Library Learning Commons - District librarians have created and maintain a website called the Virtual Library Learning Commons (VLLC) (http://library.guhsd.net). The VLLC provides extensive resources for students, staff, and parents. Parents can view teacher websites with library project information and resource links; research tools available to students, including paid online databases and source citation generators; information about library hours and catalog holdings; ECVHS school history archives; etc.</p>	<p>VLLC at http://library.guhsd.net</p>

E2: To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Findings/Narrative	Evidence/Data
<p>El Cajon Valley High School maintains a safe and nurturing environment that promotes an optimal learning experience. In the surveys given in December 2012, 28% of parents strongly agree and 39% agree that ECVHS is a safe place to attend school. 23% of parents surveyed were neutral while 5% disagreed and 3% strongly disagreed. In the student survey, that same question was posed and 26% of students strongly agreed while 43% agreed that ECVHS was a safe and functional place to attend school. 25% were neutral while 4% disagreed and 2% strongly disagreed. In the staff survey, 29% of staff surveyed strongly agreed while 57% agreed that ECVHS is a safe place while 10% were neutral, 3% disagreed and 1% strongly disagreed. In summary, 67% of parents, 69% of students, and 86% of staff think ECVHS is a safe place while 8% of parents, 6% of students, and 4% of staff think ECVHS is not safe.</p> <p>For the question, “ECVHS has clean and functional facilities.” Staff responded 30% strongly agree, 56% agree, 12% neutral, 1% disagree and 1% strongly disagree. This question was not asked this directly in the parent or student survey as they were both linked with the school safety. This is an issue that will be fixed for the next survey. Half of the students’ written comments were about bathroom availability during lunch which has been addressed by having more restrooms open during the lunch hour. (Several had been previously locked to discourage students from graffiti and being out of bounds.)</p> <p>Respect was an issue asked about in all surveys. When staff was asked to respond to, “ECVHS faculty and staff are respectful to students.” 24% strongly agreed, 55% agreed, 18% were neutral, and only 3% disagreed while 0 strongly disagreed. When students were asked, “ECVHS teachers are respectful to me.” 40% strongly agreed, 35% agreed, 18% were neutral, 5% disagreed and 2% strongly disagreed. When parents were asked, “ECVHS Teachers and staff are respectful to me and my child.” 39% indicated strongly agree, 41% agreed, 16% were neutral, 3% disagreed and 1% strongly disagreed. In analysis of this, 3% of staff, 7% of students, and 4% of parents think that staff are not respectful or respectful enough to students.</p> <p>When asked the opposite, “ECVHS students are respectful towards teachers and other staff.” Teachers responded with 5% strongly agree, 43% agree, 33% neutral, 17% disagree, and 1% strongly disagree. Students responded with 9% strongly agree, 20% agree, 46% neutral, 19% disagree, and 6% strongly disagree. Students had a more negative view of themselves and their peers with 25% negative while staff perception is 18% negative.</p> <p>From an adult view of other adults on campus, staff was asked to respond to, “ECVHS faculty and staff are respectful to one another.” In response, 25% noted strongly agree, 42% marked agree, 23% were neutral, while 10% disagreed. In another view of the same issue staff were asked, “ECVHS faculty act professionally.” The responses were 25% strongly agree, 41% agree, 26% neutral, 7% disagree and 2% strongly disagree. As mentioned in previous chapters the 11-12 school year was a difficult year for staff and there were many divisions. 2012-13 was better and people were starting the process of rebuilding and coming together. These statistics reflect this.</p> <p>When asked, “ECVHS administrators treat all students in a fair and consistent manner.”</p>	

<p>Students responded with 23% strongly agree, 33% agree, 29% neutral, 11% disagree and 5% strongly disagree. Staff responded with 20% strongly agree, 51% agree, 17% neutral, 10% disagree, and 2% strongly disagree. Parents responded with 29% strongly agree, 41% agree, 23% neutral, 5% disagree, and 3% strongly disagree. To address this problem in the district as a whole, schools went to a Positive Behavior Intervention (PBIS) training in spring 2013. ECVHS's plan has been implanted in 12-13 with a reflection room to start instead of punishment and discipline matrix that clearly defines how behaviors are to be monitored and disciplined if discipline is necessary. This makes the discipline process more consistent and makes it more understandable for all stakeholders.</p> <p>Prior to the beginning of their freshman year, our students are made aware of our expectations for academics and conduct through our Brave Adventure Program and Freshman Orientation. We further nurture student learning by offering a multitude of programs that foster connectedness to the campus, their fellow students and their faculty. Clubs such as Friday Night Live give students a safe place to express their interests and talents. Link Crew pairs juniors and seniors with freshmen to let the incoming students know what high school is like as well as explaining the expectations our school has of all students. Camp Lead helps students realize their potential to make a positive impact on ECVHS's campus. The library provides a safe and encouraging place to study, read and/or use a computer. Students know that the staff and other students are here and ready to help them succeed in high school!</p>	
<p>Brave Adventure Program - This is a one week camp-like program that introduces students to academic and extracurricular opportunities, while instilling within them a sense of connectedness and ownership to the ECVHS campus. A scavenger Hunt to familiarize freshmen with the campus is just one of the ways Brave Adventure connects students to ECVHS. Teachers become familiar faces instead of strangers.</p>	<p>Flyers Permission Slips Pictures</p>
<p>Security - The ECVHS campus has taken strong measures to protect its staff and students by providing a secure campus with minimal outside access and gate security. There are limited entrances and exits for the school, and each one is manned by a Campus Supervisor who makes all who enter identify themselves and their purpose upon check in. Supervisors make multiple rounds of our campus, checking gates and bathrooms along the way. They also encourage students out of class to return speedily, and watch for truants.</p>	<p>Pictures of gate entrances/exits (Including campus supervisor, table and /visitor stickers.)</p>
<p>Clean Campus - ASB creates and places clean campus poster reminders around campus and in classrooms; bulletin announcements spread the word to throw trash in the trash and recycle material in the appropriate bins. Students are responsible for their own litter/trash, and in the past earned ecology duty for not doing their part to keep our campus clean. Thus, they would spend the end of their lunch and a few minutes into their next class cleaning up the trash from Nutrition Break and/or Lunch in various areas of the campus. Reduction of the ground staff from three to two has impacted the overall cleanliness of our campus.</p>	<p>Pics of recycle bins outside and in classrooms Pics of ASB creating posters</p>
<p>Recycling Program - ASB has placed recycling bins in every classroom and in numerous places across campus (next to every trash can.) There are contests for recycling slogans and posters every year where the winning class or individual student (depending on the type of contest) can earn monetary rewards; as a class, students can earn a pizza party.</p>	<p>pictures of bins Kids picking up recyclables. ASB students sorting and redeeming recyclables.</p>

<p>Safety Committee - The school's Safety Committee is made up of certificated/classified staff and administrators from all aspects of the school who plan to meet monthly to come up with ideas to keep our campus safe and secure and to prevent problems like those appearing across high school campuses nationwide</p>	<p>Sample minutes Job description sample email from SRO to all staff</p>
<p>Inviting and Stimulating new classrooms that are ADA compliant - Wheelchair ramps have been added across all areas of the campus, giving all ECVHS students access to their newly updated campus. The new classrooms provide modern technology opportunities for the teachers and students, as well as instilling a sense of pride in the improved ECVHS buildings. Two new computer labs have been opened, with state of the art equipment. Construction is ongoing; our 300 Building is scheduled to be completed in Fall 2013.</p>	<p>Pictures of braille/room # sign, handicapped ramps some of 600's hall (SH) handicap restroom New classrooms w/technology aspects Computer labs and COWS Cart of MacBook Pros</p>
<p>Safety Drills - ECVHS participates in a multitude of safety drills every school year, including: The CA Earthquake (Shake Up), fire, secured campus and lockdown drills. Each classroom has a getaway pack to assist teachers in making sure that all students are accounted for.</p>	<p>Class emergency packet for teachers and students Pics of emergency trash cans inside and out List of contents Sample pics of Site Safety Book</p>
<p>Prevention and Intervention Programs -Positive Learning Utilizing Success (P.L.U.S.) Program –Special Education program (see C for details) -Brave School -Night Library - Saturday Scholars <ul style="list-style-type: none"> • Diamonds Program • STAR School -Credit Retrieval (ED 20/20 and APEX) -READ 180 -Achieve 3000 -Reading and ELD Support Classes -Language Interpreters/Classroom Aides</p>	<p>See Saturday Scholars/Diamonds evidence screen shots of Credit Retrieval READ 180 Achieve 3000 Language! Interpreters/Classroom Aides APEX Reading and (ELD) Support Classes</p>
<p>School Resource Officer - Part of having high expectations for students and allowing them to</p>	<p>Job description</p>

<p>express their individuality and to realize their learning potential is helping them feel safe on campus. El Cajon Valley High School’s School Resource Officer (SRO) is on campus and interacts with our students daily. They can speak to him if they have a question or concern. The SRO collaborates with school staff, especially the admin team and the campus supervisors. S/He is a member of ECVHS’s Safety Committee. S/He also has participated in parent group meetings (such as Coffee Talk, PTSA meetings, etc.) In addition to having authority to arrest students who have committed a crime, the SRO also has a direct line for community resources to help students who need immediate assistance.</p>	<p>ECVHS student handbook copy Photo of Officer Sargeant on duty Superintendent NEWSLINE article</p>
<p>ID Cards - All students and staff are given an ID card to use on campus. Carrying this card every day is a school rule and helps to easily identify our students. This promotes safety on campus. Our school also uses the ID card with our incentive programs. With our Be BRAVE program, students who achieve certain goals (passing CAHSEE on first try, Proficient on CSTs, etc) are given a special ID which gives them privileges (going to lunch 5 minutes early, special lunch entertainment, etc.) ID card distribution is managed through the library. Students who come to ECVHS after the first month of school have their picture taken and the ID card produced by the Library Technician. Replacement IDs are also made in the library at a cost of \$5.00.</p>	<p>Scan photo of faculty ID (front and back), student IDs, Be BRAVE symbol</p>
<p>AED (Automated Electronic Defibrillator) - ECVHS has two of these apparatus on campus: one in the front office and one in boys’ P.E. office</p>	<p>Picture of the AED and the instructions</p>
<p>Interquest - Drug-sniffing dogs come to school to check for illegal substances. During a random search of the classroom, a dog is brought in to search. In approximately 5 minutes, the handler/dog team is finished, and the students return to the classroom. Students do not know when Interquest will be at school.</p>	<p>http://www.interquestk9.com/schools.html Picture of “incident reports” email of monthly schedule (twice monthly) for visits.</p>
<p>Family Resource Center (FRC)- See E1</p>	
<p>Link Crew - Our Link Crew Program matches upperclassmen with ninth graders in order to provide our freshmen with mentors. Link Crew is a nationally known program which was created by the Boomerang Project and is designed to make connections between freshmen and upperclassmen. Last May we chose 83 upperclassmen (self referred as well as staff recommended). In August those leaders completed a ten hour training. They learned activities to run with their group; often these students would be assigned to them at Freshman Orientation. In 2012, Freshman Orientation was held the Friday before school started and consisted of freshmen and one to two Link Leaders per group. All the students completed activities specifically designed to foster a connection between the leaders and the freshmen during the orientation. Throughout the year our Link Crew Leaders hold events for freshmen in order to help them feel connected to school such as Homecoming Tailgate, Movie Night, Pancake Breakfast, etc.</p>	<p>Pictures Sign-In Sheets Flyers Applications</p>

<p>Camp Lead - LEAD stands for Leadership for Equity & Access District-wide. It is a weekend-long free camp designed to allow our students to take part in a series of activities designed to foster leadership skills and improve understanding & respect between students. On average, about 300 El Cajon Valley High School students participate in this three-day leadership and human relations development program per year. Students come back with a new sense of understanding and respect not just for others, but also for themselves. A number of students have returned to Camp Lead as Student Representatives because of the great experience they had the first time around. Camp Lead is coordinated by district personnel, school administrators, teachers, counselors, support staff, etc.</p>	<p>pictures permission slip flyer Student Representative Guidelines Medication form</p>
<p>Friday Night Live (FNL) - Friday Night Live is a club that is 80% fun and 20% prevention (drugs, alcohol, and tobacco). Activities include:</p> <ul style="list-style-type: none"> • Red Ribbon Week (during this week we pass out red ribbon bracelets, hold information booths, have guest speakers, and hang up posters about facts and statistics) • Kick Butts Day (similar to Red Ribbon Week, but one day smoking prevention) • fun nights without alcohol drugs such as Movie Nights and Open Mic Nights • attending youth development trainings 	<p>Flyers sign-in sheets pictures</p>
<p>ASB - The student government class works with the House of Representatives (comprised of two appointed students from each fourth period class) and the Senate (comprised of the lead people from clubs, varsity teams, classes and organizations) for the purpose of providing an enriching activities program for the student body. As a class, the ASB runs the recycling program, advertises events and athletic contests, and promotes a clean campus via posters, bulletins and marquee messages.</p>	<p>Pictures of clubs and club activities-- yearbooks? Pics of ASB students creating posters list of clubs in yearbook 2012 ASB Activities by date 2013 list of Sports in yearbook 2012</p>
<p>Clubs - We have over 20 active clubs at ECVHS in 2012-13. Some of these include Debate Club, LEOs Club, El Cajon Valley Theatre Company, Link Crew, Friday Night Live, CARE Club, Library Club and Gay/Straight Alliance.</p>	<p>Spreadsheet of clubs 2012-13</p>
<p>Club INSPIRE - Club Inspire is an inclusive club for students of all ability levels. The purpose of the club is to increase the opportunity of all club members to participate in social/recreational events, as well as provide service to our community. Our club participates in the following types of events: Community service projects, school events, and recreational events. Members of the club are expected to do their part to ensure that each member has the support he/she needs to actively participate in the events.</p>	
<p>Be BRAVE Incentive Program- The purpose of Be BRAVE is to encourage, recognize, and reward student success. At ECVHS we recognize the value of academic success. Most teachers wear Be BRAVE T-shirts on testing days and to build school spirit. We want to let the students who are successful know that they are appreciated. For more information, please see A1.</p>	<p>Posters DVD Pictures Ways to Be BRAVE</p>

<p>C.A.R.E Club - The Charity Assistance Relief Endowment was created in 2005 as a grassroots organization at El Cajon Valley High School, with a focus on bringing peace, equality, and justice to our world through acts of charity. We attempt to spread awareness about real issues happening around the world as well as in our own community. C.A.R.E. Club helps many different people and other organizations through our events and our fundraisers. On average, throughout the year C.A.R.E. Club raises over \$5,000 for people in need.</p>	<p><i>C.A.R.E. Club brochure, flyers and pictures</i></p>
<p>Project Achieve - The program's goals are to strengthen our collaborative practices, make data driven decisions, and increase rigorous instruction. Project Achieve has helped our school with our focus of assessments (formative and summative), our pacing guides, reteaching groups of students and evaluating our assessments (formative and summative) for validity and reliability.</p>	<p>Project Achieve Handouts</p>
<p>Teacher Evaluations - Probationary or Temporary teachers are evaluated by the Principal every year. Tenured teachers (under ten years of service) are evaluated by the Vice Principal's office every other year. Tenured teachers (over ten years of service) are evaluated by the Vice Principal's office every five years. There is a preliminary meeting to discuss the procedures of the evaluation, as well as a post evaluation debriefing regarding their findings.</p>	<p>Blank Evaluation</p>
<p>Professional Development Opportunities</p> <ul style="list-style-type: none"> -Common Core Training -Engradepro -Illuminate -Storm Literacy Training -FITT Training -Google Sites, Mail, Calendars, Docs -Teacher Websites -Curriculum Resources - APEX Training - AVID Institute - AP By the Sea - Lifeguard Training, CPR, and First Aid - Brave Adventure Training - CTE Externships and Mandatory Conferences (observations) - ProACT - CADA - CSU and UC Conferences (Guidance) - Camp Lead - Library Professional Development Section 	<p>PD Spreadsheets</p> <p>Fliers/ literature</p>
<p>School Site Council (SSC)-See E1</p>	
<p>Library - The El Cajon Valley High School Library assists all levels of students. Teachers can bring classes in to check out library books or to use the computers. We open before school (averaging 30-45 students) and during lunch (between 60-100 students daily) for students to finish work or read quietly. During class time, teachers may send students with a pass to work in the library. Our library is the largest classroom on campus: with both a Teacher-Librarian and a Library Technician on staff, students can receive assistance in locating a book, conducting research on the computer, or locating a variety of academic resources online. Students can study quietly in a safe and encouraging atmosphere. The Teacher-Librarian</p>	<p>Library photos</p> <p>Sample sign-in sheets</p> <p>Sample calendars</p>

<p>collaborates with classroom teachers on class assignments, and often gives book talks to excite students and help them find the perfect reading material. The Library Technician maintains our collection, keeping it in order and good repair so that the books are not only available, but also easy to find! Our library contains over 25,000 titles as well as 34 student computers. Students may print out school projects and papers at no cost.</p>	
<p>Night Library (NL)- Students come to Night Library for a variety of reasons. Some need extra help in math or English; teachers and tutors are available (in Arabic, English and Spanish). Many students do not have computer access at home and so come to Night Library to complete a project or do research for a report. There are also students who want a safe place to go to read or study until someone comes home. Night Library meets all these needs for any student interested in attending. Parents may call to check on their students' attendance at Night Library. Through a check in procedure monitored by the NL staff, students are scanned in and out using their ID card (or the number if they forgot their card). Parents can be assured that their student is staying after school to receive help, and that s/he is safe while doing so.</p>	<p>Sign In Sheets Pictures</p>

E 3 & E4: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings/Narrative	Evidence/Data
<p>El Cajon Valley High School has used several programs to create individualized learning plans for students, as well as providing all students with support. These processes have taught us that we need a lot of work creating individualized learning plans for ALL students, and with following through with those plans.</p> <p>In the December 2012 survey, parents, students, and staff were asked to respond to, “The counselors provide excellent support (personal and academic) for students.” Teachers responded with 17% strongly agree, 43% agree, 28% neutral, 10% disagree, and 1% strongly disagree. Students responded with 24% strongly agree, 32% agree, 31% neutral, 9% disagree, and 5% strongly disagree while parents answered 25% strongly agree, 40% agree, 25% neutral, 7% disagree, and 3% strongly disagree.</p> <p>When asked, “All students are given an equal opportunity to learn at ECVHS,” students responded with 32% strongly agree, 40% agree, 21% neutral, 5% disagree, and 2% strongly disagree. Teachers responded with 37% strongly agree, 40% agree, 13% neutral, 9% disagree and 2% strongly disagree. Parents responded more positively with 45% strongly agree, 39% agree, 12% neutral, 3% disagree, and 1% strongly disagree. As we have created the Language Academy, solidified ESLRs, and agreed to a common vision and mission, we hope the positive numbers will increase.</p> <p>We also addressed whether classes were challenging with, “Classes at ECVHS are challenging.” Students responded with 22% strongly agree, 41% agree, 29% neutral, 6% disagree and 2% strongly disagree. Teachers responded with 8% strongly agree, 40% agree, 34% neutral, 16% disagree and 2% strongly disagree. Parents responded with 23% strongly agree, 42% agree, 24% neutral, 7% disagree, and 2% strongly disagree. Teachers, by far, had the most negative responses with 18% while students were 8% and parents 9% negative.</p> <p>Students and parents were asked whether family encouraged students to take challenging courses (ex honors, AP, A-G) and students responded with 35% strongly agree, 31% agree, 23% neutral, 8% disagree and 4% strongly disagree while parents responded 38% strongly agree, 32% agree, 20% neutral, 6% disagree and 1% strongly disagree.</p> <p>One area that we focused on building in 2012-13 was Saturday Scholars and Diamonds. These programs were designed to help students in their quest for enrichment and credit retrieval. Student Success Teams and the SART/SARB process bring together parents teachers admin and students to help unsuccessful students become successful. These programs, in addition to our Dropout Prevention Specialist, help reach some students who might otherwise drop out or do poorly in school.</p> <p>Due to the multi-ethnicity of our school population, we offer English Language and Math support classes. Other programs with individualized student learning plans include IEPs, 504 designation, advocates for our special education students and Career Cruising (headed</p>	

<p>up by the guidance department).</p> <p>We also offer alternative programming with our CTE programs—these programs interest some of our students and keep them in school! Various options for credit recovery are given to help ECVHS’s students graduate on time.</p>	
<p>Student Success Team - SST are comprised of a student, his/her parents/guardians, teachers, counselor, administrators and even the school psychologist and school nurse. This group meets when a student is not being successful in school. It is an opportunity for members of the team to discuss issues at hand, explore options and create a game plan for the student. At ECVHS, we typically hold between thirty and forty SSTs each school year. The team will meet periodically as needed to reassess and make any necessary changes to the plan that has been created.</p>	<p>SST brochure, teacher observation/student assessment findings form, SST summary form</p>
<p>Saturday Scholars, ECVHS Diamonds, STAR School- See description in section B3.</p>	<p>AP Saturday Scholars Proposal/Brave School Proposal 2013 Saturday Scholars System Manual rosters/sign-in sheets, ADA recovery memo attendance reminders parent permission slip Diamond letters of recommendation Diamond Diploma incentive postcard</p>
<p>Brave School- Brave School, which occurs after school between 3pm and 5:30pm, is another intervention we utilize. Brave school provides targeted re-teaching of material that students have not mastered. Students are given formative or benchmark assessments in their classes. If a student does not score proficient based on the content area team’s definition, that student is asked to attend Brave School. Students typically are asked to attend 3-5 hours of re-teaching and then are given a chance to demonstrate mastery through a retest for a higher grade.</p> <p>In 2012-13 Brave School was piloted by the math department and 11th and 12th grade English. In previous years they have run a similar program called GAP which focused on algebra students. Brave School was available to students taking Algebra I, Algebra II, Geometry, and Integrated Math. They can take the opportunity to improve their math grade. This program requires three hours of attendance at after school tutoring sessions over 3 days (spread out over 2 weeks) to re-learn the material presented in each chapter. At the end of the 3 days, students have the opportunity to retake a different version of the same test in order to improve their grade. Grade improvement is only available for students with a grade of D or F in that current chapter.</p> <p>Juniors and Seniors also had a chance to improve their English grades. Students who</p>	<p>Math Brave School schedule/flyer</p> <p>Brave School Permission Slips Brave School Assignment Sheets</p>

<p>continued to score low on certain skills were assigned Brave School. In Brave School they are re-taught the material using different curriculum, and then they were reassessed. The previous assessment score was replaced by the new score.</p> <p>As we move into the 2013-14 school year, we hope to refine and expand our Brave School opportunities for students.</p>	
<p>Peer Tutors - We offer a wide variety of peer supports on campus. We have students who receive elective credit to provide support to students with moderate and severe disabilities, either in the general education settings or in special day classes. In addition, students with learning disabilities can also receive support from peer tutors in their general education classes. All peer tutors receive training on how to provide the best support possible for the students to which they are assigned. We also utilize our bilingual students (Arabic, Spanish, Kurdish speaking) to help support teachers and students to bridge language barriers in the classroom.</p>	<p>Peer tutor syllabus</p>
<p>School Counseling Program - All students have access to a credentialed school counselor. The school counseling program provides guidance curriculum lessons and individual student planning to all students, as well as offering intervention and responsive services as needed. School counselors promote academic, career and personal/social development of all students and follow the Student Standards developed and adopted by the American School Counselor Association. Students have access to their school counselors on a walk-in basis before school, during break or lunch and after school. If a counselor is unavailable, students can submit a request to see counselor form and the student will be called out of class when s/he becomes available. A school counselor is also available everyday at lunch in the College and Career Center (new Student Center) for students to walk in and receive assistance.</p>	<p>ECVHS Graduation & A-G requirements handout, 9th grade lesson plan, 12th grade Financial Aid lesson plan, Transcript Evaluation/Credit Check form, Grad Status Report (English, Arabic, and Spanish)</p>
<p>Credit Recovery Programs- Students who are credit deficient have the opportunity to enroll in credit retrieval programs. We currently have two online programs. The first is called ED2020; it is an online program that allows students who have previously failed to receive credit in a graduation-required course to enroll in a self-paced online course via ED 2020. These programs are supervised by a credentialed teacher. Our second and fairly new online program is called APEX/GOAL. This program is designed for students who are only behind one or two classes. APEX/GOAL is currently offered after school for students. We also refer our students to our local adult schools for credit recovery. Students typically attend classes in the afternoon and/or evenings. All three of these programs have proven to make a significant difference in our graduation rates.</p>	<p>Adult School Application, GOAL/APEX Course Offerings GOAL Parent/Student contract Credit Retrieval Evidence Explore</p>
<p>Dropout Prevention Specialist (DPS) - The DPS identifies students who are at high risk of dropping out through home visits and Student Attendance Review Team (SART) meetings. S/He tries to triage the challenges which keep a student from being successful in school. The DPS works closely with parents/caregivers, counselors, teachers, Admin staff and law enforcement, as well as outside services/agencies for the sole purpose of ensuring student success. The DPS can refer students and their families to our Family Resource Center (FRC) for services. Students are also added to DPS /Be Brave motivational text messaging, receiving daily wake up calls. DPS also gives instruction to parents on using our Parent</p>	<p>Sample data from 2011-2012 and 2012-April 2013</p> <p>Chart</p>

<p>Portal to view daily attendance at home. If parents need further instruction they are directed to our FRC for a one on one tutorial, led by a parent mentor. We strive for parental involvement.</p> <p>The DPS will refer students who are not being successful with their SART contract to the Student Attendance Review Board (SARB) at the local police station with school staff, parent(s) and student to review the legal process to help support parents who are struggling to keep their kids in school. Under a SARB contract, parents can no longer excuse their student's absences. Only a school nurse or Dr. note can excuse them. A SARB contract stays in place until the student's 18th birthday.</p>	
<p>Family Resource Center (FRC) – see E1</p>	
<p>CTE – See E1</p>	
<p>Got Plans? – See E1</p>	
<p>PSP and IGP – See E1</p>	
<p>504 – See E1</p>	
<p>School Library Program - The ECVHS library is staffed by a certificated Teacher Librarian and a highly qualified Library Technician. This means that the ECVHS library program can offer personal support services for students who come to the library, including helping students with their academic research, as well as their inquiries about future aspirations (college/ university, career/work, exploration of personal areas of interest/talent, etc.). The ECVHS library program provides technology support in person and online through tutorials and translation tools on the Virtual Library Learning Commons (VLLC) (http://library.guhd.net). Students also have the opportunity to become a Student Library Assistant, learning how to manage and maintain library resources; some students go on to work in their college or public libraries because of skills learned at ECVHS.</p>	<p>VLLC at http://library.guhd.net Pictures of students in the library</p>
<p>Night Library –See E2</p>	<p>Sign in sheets</p>
<p>Bilingual Cross Cultural Aides – We have 4 full time aides that work directly in the classroom to provide translation and language support to students/teachers. We have Arabic and Spanish aides available. They work in all subject areas, including the electives.</p>	<p>Schedule Photos</p>
<p>AVID Information Nights – Our AVID program has AVID nights, during which parents, teachers, students and the community come together to raise money for AVID field trips. Our AVID Program provides college tutors in the classes to help students complete their coursework.</p>	<p>AVID dinner flyers</p>
<p>PLAN test offered to all 10th grade students – This preliminary ACT was given to all 10th graders in 12-13. All AVID classes give the EXPLORE in 9th grade which is a preliminary to the PLAN. The PLAN gives students a college readiness score and allows for a conversation with teachers and counselor about what students need to do to prepare for college.</p>	<p>Explore Flyer PLAN Administration and Fieldtrip Schedule Sample of student report</p>
<p>READ 180 – In 2012-2013 we implemented a READ 180 course to help students who are behind in their grade level reading. We had 5 sections in GE and 3 sections in SE. We purchased the READ 180 and System 44 licenses as a response to our lack of a comprehensive reading intervention program. In 2010-11 we had reading classes only for</p>	<p>Screen Shot Report</p>

<p>ELD students in beginning or high beginning levels. The Navigation Team (at that time) recognized, through analyzing NWEA test score data that we really needed reading intervention classes. So, in 2011-12 we ran reading classes but what came out of that experience was the need for differentiated curriculum (which we did not have - we used the green book of EDGE which is 9th-10th standards.) The Navigation Team met four times in 11-12 with the Reading Task Force and discussed the number of students 2 or more years below grade level, the need for differentiation, and which programs were available on the market. READ 180 was the one that stood out as having the most data to back up its claims of improving students' reading so we purchased enough licenses to cover the courses we have this year. Students are able to move between three stations in the classroom - the computer portion, small group direct instruction, and individual reading. These components work in tandem to hit phonetics and phonemic awareness all the way up to grade level comprehension and literary analysis. Anecdotal evidence so far suggests that the program is working well.</p>	
<p>Math Support – We offer support classes for Algebra and Geometry. We currently have 5 sections of Algebra support and 1 section of Geometry support. Both classes support the topics that are covered in the regular class. This can be accomplished by pre-teaching or reviewing the material covered in class. Students also spend about 40% of their time practicing on www.ixl.com. Here they practice the current topics of the class. At the end of the semester, students were recommended by their core teacher to exit the class if it was felt that the student would be successful without support. Also at this time we added students who struggled in the first semester. If a student had space in his/her schedule they were added.</p>	<p>Schedule of classes offered and who is teaching it</p>
<p>ELD Support Class—We offer support classes for our ELD students. Most of the students in the beginning level of ELD are new to the country and new to English. The purpose of their ELD Support Class is to help these students acquire academic English and develop academic skills that will help them succeed in higher level courses. The class has a Peer Tutor, and the tutor helps to translate instructions from the teacher. The purpose of the Advanced level of ELD is to help students before they transition into a college preparatory English course. For this reason, the focus is on helping students acquire academic English proficiency.</p>	<p>http://www.mrdevine.net/sheltered-english-1c/sheltered-english-1c2c-meeting-calendar http://www.mrdevine.net/substitute-teachers</p>
<p>Long Term English Learner Support Class - This is an Intervention course is designed to build academic language skills for long term English learners and engage students using high interest and current issues. The curriculum would be modeled after Granite Hills' classes, using "English 3D: Discuss, Describe, Debate." The course will meet graduation credits for English, but it is not designed to take the place of an English class. Students would be enrolled in both their English and Transitional English classes simultaneously.</p> <p>LTELSC targets students who are developed English speakers, but may still struggle with academic language in their core content areas. They also underperform on standardized tests such as the CELDT, CST, and CAHSEE. The content of Transitional English aims to improve academic reading, writing, speaking, and thinking skills by providing guided support and establishing routines and expected outcomes.</p>	<p>https://docs.google.com/a/guhsd.net/document/d/1zha0_S6fb48qSH2z3pu3nYHU16h9GXkmdgBUKunUMc/edit</p>
<p>The Language Academy - The Language Academy (LA) is designed to meet our newly arrived immigrant students or newcomers who are English Language Learners. Students in the LA will be enrolled as a cohort in Beginning ELD and ESL, Social Science Language, and</p>	<p>Language Academy Chart</p>

<p>Science Language. Students will take mathematics (based on their mathematics placement) and another elective course. The cohort teachers will collaborate on teaching the California ELD standards and developing students' language proficiency. In addition, teachers will work closely with our Community Liaison to connect families to school in helping the students acculturate to El Cajon Valley High School and to understand the ELL programs and graduation requirements.</p>	
<p>Bilingual Community Liaison – Our current liaison, Mr. George Yousif, works in the main administrative office and is a huge resource for our Middle Eastern families. He helps teachers make calls home, meets with families daily and communicates concerns to admin team, works with students at night library, and attends the E.L.A.C. meetings.</p>	<p>Yousif call logs Sample email to teacher from Mr. Yousif</p>
<p>Parent Mentors – We have two part time parent mentors who work in the Family Resource Center. One speaks Spanish and English; the other speaks Arabic and English. They help with any translation issues with families. They also attend monthly coffee talks and parent meetings to help get the school’s messages to parents. During the summer, these mentors visit families who have not turned in registration materials. We are able to get much of our incoming 9th grade error data collected at this time.</p>	<p>Job Description Picture</p>
<p>New Student Orientation - New students receive a 30 minute presentation provided by a Vice Principal and Counselor (Interpretation in Arabic and Spanish provided by bilingual aides). Material covered includes: school rules, dress code, attendance, behavior, graduation requirements, guidance department resources and availability and Family Resource Center services. Plans to expand this into a new family orientation on one Saturday a month are ready for 13-14.</p>	<p>New Student Orientation Schedule New Student Orientation PPT (Guidance portion)</p>
<p>Special Ed Services – Students who receive special education services have an advocate teacher assigned to them. These teachers are a liaison for making sure that all services on the student’s IEP and behavior support plans are being implemented in all environments in which the student spends time during their school day. This can include assigning and training peer tutors and paraprofessionals to work with the student, modifying curriculum, making sure accommodations are in place for the student, and providing them with any assistive technology necessary for student success. In addition, advocate teachers are responsible for collaborating with the general education teachers in regards to special education students in their classes. A student’s advocate teacher is noted on their schedule in order to insure that other staff members such as school nurse, administration and guidance office are aware of student individual needs.</p> <p>ECVHS provides services to a full spectrum of students. This includes students with mild to severe disabilities, as well as students with emotional disturbances. In addition to special education teachers, the department includes two school psychologists, two speech and language pathologists and paraprofessionals. Our Plus program students have a full time therapist on site through Vista Behavioral Health.</p>	<p>student profile (name blacked out) student schedule (name blacked out)</p>
<p>Health Office - At ECVHS, our school nurse provides more than medical attention. She is trusted by the students, and they come to see her on a variety of topics; she then can direct them to the office which can help (FRC, counselor, admin team, etc.) This health professional is on campus the full school day. To help teachers track students sent to the nurse’s office during class time, she created a google doc of who/when/time students come to her office. This saves us from calling to see if a student made it. It also helps teachers understand how many students go through the office.</p>	<p>Nurse Pass Log of students in/out in Google docs</p>

<p>School Resource Officer – See E2</p>	
<p>Camp LEAD –Camp LEAD is a three day (overnight) leadership camp where students learn, through a variety of experiential activities, how to relate and empathize with others. In 2013, we took over 90 students. Most of these students bonded as a group; although not a formal “club, they meet often. Our plan is to follow up with Unity Days.</p>	<p>pictures permission slip flyer Student Representative Guidelines Medication form</p>
<p>Link Crew – See E2</p>	
<p>In Lieu of Suspensions opportunities – through support from our district office, we have the following classes that we can send students in lieu of suspending. The goal with the programs is to educate students on their behavior and choices versus punishment. Upon completion of a program, students have their suspension cleared to a field trip in their attendance record.</p> <p>Systems To Encourage Peace (STEP) - a three day class for students who are involved in their first physical or verbal altercation.</p> <p>Alternatives To Smoking (ATS) - a two day class for students who are caught in possession or using tobacco products.</p> <p>Pointing Adolescents Toward Health (PATH) - a five day mandatory class for 1st offenses for possession, use or having paraphernalia associated with alcohol or other drugs.</p> <p>Respectful Relations (RR) - a one day course in conflict resolution/bullying.</p> <p>Positive Actions for Student Sobriety (PASS) - on a second offense for possession or use of alcohol or other drugs, we suspend 5 days, and in lieu of recommendation for expulsion, we offer a one year commitment to drug counseling and weekly random testing. As long as student is compliant with testing and counseling, they are not expelled. If they have an unexcused counseling miss or test dirty again, then they are recommended for expulsion.</p>	<p>Copies of all curriculum and sample referral sheets are available in the VP office.</p>
<p>College and Career Center (New Student Center) - The College and Career Center is available to students on a walk-in basis everyday at lunch. A counselor is available at this time to provide support with college and financial aid applications, scholarship searches and applications, Career Cruising and Course Planner access, Post Secondary Plans, Job applications, resume development, and Transcript reviews. The College and Career Center is also utilized for Guidance lessons and student driven academic interventions.</p>	<p>College & Career Center Flyer</p>
<p>Community Representatives (Trio, Upward Bound, Cuyamaca Reps, Cal Soap) - These representatives meet students in the library, in guidance and in the College and Career Center. They encourage students to apply to colleges, assist with college applications, and sponsor buses for field trips for college bound students. Their assistance is invaluable to our multiethnic community of students.</p>	<p>Trio Brochure, Cuyamaca--Flyer, Fieldtrip Request Form, Application Workshop Sign-ups (2 pages)</p>
<p>Conclusion for E</p>	

ECVHS provides a multitude of resources for all students and families to be successful – English only to newly arrived refugees. With the Drop-out Prevention program, Bilingual Community Liaison, Guidance Office, Administration, Family Resource Center, and other programs, ECVHS's students have the resources to flourish. Some students and parents will never need some of these resources but others will need them often. Knowing that they are available to our student population gives staff peace of mind. With weekly case management meetings, guidance staff, FRC staff, the DPS, school psychologist, and special education LH super advocate all meet to make sure that students on their respective case loads are getting their needs met. These programs need to be continued and refined to support students and families.

Additional programs to increase parent involvement and manage parent volunteers need to be explored. Parents are important and their help is needed to move ECVHS forward. The “who” and “how” are two major questions. Many of the goals regarding parent involvement from the previous WASC and SPSAs have been met – most were in relation to the providing of services and parent education. Now we need to look at our parent involvement from a partnership point-of-view and get our parents on campus.

Another area that has started to be addressed in the back-to-school professional development days is relevant professional development. ECVHS and GUHSD provide many opportunities for teachers to be trained in Common Core as well as other research-based instructional strategies. One thing we needed was updated, culturally relevant information about our changed student population. We were able to work this into the professional development days and it was positive. Yearly updates in this area are needed – particularly as the community continues to grow or if we get an influx of Assyrian refugees soon.

Finally, communication between staff and administration was a concern in this section as well as section A. As mentioned in chapter 3, the change in administration for the 2011-12 school year was at the hands of the superintendent. That year was traumatic for many with the loss of a great number of teachers and the division over the bell schedule. In the 2012-13 school year, these divisions began to heal some as we united with a common vision, mission, and new ESLRs. However, there is still trust-building work needed in this area on both sides – administration needs to e-mail or post information to staff as things change and decisions are made and staff need to read their e-mails and be involved with the decision making processes- many times there are open invitations to attend Instructional Leaders meetings or other decision-making committees (ex: Safety Committee, Positive Behavior Intervention and Supports Committee, etc.)

We are here for students. The bottom line is their success. As we continue to refine our programs and find ways to meet their needs, we are BRAVE.

E: Areas of Strength	E: Areas of Growth
<ul style="list-style-type: none">• Bilingual Community Liaison (New to ECVHS in 12-13, this position helps us to reach out to our refugee and immigrant families.)• Family Resource Center (Provides services to families in need of intervention and resources beyond the academic to support student success.)• Number of support services available to families (See FRC, Drop-out Prevention, Plus 8, Parent Mentors, PIQE, as well as Guidance programs and academic interventions.)• Identifying at-risk students (The Administrative Team, Instructional Leadership Team, Department Chair Council, Guidance Team and Case Management teams all analyze data about student need and achievement in order to place students in appropriate interventions – in the school day or outside of it.)	<ul style="list-style-type: none">• Increase parent involvement (Approximately 25% parent attendance at Open House.)• Increase parent volunteers (Approximately 49 parents signed up to volunteer outside of PTSA. Of this group, maybe a dozen actually spent any time on campus volunteering.)• More relevant and increased professional development (Culturally relevant professional development is needed as the population of ECVHS has changed. This has been addressed in part in the back-to-school PD days.)• Communication between administration and staff (Survey data indicates that 11% of staff do not think administration is visible on campus during the day and 21% feel that administration does not provide good leadership. While 74% think they are visible and 54% think they provide good leadership. When asked specifics, many staff wrote that communication needed to be improved.)• Basic Skill Level Classes needed (ELL students have been mixed into sheltered classes in the past with no clear entrance and exit criteria.)

Conclusion for Chapter 4

The self-study process was a positive one for the ECVHS staff. The process challenged us personally and professionally to examine deeply the work we do on behalf of our students and their families. Our leadership team made a commitment early on to assure that the WASC self-study process was inclusive of all members of the ECVHS community. Broad, inclusive conversations often lead to disagreement and debate; fortunately, we had our share of both. Fortunately, because it was only by working through those difficult conversations—about our administration, our English Learners, our bell schedule, the rigor of our coursework, etc.—that we were able to emerge from this process with an inspiring vision, a clear mission, and Expected Schoolwide Learning Results that now guide and strengthen the work we do at El Cajon Valley High School.

The inclusive nature of our process resulted in long lists of strengths and areas for growth. When it came time to decide which areas were most crucial for us to focus on—in terms of time, energy, and resources—focus groups examined trends across all focus group areas, revisited collected evidence, consulted WASC self-study criteria, and looked back at Critical Areas of Follow-up identified during our last WASC visitation.

In terms of overall strengths, the evidence shows that we do a good job of 1) supporting students in achieving their personal and academic goals; 2) designing effective interventions for students who are struggling academically; and 3) providing students with substantive and varied curricular offerings. The self-study process reminded us that chief among our strengths at ECVHS are our diverse and respectful student body, and our committed, conscientious staff.

At ECVHS, one of our greatest challenges has—and will continue to be—serving the needs of our English Learners, so it is no accident that this topic shows up again and again throughout Chapter 4. The introduction of our new Language Academy this year demonstrates our collective belief that English language proficiency must be the focus of our work with these students, especially those who arrive at our school with little or no English language fluency. Our mission clearly challenges us to graduate *all* ECVHS students with “high levels of critical thinking, academic achievement, and personal excellence,” and so it is also our challenge to continue to examine the learning needs of our native English speakers, particularly those with special learning needs and challenging personal circumstances. This means that there is still much work to do as we examine the rigor of our coursework, continue aligning course assessments, implementing California Common Core standards, and preparing students for high-stakes exams. Finally, it is clear that the adults on campus must challenge themselves to the highest standards of professionalism, including open channels of communication with their students and colleagues, and ongoing collaboration with their peers. We must live our vision of a community that is “Working Together, Learning Together, Succeeding Together.”

STRENGTHS	AREAS for GROWTH
1. The number of support services available to students and families (ex: Family Resource Center and On-Campus Community Liaison)	1. Graduation Rate
2. The <i>ECV Way</i> – Schoolwide Academic Vocabulary Program	2. ELL (Sheltered) Class Placement, Evaluation, and Movement
3. Emerging Prevention and Intervention Programs (Brave School, Saturday Scholars, etc.)	3. Systematic use of assessments to inform decisions and place students in interventions (in real time) and to provide instructional staff with timely knowledge of students progress on curriculum objectives (Common Core, CAHSEE, etc.) and effective instructional practices
4. Large Amount of Student Choice in Pathways and Courses	4. Common assessments (formative and summative) and pacing for common courses including the development and implementation of the Common Core Curriculum
5. Diverse student body	5. CAHSEE Proficiency/Passage Rate and when implemented improvement in the Measurement of Academic Performance and Progress as related to the Common Core Standards
6. Dedicated, conscientious staff	6. Collaboration between and in departments particularly to integrate reading and writing skills for Common Core into classes
7. New Schoolwide Vision and Mission	7. Communication between Administration and Staff

Goal #1: Increase the number of students who are credit current in grades 9, 10 and 11.

Rationale:

This goal aims to take a proactive approach to keeping students credit current earlier in the students' academic career prior to senior year. Emerging systems to meet this goal are our Prevention and Intervention Programs (PIPs), ongoing common formative and summative assessments to direct students into PIPs for re-teaching and grade recovery opportunities, and the development of the Language Academy to provide ELL students with access to the core.

School wide areas of growth that support this goal are

- Systematic use of assessments to inform decisions and place students in interventions
- Common assessments (formative and summative) and pacing for common courses
- Graduation rate

Data reviewed from Chapter One:

- Graduation rates
- Enrollment data
- ELL data (entry dates to U.S. schools)

Indicators from Chapter Four:

Focus Group B: Access to core classes, especially ELL students.

Focus Group C: Improve the supports in sheltered classes.

Focus Group D: Interventions driven by assessments and more systemic interventions available for students. Assessments driving ELL student placement.

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement effective and engaging curriculum that is standards-based and purposeful using research-based instructional strategies. By June 2014	Admin Team/ Department Teams	1. Develop common expectations in grading policies, pacing, and sequence. Before School PD Days 2013 2. Continue to fund Brave Adventure freshman introduction summer program. Summer 2013 3. Continue to implement EDGE curriculum in ELD classes. School Year (SY) 13-14 4. Continue to fund Bilingual/ Cross-cultural (BLCC) Aides to help with ELL classes SY 13-14 5. Provide Teachers/ Teams with A, B, C rates. Teams can then discuss strategies for improving passage rates. After Each Grading Period 6. Supplemental materials/ supplies for academic classes. By Spring 2014 7. Design and Implement Professional Development and Learning Plan focused on: <ul style="list-style-type: none"> ▪ Literacy Skill acquisition ▪ Continue to send certificated staff to conference that offer research-based instructional strategies to give them ideas and educate them on the latest teaching techniques. ▪ Continue to offer and implement research-based Instructional strategies during pull-out day professional development opportunities. Before 	FTEs for Support Programs/Interventions and Class size reduction, Summer Curriculum Writing, Substitutes for Pull-out days, Travel & Registration, Consultant Contracts, Materials & Supplies, College Tutors, PD materials and supplies, Grants Coordinator monitoring and release time, TA/Sub for proctoring, Summer School Teacher Salaries, BLCC and TA salaries, materials, supplies, field trips, busing, Edge Consumable Workbooks and supplement materials and supplies, Curriculum Writing, Substitutes Cost:\$400,000 Title I, District Title 1, EIA, CAHSEE, Supplemental School Instruction (SSI), District Title 1 PD Set-asides
	Grants Coordinator/ Summer School Admin/ Brave Adventure Teachers		
	ELD Coordinator and Team		
	Instructional Leadership Team (ILT) / Department Chair Council (DCC)		
	Grants Coordinator		
	Grants Coordinator/ ILT/ Admin Team		

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
		School – Summer 2013	
<p>2. Create, use, and analyze standards-based common, formative assessments and benchmarks – use data to inform decisions.</p>	<p>Professional Development Assessment Coordinator/ ILT/ DCC</p> <hr/> <p>Grants Coordinator</p>	<p>1. Design and Implement Professional Development and Learning Plan focused on:</p> <ul style="list-style-type: none"> • How to write and use common formative benchmark assessments to inform instruction • Training and implementation on effective and engaging instructional strategies with a system to monitor implementation and effectiveness Before School PD Days 2013 <p>2. Continue to implement use of NWEA MAP tests as a means of giving formative assessment data in the areas of reading comprehension and language. Fall Scores, Winter Scores, and Spring Scores.</p>	<p>Formative Assessment Coordinators for Math and English, PD Books and materials, Consultant Contracts, PD coordination and implementation, substitute coverage, summer curriculum writing</p> <p>Cost: \$170,000</p> <p>Title 1, EIA</p>

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
3. Provide support and intervention classes in areas of reading and math and for students who have failed courses or at risk. By June 2014	Grants Coordinator/ILT	1. Continue to implement READ 180/ System 44 Reading Intervention Classes to improve student literacy. Identify continuing students prior to school year based on spring testing and freshmen based on middle school ELA CST. Monitor after each grading period 2. Fund sections of Credit Retrieval Program/ Learning Center SY 13-14 3. Fund Math Intervention Classes for students. SY 13-14 4. Summer school classes Summer 2013 5. Provide all freshmen with access to technology and tech skills. Online Class SY 13-14 6. Fund technology support and equipment for computer labs and portable labs to support electronic interventions and programs implemented to improve student literacy, math, and technology skills. As needed SY 13-14	Teacher Salaries, College Tutors, Additional READ 180 licenses and materials, Salaries for teachers of Credit Retrieval and Learning Center and Ed 20/20 licenses, Materials and supplies for labs, mini-labs for classes, other equipment and repair for equipment. Cost: \$100,000 Title 1, EIA, CAHSEE, SSI
	Admin Team/ Guidance Team		
	ILT/ Math Team		
	Summer School Admin/ Guidance/ Grants Coordinator		
	Technology Coordinator/ Online Class Teacher / ILT/ Admin Team		
4. Implement outside-the-school – day interventions and re-teaching for students who are not passing benchmarks or are in need of additional support. By June 2014	Grants Coordinator/ILT/ DCC/ Intervention Specialist	1. Advertise these programs and resources. 2. Brave School 3. Saturday Scholars 4. Night Library 5. SES Tutoring Monthly	Teacher pay – after school, Intervention Consultant, tutors, BLCC Aides additional hours, materials and supplies. Cost: \$ 150,000 ASSETs, Title 1, District Title 1, SSI, EIA
5. Create a tiered program of New	School-wide English Learner Programs	1. Create clear entrance and exit criteria for movement	BLCC Aides, Coordinators to provide support with effective

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
Comers, ELD, Sheltered, and Mainstream to address the different needs of students.	Team/ Guidance Team/ Admin Team	between programs. Summer 2013 2. Create educational plans for all students labeled ELD. Create Summer 2013 – Implement all year 3. Professional Development in Advanced SDAIE. Summer 2013 4. Strive to maintain class size reduction for sheltered sections. SY 13-14	EL teaching strategies, ensure compliance with state and federal laws, coordinate Professional Development, and ensure the use of common formative assessments and pacing in English and math. Title 1, EIA, SSI, District Title 1 and EIA
6. Provide after school Extended Day Classes for students who need additional support or are credit deficient. By Semester 2 2013-14	EL Team/ Grants Coordinator/ ILT/ Guidance Team/ Admin Team	1. Identify students for extended day classes. Semester 2 2. Schedule and run class(es). Semester 2	Teacher pay, tutor pay, TA pay, materials and supplies Cost: \$8,000 ASSETs, Title 1, SSI, EIA
7. Weekly meetings with AP Attendance, DPS, Attendance Clerk to update “most-wanted list.” Monthly 2013-14	Admin Team/ DPS/ Attendance Technician	1. Positive Attendance Incentives Monthly 2. Monthly drawings for 100 % attendance Monthly 3. Semester luncheons for 100% attendance students at the Wig Wam Restaurant End of Each Semester 4. Attendance Display on quad to track school-wide monthly attendance. Updated Monthly	Student luncheons, Movie ticket incentives, other incentives Cost: \$1,500 Attendance Incentive, ASSETs

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>8. Continue to address the issue of student connectivity by providing before and after school program, Camp Lead, and Link Crew activities to connect incoming Freshmen to upper classmen to promote student connectivity and improve student achievement. By June 2014</p>	<p>Link Crew Teacher Leaders/ Guidance Team/ DPS</p>	<p>1. Link Crew Activities – Freshmen Orientation – August 2013 2. Camp Lead. Mid-Year 3. Before and After School Programs through ASSETs – get student input Spring 2013, Book consultants and run enrichment programs before and after school. SY 13-14</p>	<p>Hourly Instructor Rate, Student and Staff Travel & Registration, Camp Lead Facility Rental, Bus costs, Link Crew T-shirts and supplies, Consultant Contracts Materials & Supplies, catering for required snacks, parent meetings Cost: \$ 150,000 ASSETs, Title 1, Attendance Incentive</p>
<p>9. Continue to implement and refine a Comprehensive Integrated System of Supports for Students and Families to sustain our goal of improved student achievement. Coordinate efforts between FRC, Counselors, Attendance, Drop-out Prevention Program, and Administration to tighten the support net and communicate services. By June 2014</p>	<p>Admin Team/Guidance Team/ PLC Teams/ FRC & Case Management Team/ Grants Coordinator</p>	<p>1. Recruit Volunteers to include parents and community members in the school community. During Registration 2013 2. Develop and implement a comprehensive school marketing plan to effectively communicate with our community the positive things that are happening at El Cajon Valley High School including maintaining a viable ECHVS web page. SY 13-14</p>	<p>Consultant Contracts, Community Liaison, Materials & Supplies, Fingerprinting for volunteers, Promotional Materials and Supplies, catering, mailings, translations, Website maintenance Cost:\$300,000 Title 1, EIA</p>

Goal #2: Increase the number of students scoring proficient on the CAHSEE in the 10th grade.

Rationale:

This goal aims to increase the CAHSEE passage rate and to increase the number of students who score proficient on the examination. In 2013 the number of students who score proficient increased however, the overall number of students passing the CAHSEE stayed about the same. Mathematics has improved steadily over the years but our numbers of newly arrived English Learners impacts our English Language Arts passage rates.

School wide areas of growth that support this goal are

- Systematic use of assessments to inform decisions and place students in interventions
- ELL (Sheltered) class placement, evaluation, and movement
- Collaboration between and in department particularly to integrate reading and writing skills in classes
- CAHSEE passage rate

Data reviewed from Chapter One:

- CAHSEE data
- ELL data

Indicators from Chapter Four:

Focus Group B: ELL (sheltered) class placement, evaluation, and movement and collaboration between and in departments particularly to integrate reading and writing skills in classes

Focus Group C: More support for sheltered classes and collaboration around areas of student need.

Focus Group D: Interventions driven by assessments, more systemic interventions available for all students, articulation of how assessments drive student placement, standardized CAHSEE enrichment (Saturday), and criteria to enter/exit sheltered/non sheltered courses.

Action/ Date Goal #2	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement the use of IXL, and USA Test Prep as individualized, web-based CAHSEE and CST prep programs. By June 2014	Admin Team, Department Teams	1. Determine need, purchase, and implement programs within academic classes or intervention programs. Summer 2013	Licenses of programs, supplemental materials and supplies Cost: \$7,000 Title I, EIA, CAHSEE, Supplemental School Instruction (SSI)

Action/ Date Goal #2	Person(s) Responsible	Task/Date	Cost and Funding Source
2. Continue to use CAHSEE and CST released questions core classes with test taking strategies. By June 2014	Core Class Teachers and Leads	1. Update Curriculum. Summer 2013	Duplicating costs Cost: \$500 Site Title 1, CAHSEE Budget
3. Continue to offer additional test prep for CAHSEE in the form of after school intervention, CAHSEE support classes, substitutes for CAHSEE testing days, and supplemental materials and supplies to support test prep. By March 2014	Admin Team/ ILT/ DCC	1. Have freshmen students take Emap and district CAHSEE ELA diagnostic for the following year. Spring 2013 2. Identify and place students for CAHSEE “Diamond” Saturday Intensive Program. January 2014 3. Refine curriculum. January 2014 4. Monitor students who attend. Provide encouragement and incentives as needed. Spring 2014	Faculty Salaries, materials and supplies for test prep, Substitute pay, outside the school day teacher pay, curriculum writing, professional development Cost: \$70,000 ASSETs, Title 1, CAHSEE, SSI
4. BE Brave Incentive Program – 380 Tribe, testing rewards and incentives for students achieving Advanced or Proficient or making large gains in scores. Includes the “Why Try?” booklets. By June 2014	BE Brave Committee meetings on incentives	1. Establish which students scored 380 or higher. Spring 2013 2. Provide these students with the ID card that allows them early access to lunch. Fall 2013 3. Provide other incentives. SY 13-14	To include movie tickets, possible assembly, other rewards, Why Try booklet creation, pencils or buttons Cost: \$5,000 Attendance Incentive, ASSETs, Site Funds
5. Offer support classes such as Integrated Math.	Core Department Chairs and Admin Team	1. Identify students for support classes. Summer 2013 2. Implement Integrated Math curriculum. SY 13-14	Intervention Teacher Salaries Cost: \$200,000 Title 1, CAHSEE
6. Explore offering additional CAHSEE prep classes for	Admin Team, ILT, Guidance Team	1. Identify number of students in this situation. Summer 2013 2. Explore adding a CAHSEE	Teacher for class section (s) Cost: \$100,000

Action/ Date Goal #2	Person(s) Responsible	Task/Date	Cost and Funding Source
students who do not pass the CAHSEE as first time test-takers. By Fall 2013		class within the school day to meet these students' needs. Summer 2013	Title 1, CAHSEE

Goal #3: Improve the graduation rate of seniors.

Rationale:

During the review and development of our mission and vision, the staff determined that graduation is a priority. This goal aims to focus on the various aspects that affect graduation and to put systems in place that will support students in attaining a high school diploma.

School wide areas of growth that support this goal are

- Systematic use of assessments to inform decisions and place students in interventions
- ELL (sheltered) class placement, evaluation and movement
- Graduation rate
- CAHSEE passage rate
- Communication between administration and staff

Data reviewed from Chapter One:

- Graduation rates
- ELL data (entry dates to U.S. schools)

Indicators from Chapter Four:

Focus Group B: ELL (sheltered) class placement, evaluation and movement, basic skills level classes needed, collaboration between and in departments particularly to integrate reading and writing skills in classes

Focus Group C: Improve the supports in sheltered classes and collaboration around areas of student need.

Focus Group D: Interventions driven by assessments and more systemic interventions available for all students, articulate how assessments drive ELL student placement, use of data in real time to provide interventions and evaluate student placement, and criteria for entrance/exit for ELL and sheltered courses.

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
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Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement effective and engaging curriculum that is standards-based and purposeful using research-based instructional strategies.		See Goal 1 for details	
2. Provide support and intervention classes in areas of reading and math and for students who have failed courses.		See Goal 1 for details	
3. Implement outside-the-school –day interventions and re-teaching for students who are not passing benchmarks or are in need of additional support.		See Goal 1 for details	
4. Provide after school Extended Day Classes for students who need additional credits or are in need of passing the CAHSEE.		See Goal 1 for details	
5. Weekly meetings with AP Attendance, DPS, Attendance Clerk to update “most-wanted list.” Positive Attendance Incentives: Monthly drawings for 100 % attendance; Semester luncheons for 100% attendance students at the Wig		See Goal 1 for details	

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
Wam Restaurant; Attendance Display on quad to track school-wide monthly attendance.			
6. Increase number of students taking and passing A-G requirement classes. Semester 1 and 2 2013-14	Guidance Team/ Admin Team/ ILT/ Department Teams	1. Change curriculum for English 1C/2C Sheltered. Summer 2013 2. Implement new School-wide EL Programs model. Fall 2013 3. Implement Brave School re-teaching/ retesting programs to address student passage rates. For Fall 2013 – Review monthly	Materials and Supplies, Supplemental Books and Materials, Teacher/ Tutors for Brave School Cost: \$ 50,000 ASSETs, Title 1, CAHSEE, Site Funds
7. Collaborate across departments to facilitate the creation and implementation of a set of school-wide skills to be taught at every grade level.	Admin Team/ Department Teams	1. Convene a team interested in setting up this process. Summer 2013 2. Decide skills on which to focus. Summer 2013 3. Implement skills within classes. SY 13-14	Substitute pay for Pull-out Days, Summer Curriculum writing Cost: \$65,000 Title 1, EIA
8. Increase students awareness of jobs and job skills needed for post-high school employment success. June 2014	Administration/ CTE Coordinator/ CTE PLC Team/ Guidance Team/ PLC Teams/ AP Coordinator/ AVID Coordinator	1. Create a plan to incorporate job skills at each grade level across all classes. By Spring 2014 2. Expand and refine our CTE programs through the development of Career Pathways and we will design and implement 4 year post-secondary preparation plan with an awareness and development activity at each	Curriculum Writing, Substitutes, Transportation, college fieldtrips, Materials & Supplies, Refreshments for parent nights, Pay for teachers/ counselors to run after school or Saturday sessions. Cost: \$10,000

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
		<p>grade level. This includes the Individual Graduation Plans (IGP) and the Post-Secondary Plan (PSP). By Spring 2014</p> <p>3. Increase number of students attending college field trips. SY 13-14</p> <p>4. Continue to offer college placement testing on campus, college application help sessions, FAFSA help sessions, and other college related informational and help seminars. SY 13-14</p>	ASSETs, Title 1, CTE/ROP
<p>9. Design and implement a Parent Involvement Plan to assist in our goal of improved student achievement .</p> <p>Spring 2014</p>	<p>Administration</p> <p>Title I & Grants Coordinator</p> <p>FRC Coordinator,</p> <p>Guidance Team</p> <p>AVID Team</p>	<p>1. Parent Institute for Quality Education to educate parents about the school system. Fall 2013</p> <p>2. Offer seminars to parents (Coffee Talks, Counseling Nights, etc.) on standardized testing, postsecondary options and preparation, and other issues of concern such as safety, gang awareness, and personal finance. SY 13-14</p> <p>3. Continue to offer the parent-to-parent model of parent outreach. Ongoing</p> <p>4. Continue to improve communication to parents through regular school newsletters, phone dialers, and updates mailed home, updates on website, and through the parent email list.</p>	<p>FRC Consultant Contracts</p> <p>Parent Mentors,</p> <p>Workshop Registration,</p> <p>Materials & Supplies,</p> <p>PIQE Contract,</p> <p>Hourly Translations and Interpretations,</p> <p>Equipment for interpretation, Mailings, materials and supplies, welcome bag materials and supplies</p> <p>Catering</p> <p>Cost: \$250,000</p>

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
		Ongoing	
10. Provide an exit survey to all seniors. June 2014	Guidance Team and Admin Team	1. Identify the needs assessment survey/ questions to ask exiting seniors. Summer 2013 2. Analyze the responses to make adjustments to programs and services offered to students. SY 13-14	Materials and supplies, duplicating costs. Site funds

WASC Student Survey

2012-2013

1618 students surveyed between
October and November 2012.

1. My grade level is:

(A) 9th = 362 = 22.4%

(B) 10th = 380 = 23.5%

(C) 11th = 392 = 24.2%

(D) 12th = 477 = 29.5%

E and Blank = 7 = .4%

2. My gender is:

(A) male = 812 = 50.2%

(B) female = 801 = 49.5%

Other and Blank = 5 = .3%

3. I know who my counselor is.

(A) yes = 1088 = 67.2%

(B) no = 522 = 32.3%

Other and Blank = 8 = .5%

4. I use school computers/ technology.

(A) daily = 447 = 27.6%

(B) weekly = 476 = 29.4%

(C) monthly = 450 = 27.8%

(D) never = 237 = 14.7%

E and Blank = 8 = .5%

5. I use the school's library.

(A) daily = 130 = 8%

(B) weekly = 354 = 21.9%

(C) monthly = 515 = 31.8%

(D) never = 597 = 36.9%

E and Blank = 22 = 1.4%

6. I use EngradePro to check my grades.

(A) daily = 225 = 13.9%

(B) weekly = 659 = 40.7%

(C) monthly = 326 = 20.2%

(D) never = 392 = 24.2%

E and Blank = 16 = 1%

7. I am enrolled in English Language Development Classes (ELD).

(A) yes = 413 = 25.5%

(B) no = 1170 = 72.3%

Other and Blank = 35 = 2.2%

8. I am confident that I am being prepared well for college and the real world.

(A) strongly agree = 374 = 23.1%

(B) agree = 689 = 42.6%

(C) neutral = 430 = 26.6%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 27 = 1.6%

Blank = 6 = .4%

9. ECVHS is a safe and functional place to attend school.

(A) strongly agree = 412 = 25.5%

(B) agree = 702 = 43.4%

(C) neutral = 408 = 25.2%

(D) disagree = 68 = 4.2%

(E) strongly disagree = 26 = 1.6%

Blank = 2 = .1%

10. My teachers are highly qualified to teach my classes.

(A) strongly agree = 481 = 29.7%

(B) agree = 675 = 41.7%

(C) neutral = 359 = 22.2%

(D) disagree = 74 = 4.6%

(E) strongly disagree = 22 = 1.4%

Blank = 7 = .4%

11. I am aware of ECV's mission statement and
Expected School-wide Learning Results.

(A) strongly agree = 187 = 11.6%

(B) agree = 421 = 26%

(C) neutral = 468 = 28.9%

(D) disagree = 249 = 15.4%

(E) strongly disagree = 283 = 17.5%

Blank = 10 = .6%

12. ECV teachers are respectful to me.

(A) strongly agree = 649 = 40.1%

(B) agree = 566 = 35%

(C) neutral = 290 = 17.9%

(D) disagree = 75 = 4.6%

(E) strongly disagree = 35 = 2.2%

Blank = 3 = .2%

13. ECV administrators treat all students in a fair and consistent manner.

(A) strongly agree = 370 = 22.9%

(B) agree = 529 = 32.7%

(C) neutral = 465 = 28.7%

(D) disagree = 174 = 10.8%

(E) strongly disagree = 75 = 4.6%

Blank = 5 = .3%

14. ECV students are respectful towards teachers and other staff.

(A) strongly agree = 149 = 9.2%

(B) agree = 318 = 19.7%

(C) neutral = 736 = 45.5%

(D) disagree = 308 = 19%

(E) strongly disagree = 102 = 6.3%

Blank = 5 = .3%

15. ECV's administration creates activities that support my academic learning.

(A) strongly agree = 295 = 18.3%

(B) agree = 631 = 39%

(C) neutral = 499 = 30.8%

(D) disagree = 134 = 8.3%

(E) strongly disagree = 55 = 3.4%

Blank = 4 = .2%

16. In general, I enjoy my time and feel welcome at ECVHS.

(A) strongly agree = 537 = 33.2%

(B) agree = 591 = 36.5%

(C) neutral = 338 = 20.9%

(D) disagree = 97 = 6%

(E) strongly disagree = 49 = 3%

Blank = 6 = .4%

17. There is at least one adult I can go to if I have a problem on campus.

(A) strongly agree = 619 = 38.3%

(B) agree = 493 = 30.5%

(C) neutral = 211 = 13%

(D) disagree = 174 = 10.8%

(E) strongly disagree = 118 = 7.3%

Blank = 3 = .1%

18. I have support for learning at home.

(A) strongly agree = 549 = 33.9%

(B) agree = 537 = 33.2%

(C) neutral = 326 = 20.1%

(D) disagree = 132 = 8.2%

(E) strongly disagree = 69 = 4.3%

Blank = 5 = .3%

19. My family believes I can do well in school.

(A) strongly agree = 1000 = 61.8%

(B) agree = 430 = 26.6%

(C) neutral = 130 = 8%

(D) disagree = 35 = 2.2%

(E) strongly disagree = 18 = 1.1%

Blank = 5 = .3%

20. My family encourages me to take challenging classes (i.e honors, advanced placement, etc.)

(A) strongly agree = 564 = 34.9%

(B) agree = 496 = 30.7%

(C) neutral = 368 = 22.7%

(D) disagree = 123 = 7.6%

(E) strongly disagree = 65 = 4%

Blank = 2 = .1%

21. ECV staff encourages me to take college prep (A-G) classes.

(A) strongly agree = 366 = 22.6%

(B) agree = 483 = 29.8%

(C) neutral = 462 = 28.6%

(D) disagree = 213 = 13.2%

(E) strongly disagree = 92 = 5.7%

Blank = 2 = .1%

22. The counselors provide excellent support (personal and academic.)

(A) strongly agree = 380 = 23.5%

(B) agree = 520 = 32.1%

(C) neutral = 495 = 30.6%

(D) disagree = 144 = 8.9%

(E) strongly disagree = 75 = 4.6%

Blank = 4 = .3%

23. All students are given an equal opportunity to learn at ECVHS.

(A) strongly agree = 515 = 31.8%

(B) agree = 649 = 40.1%

(C) neutral = 334 = 20.6%

(D) disagree = 82 = 5.2%

(E) strongly disagree = 33 = 2%

Blank = 5 = .3%

24. There is adequate technology on campus to meet my academic needs.

(A) strongly agree = 399 = 24.6%

(B) agree = 646 = 39.9%

(C) neutral = 388 = 24%

(D) disagree = 97 = 6%

(E) strongly disagree = 80 = 5%

Blank = 8 = .5%

25. I know what classes I need to take
to get into college.

(A) strongly agree = 574 = 35.5%

(B) agree = 511 = 31.5%

(C) neutral = 318 = 19.7%

(D) disagree = 147 = 9.1%

(E) strongly disagree = 62 = 3.8%

Blank = 6 = .4%

26. Writing is taught in most of my classes – “Not just in my English class.”

(A) strongly agree = 376 = 23.2%

(B) agree = 659 = 40.7%

(C) neutral = 369 = 22.8%

(D) disagree = 161 = 10%

(E) strongly disagree = 43 = 2.7%

Blank = 10 = .6%

27. Reading is assigned in most of my classes – “Not just in my English class.”

(A) strongly agree = 394 = 24.4%

(B) agree = 653 = 40.3%

(C) neutral = 374 = 23.1%

(D) disagree = 144 = 8.9%

(E) strongly disagree = 44 = 2.7%

Blank = 9 = .6%

28. In my classes, my teachers have learning goals and explain the purpose(s) of the lessons they teach.

(A) strongly agree = 460 = 28.4%

(B) agree = 686 = 42.4%

(C) neutral = 337 = 20.8%

(D) disagree = 103 = 6.4%

(E) strongly disagree = 25 = 1.6%

Blank = 7 = .4%

29. I am challenged by the work my teachers ask me to do.

(A) strongly agree = 353 = 21.8%

(B) agree = 662 = 40.9%

(C) neutral = 463 = 28.6%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 36 = 2.3%

Blank = 12 = .7%

30. My homework assignments are directly related to classroom activities.

(A) strongly agree = 516 = 31.9%

(B) agree = 724 = 44.7%

(C) neutral = 297 = 18.4%

(D) disagree = 59 = 3.7%

(E) strongly disagree = 15 = .9%

Blank = 7 = .4%

31. I understand my teachers' expectations for student behavior in the classroom.

(A) strongly agree = 670 = 41.4%

(B) agree = 726 = 44.9%

(C) neutral = 172 = 10.6%

(D) disagree = 24 = 1.5%

(E) strongly disagree = 18 = 1.1%

Blank = 8 = .5%

32. I know where I can go to get help
with my homework.

(A) strongly agree = 656 = 40.5%

(B) agree = 629 = 38.9%

(C) neutral = 220 = 13.6%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 27 = 1.7%

Blank = 8 = .5%

33. I am satisfied with the variety of classes at ECVHS.

(A) strongly agree = 365 = 22.6%

(B) agree = 603 = 37.3%

(C) neutral = 418 = 25.8%

(D) disagree = 152 = 9.4%

(E) strongly disagree = 70 = 4.3%

Blank = 10 = .6%

34. In general, my teachers use the entire class period effectively.

(A) strongly agree = 453 = 28%

(B) agree = 655 = 40.5%

(C) neutral = 376 = 23.2%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 30 = 1.9%

Blank = 12 = .7%

35. Instruction in my classrooms encourages an understanding of diverse opinions, values, and cultures.

(A) strongly agree = 323 = 20%

(B) agree = 653 = 40.3%

(C) neutral = 501 = 31%

(D) disagree = 90 = 5.6%

(E) strongly disagree = 35 = 2.2%

Blank = 16 = .9%

36. Overall, my teachers use a variety of instructional materials (i.e., textbooks, video, computer, etc.) to present academic material.

(A) strongly agree = 569 = 35.2%

(B) agree = 722 = 44.6%

(C) neutral = 247 = 15.3%

(D) disagree = 54 = 3.3%

(E) strongly disagree = 13 = .8%

Blank = 13 = .8%

37. Concepts and information in class are covered at an appropriate pace for me.

(A) strongly agree = 303 = 18.6%

(B) agree = 675 = 41.7%

(C) neutral = 472 = 29.2%

(D) disagree = 119 = 7.4%

(E) strongly disagree = 35 = 2.2%

Blank = 14 = .9%

38. I believe there are a reasonable number of tests given in my classes. (For example, at the end of chapter, end of unit, weekly vocabulary, etc.)

(A) strongly agree = 541 = 33.4%

(B) agree = 697 = 43.1%

(C) neutral = 245 = 15.1%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 45 = 2.9%

Blank = 12 = .7%

39. My teachers base the tests on what we learned in class.

(A) always = 825 = 51%

(B) often = 535 = 33.1%

(C) sometimes = 194 = 12%

(D) seldom = 30 = 1.8%

(E) never = 15 = .9%

Blank = 19 = 1.2%

40. My teachers have me take multiple choice tests.

(A) always = 315 = 19.5%

(B) often = 675 = 41.7%

(C) sometimes = 502 = 31%

(D) seldom = 79 = 4.9%

(E) never = 28 = 1.7%

Blank = 19 = 1.2%

41. My teachers have me write essays and/or short answers on tests.

(A) always = 300 = 18.5%

(B) often = 621 = 38.4%

(C) sometimes = 535 = 33.1%

(D) seldom = 112 = 6.9%

(E) never = 35 = 2.2%

Blank = 15 = .9%

42. My teachers test me in ways outside of essays, short answer, and multiple choice tests.

(A) always = 226 = 14%

(B) often = 456 = 28.2%

(C) sometimes = 565 = 34.9%

(D) seldom = 225 = 13.9%

(E) never = 128 = 7.9%

Blank = 18 = 1.1%

43. My teachers use rubrics to give me feedback on my learning.

(A) always = 262 = 16.3%

(B) often = 508 = 31.4%

(C) sometimes = 528 = 32.6%

(D) seldom = 206 = 12.7%

(E) never = 88 = 5.4%

Blank = 26 = 1.6%

44. My teachers tell me/show me how I score on my tests and essays.

(A) always = 670 = 41.4%

(B) often = 594 = 36.7%

(C) sometimes = 250 = 15.5%

(D) seldom = 53 = 3.3%

(E) never = 31 = 1.9%

Blank = 20 = 1.2%

45. My teachers tell me/show me how I score on my tests and essays within a reasonable amount of time after turning them in.

(A) always = 425 = 26.3%

(B) often = 546 = 33.7%

(C) sometimes = 428 = 26.5%

(D) seldom = 127 = 7.8%

(E) never = 70 = 4.3%

Blank = 22 = 1.4%

46. When my tests show a low score, my teachers give me a chance to learn again and take another test to raise my score.

(A) always = 268 = 16.6%

(B) often = 471 = 29.1%

(C) sometimes = 486 = 30%

(D) seldom = 238 = 14.7%

(E) never = 131 = 8.1%

Blank = 24 = 1.5%

47. My teachers use EngradePro to give me quizzes/tests.

(A) always = 142 = 8.8%

(B) often = 257 = 15.9%

(C) sometimes = 341 = 21.1%

(D) seldom = 302 = 18.7%

(E) never = 550 = 33.9%

Blank = 26 = 1.6%

48. My teachers use Illuminate (scanning with the ELMO) to score my quizzes/tests in class.

(A) always = 229 = 14.2%

(B) often = 476 = 29.4%

(C) sometimes = 479 = 29.6%

(D) seldom = 227 = 14%

(E) never = 178 = 11%

Blank = 29 = 1.8%

49. My teachers help me prepare to take CST and CAHSEE.

(A) always = 552 = 34.1%

(B) often = 509 = 31.5%

(C) sometimes = 346 = 21.4%

(D) seldom = 110 = 6.8%

(E) never = 80 = 4.9%

Blank = 21 = 1.3%

50. I try my best when I take CST and
CAHSEE.

(A) always = 1044 = 64.5%

(B) often = 335 = 20.7%

(C) sometimes = 152 = 9.4%

(D) seldom = 40 = 2.5%

(E) never = 25 = 1.5%

Blank = 22 = 1.4%

Comments 1

- I wish if we have driver licenses class to teach the students who like to drive a car.
- Need faster lunch lines; need the school to lock better; need to change the new dress code.
- We need a better football and baseball team
- I don't like the dress code regarding shoulders and hats, there is nothing wrong with shoulders being shown or wearing hats.
- They should put barcodes on the student ID cards so they can just scan the card at lunch and get their lunch faster speeding up the lunch lines leaving more time to eat.
- I think perfume/ cologne should be banned from school because it's a distraction and me and many other people are allergic to it and it makes me nauseous and feel like passing out so I can never focus in class and the feelings last for hours.
- I hate the songs that they play!
- _____ doesn't teach or does testing very well.
- My school should have staff who knows where things are on campus.
- They should cut down on school lunch prices at the lunch cart; they should reopen the computer lab.
- AP/AVID students should be given ipads.
- This school is better than El Capitan in the teachers, academics, and programs. This school has more and is better. Transferred from that school and spent my Junior and Senior year here.
- If teachers expect respect, respect should be given to the students. Kids should be allowed in the library whether they have their ID cards or not.

Comments 2

- Some of my teachers need to smile more and be more fun so that I'm engaged in learning. Our counselors are not helping us at anything with college applications.
- Some teachers are rude sometimes. They judge without spending the time to even know what's going on.
- Take bullying more seriously. Before dress coding a student please look at the item they are wearing and really consider if its offensive because some girls walk around inappropriately and the girls who get dress coded actually look decent.
- Please, a better lunch. Also, a better schedule because students are buried in work and teachers are scatterbrained trying to teach with the time given. Writing – we need help with it.
- Stop thinking your cool it's high school and cool means you're a senior and you have a 3.5.
- Recommendation: more variety of classes needed, ie: business, sociology. More availability to see grades. More feedback needed from teachers to help students grow.
- More activities: JROTC, cosmotology, French, floral design, Bakery. More Encouragement: spirit team, teachers get involved. More places to spend time at lunch.
- Attendance policy is ridiculous! I'm late a minute and get a 30 minute detention?

Comments 3

- Suggestions: More lunch variety, a less hectic schedule – too much homework.
- Needs more variety in courses, more challenging academic courses. Perhaps more variety in AP classes (such as AP Spanish Lit, AP Biology, etc.)
- Go back to a four period schedule; have different lunch and lunch times.
- Go back to block schedule.
- Bring back the 4-period schedule.
- Girls bathroom – no hand soap, no toilet paper, toilet covers!!!!
- Girl's Bathroom – need toilet covers, paper towels, hand soap.
- More food. Toilet covers.
- Clean trash cans around the school campus. Better food, rightly cooked food. Clean the boys bathroom and add the toilet papers for the toilet seats.
- Girl's Bathroom – toilet covers – toilet paper – paper towels – open bathrooms over lunch – handsoap.
- Need toilet covers – need more open bathrooms during lunch – bigger variety of food during lunch.
- The bathrooms are rarely open during lunch and it's a burden because there's not enough time to go during passing period.
- Bathrooms should be open during lunch time.

Comments 4

- The school lunch is unhealthy and nasty im surprise the district gives out this type of food to the students the only reason people get it is because there hungry otherwise they wouldn't..They should inspect and change the menu of the lunch. How does administration change the number of classes without seen the effect on teachers and most importantly students this act was unjustice and ignorant. Majority of the students can't handle this many classe and with it more students are failing! Clean the bathroom more and have toilet covers this is unsanitary plus the fact there isn't soap sometimes and trashcans with lids.
- School lunches need improvement. The food is not fresh and it's unhealthy. There needs to be more vegetarian options, It would also be a good idea to make water bottles more obtainable. One other thing would be nice is that food would have warnings if there are ingredients that people have common food allergies to or can not eat (example: meat, dairy, nuts, etc.)
- The teachers here at ECV are good.
- My classes do not reflect what I want to be in life. I want to create graphic novels and in all 3-years I've been at ECVH I have not taken enrolled in an art class though I've discussed my intentions in life with my counselor. P.S. This school does not support the individual talents of each student, which gives me reason to believe why our "school spirit" is so low.
- Our lunch is boring. We should be able to go off campus.

Comments 5

- No hand soap – toilet covers – paper towels – more bathrooms – better/ taller doors.
- The school needs more technology teaching.
- Some of the teachers don't even know about the subject their teaching and it scares me. I feel like I'm not learning enough. Some teachers aren't prepared enough.
- I would like a cosmetology class to be one of the varieties of classes. I think the females here at ECV will appreciate and like it.
- My one complaint is that teachers assume that every kid has home access to the computer. I understand that this school library has computers but that doesn't mean I have time to use them outside of not eating lunch which sometimes isn't enough time to type a whole paper.
- Computers for E20/20 in room 416 are slow. Need to change it. VP won't believe student if teacher writes you up for no reason. Need cleaner bathroom.
- The office staff/ school cop need to not be so rude or say were lying about things that happened to our friend just because they don't care anymore. My friend's getting bullied, she get's things thrown at her touched in personal areas and called derogatory names. My friend left the school because the VP office doesn't care about the situation. But thankfully we have parents that care enough to do something about.

WASC 2012-13 Parent Survey

Data Breakdown

810 Parent Surveys Completed

December 2012

1. Please select your highest educational level achieved.

(A) some high school or below = 293 = 36.2%

(B) high school diploma = 200 = 24.7%

(C) some college = 127 = 15.7%

(D) college degree = 128 = 15.8%

(E) post graduate degree = 37 = 4.6%

Blank = 25 = 3%

2. My child's gender is:

(A) male = 339 = 42%

(B) female = 450 = 55.5%

Other or blank = 21 = 2.5%

3. What grade is your child enrolled?

(A) 9 = 195 = 24%

(B) 10 = 162 = 20%

(C) 11 = 222 = 27.4%

(D) 12 = 223 = 27.5%

Other or Blank = 8 = 1.1%

4. Is your child enrolled in English Language Development (ELD) courses?

(A) Yes = 222 = 27.4%

(B) no = 475 = 58.6%

(C) I do not know = 92 = 11.4%

Other or Blank = 21 = 2.6%

5. Is your child enrolled in Honors/ Advanced Placement (AP) courses?

(A) Yes = 336 = 41.5%

(B) no = 351 = 43.3%

(C) I do not know = 107 = 13.2%

Other or Blank = 16 = 2%

6. I know the vision/ mission of ECVHS.

(A) Yes = 404 = 49.9%

(B) No = 324 = 40%

Other or blank = 82 = 10.1%

7. I feel welcomed at ECVHS.

(A) strongly agree = 284 = 35.1%

(B) agree = 326 = 40.2%

(C) neutral = 159 = 19.6%

(D) disagree = 27 = 3.3%

(E) strongly disagree = 11 = 1.4%

Blank = 3 = .4%

8. ECV Teachers and staff are respectful to me and my child.

(A) strongly agree = 311 = 38.4%

(B) agree = 328 = 40.5%

(C) neutral = 133 = 16.4%

(D) disagree = 27 = 3.3%

(E) strongly disagree = 11 = 1.4%

Blank = 0

9. All students are given an opportunity to learn at ECV.

(A) strongly agree = 366 = 45.2%

(B) agree = 312 = 38.5%

(C) neutral = 97 = 12%

(D) disagree = 22 = 2.7%

(E) strongly disagree = 10 = 1.2%

Blank = 3 = .4%

10. ECV administrators treat all students in a fair and consistent manner.

(A) strongly agree = 232 = 28.6%

(B) agree = 328 = 40.5%

(C) neutral = 183 = 22.6%

(D) disagree = 44 = 5.4%

(E) strongly disagree = 20 = 2.5%

Blank = 3 = .4%

11. I am informed about my child's progress in his/ her classes.

(A) strongly agree = 312 = 38.5%

(B) agree = 344 = 42.5%

(C) neutral = 98 = 12%

(D) disagree = 41 = 5.1%

(E) strongly disagree = 12 = 1.5%

Blank = 3 = .4%

12. ECV meets the academic needs of the students.

(A) strongly agree = 227 = 28%

(B) agree = 367 = 45.3%

(C) neutral = 170 = 20.9%

(D) disagree = 34 = 4.2%

(E) strongly disagree = 9 = 1.2%

Blank = 3 = .4%

13. The school work my child is asked to do is challenging.

(A) strongly agree = 189 = 23.3%

(B) agree = 343 = 42.3%

(C) neutral = 194 = 24%

(D) disagree = 60 = 7.4%

(E) strongly disagree = 17 = 2.1%

Blank = 7 = .9%

14. I know what courses my child needs to take to get into college.

(A) strongly agree = 209 = 25.8%

(B) agree = 279 = 34.4%

(C) neutral = 167 = 20.6%

(D) disagree = 110 = 13.6%

(E) strongly disagree = 32 = 4%

Blank = 13 = 1.6%

15. I encourage my child to take challenging courses (ex: A-G, Honors, AP courses.)

(A) strongly agree = 308 = 38%

(B) agree = 261 = 32.2%

(C) neutral = 165 = 20.4%

(D) disagree = 48 = 6%

(E) strongly disagree = 10 = 1.2%

Blank = 18 = 2.2%

16. My child is encouraged to take college prep (A-G) courses by his/her teachers and counselors.

(A) strongly agree = 249 = 30.7%

(B) agree = 250 = 30.8%

(C) neutral = 209 = 25.8%

(D) disagree = 62 = 7.7%

(E) strongly disagree = 29 = 3.6%

Blank = 11 = 1.4%

17. The counselors provide excellent support (personal and academic) for my child.

(A) strongly agree = 201 = 24.8%

(B) agree = 319 = 39.4%

(C) neutral = 201 = 24.8%

(D) disagree = 54 = 6.7%

(E) strongly disagree = 25 = 3.1%

Blank = 10 = 1.2%

18. Overall, the school performs well academically.

(A) strongly agree = 180 = 22.2%

(B) agree = 344 = 42.5%

(C) neutral = 214 = 26.4%

(D) disagree = 42 = 5.2%

(E) strongly disagree = 20 = 2.5%

Blank = 10 = 1.2%

19. I am confident that my child is being prepared well by ECV for college and the real world.

(A) strongly agree = 261 = 32.2%

(B) agree = 309 = 38.1%

(C) neutral = 166 = 20.5%

(D) disagree = 49 = 6.1%

(E) strongly disagree = 14 = 1.7%

Blank = 11 = 1.4%

20. ECVHS is a safe place to attend school.

(A) strongly agree = 227 = 28%

(B) agree = 319 = 39.4%

(C) neutral = 188 = 23.2%

(D) disagree = 42 = 5.2%

(E) strongly disagree 25 = 3.1%

Blank= 9 = 1.1%

21. I know where I can get extra homework help/ tutoring for my child if needed.

(A) strongly agree = 247 = 30.5%

(B) agree = 315 = 38.9%

(C) neutral = 134 = 16.5%

(D) disagree = 79 = 9.8%

(E) strongly disagree = 19 = 2.3%

Blank= 16 = 2%

22. I am satisfied with the variety of classes at ECVHS.

(A) strongly agree = 220 = 27.2%

(B) agree = 344 = 42.5%

(C) neutral = 182 = 22.5%

(D) disagree = 45 = 5.5%

(E) strongly disagree = 11 = 1.3%

Blank = 8 = 1%

23. I use EngradePro to check my child's grades.

(A) strongly agree = 174 = 21.5%

(B) agree = 218 = 26.9%

(C) neutral = 209 = 25.8%

(D) disagree = 113 = 14%

(E) strongly disagree = 82 = 10.1%

Blank = 14 = 1.7%

24. How much time does your child spend on homework outside of school each day?

(A) More than 3 hours = 153 = 18.9%

(B) 2-3 hours = 209 = 25.8%

(C) 1-2 hours = 257 = 31.7%

(D) less than 1 hour = 101 = 12.5%

(E) I do not know = 77 = 9.5%

Blank = 13 = 1.6%

25. My child receives the most help with homework/projects after school from:

(A) teachers = 206 = 25.4%

(B) tutors/college students = 95 = 11.7%

(C) ECVHS students = 94 = 11.6%

(D) friends/family members = 188 = 23.2%

(E) nobody = 210 = 26%

Blank = 17 = 2.1%

26. My child is able to access computers and other technology at ECVHS.

(A) frequently = 291 = 36%

(B) sometimes = 282 = 34.8%

(C) occasionally = 124 = 15.3%

(D) never = 39 = 4.8%

(E) I do not know = 60 = 7.4%

Blank = 14 = 1.7%

27. I have been to the Family Resource Center at ECVHS.

(A) frequently = 78 = 9.6%

(B) sometimes = 225 = 27.8%

(C) occasionally = 157 = 19.4%

(D) never = 282 = 34.8%

(E) I do not know = 58 = 7.2%

Blank = 10 = 1.2%

28. I have made use of the Family Resource Center's programs at ECVHS (ex: Coffee Talks, parent mentors, etc.)

(A) frequently = 77 = 9.5%

(B) sometimes = 153 = 18.9%

(C) occasionally = 134 = 16.5%

(D) never = 355 = 43.8%

(E) I do not know = 76 = 9.4%

Blank = 15 = 1.9%

Parent Comments 1

- The school works closely and regularly with the families and is interested in the welfare of students in every aspect. The school offers a variety of activities and listens to ideas and suggestions and applies them to everyone. Thank you for all your efforts working with the students and families. We also extend our thanks to the principal who acts as a big brother to all students. (translated from Arabic)
- We are appealing to the teachers to be stricter with students in class. We understand that students often misbehave and chat in class causing a distraction to students who try to concentrate. We are also appealing to the administration to ask families to volunteer and help in school various areas as appropriate. Thank you for all of your efforts in this matter. (translated from Arabic)
- So far it has been a pleasant experience with all of his teachers.
- I think there should be more job training for student not able to attend college because of grades or finances.
- My kid hates the new schedule.

Parent Comments 2

- Have more rigorous courses for students and kicking students out of classes that don't have the right skills. Also more classes need to be opened to help students in each skill level. Ex: college prep, under college prep, and AP. Oh, and change the schedule back because it is hurting my child's education.
- When I visit the school the staff are not welcoming at all. It looks like they don't get paid well.
- After taking this mini assessment survey I am concerned that I really don't know all about my daughter and how I can help her or find help for her. I am saddened that my eldest whom graduated from ECVHS did not go to college and I'm concerned for the rest of my children and their future at ECVHS. Perhaps it takes more from me as a parent but I feel that more communication between counselors and parents and teachers is essential.
- #23 I always ask my daughter for her grades she never lies so this is why I answered the question I did. (B) #25 Besides the teachers she gets help from ECVHS students from her class. They work together and help each other. She has been doing this all four years at ECVHS.

Parent Comments 3

- This survey should be given to the parents not the students.
- El Cajon Valley High School is very good.
- I didn't know that the school had an online site to check grades?
- My son complains sometimes of Mexican racist Female teachers or other very Female sympathizers male teachers.
- #13 My only concern is with Ms. _____. She doesn't explain the homework before giving it out. I have been told from a few of her students including my own child. #17 My child has never talked to or met his counselor.
- My child is flunking Chemistry. We are getting a tutor now. It took awhile. I think it is too late to transfer to a different class. The teachers tutor class didn't help.
- Change the schedule back it is hurting my child's education. And the dress code is unreasonable. My daughter should not get in trouble for wearing a tank top. She is not dressed inappropriately. Math teachers need a raise.
- Your school's guidance counselors are amazing! And we appreciate the students' having access to the family Resource center on campus. Don't know what we would do without it.

Parent Comments 4

- I do believe the counselors need to listen to students and their needs better. It's hard for a parent to talk to a counselor when they can't understand what they are saying too. When a child requests to talk to a counselor it should happen and not be forgotten.
- The administrators show favoritism towards students when it comes to athletics. However my child was not able to join cheer due to the fact that the admin didn't like my child and agreed with the cheer coach because she did not like my child either.
- I am concerned that this year there is no supervision in front of the school. I felt a whole lot better in previous years when the principal/ vice principal, police, etc. were in front when the kids got out of school.
- 1. I'm going to teach my brother to respect the old people. 2. I will teach my brother to do not say bad words. 3. I'm going to teach my brother to walk with good friends. 4. I'm going to teach my brother to respect the teachers in his school.
- #23 My child's homework is always done. She loves her school! This is the 3rd child of mine to attend ECVHS and it was my school also. You guys are awesome. Thank you for teaching my children!

Parent Comments 5

- ECVHS give to my daughter too much homework and tests. You should not give them that much homework and tests because they want some time with friends and family. I wish you don't give them that much homework and tests. Thank you...
- Students who have good grades (ex. A's), the school should encourage them and give them awards; so that they'll continue having high grades. Teachers should make positive phone call to students who are a bilingual but still have good grade; and have college prep/ honors/ or AP classes so that will should them that their hard work and time worth it to study and get good grades.
- I would like you guys to help my son to see what classes are best for him for better himself in the future and be more prepared for when he gets the moment to go to university. (Translated from Spanish.)
- #1 4th grade elementary school. #5 special classes #6 No because I didn't attend meetings #23 I don't understand engrade pro. #24 Didn't bring homework home. (Translated from Spanish.)
- The only comment that I have is the teacher for _____ doesn't resolve the students doubts for anything and the students have to look for solutions in the book or other forms. Why doesn't she resolve their doubts? Please more attention to these kind of teachers. (Translated from Spanish.)

	Room	Dept.	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Amerling	P1	Special Education	English	English	Social Science	Co Teaching	PE	Prep	1-6
Andrews	205	Special Education	Consumer Math	Integrated Math	Prep	Algebra	Collaboration/Peer tutoring	Integrated Math	1-6
Arroyo	307	English	11th grade AVID	ELD Beginning 1 Block	ELD Beginning 1 Block	3H	3C	prep	1-6
Austin	312	English	2-7	3C	Prep	ELD Beginning 3 Block	ELD Beginning 3 Block	3C	3C
Ayres	508	Social Science	2-7	World History 1C \$	World History 1C	World History 1C \$	prep	Geog 1C	World History 1C
Bethe	316	English	2-7	ELD Block Intermediate 2	ELD Block Intermediate 2	English 1H	prep	ELD Block Intermediate 2	ELD Block Intermediate 2
Bitondo	310	Special Education	2-7	Biology	Earth Sci	American Govt	US Hist	Science	Prep
Blaker	900	Performing Arts	2-7	TBD	Intro to Music	Band/Beg Inst	Guitar	Choir	TBD
Bogart	506	Social Science	US History 1C \$	US History 1C \$	AP US History	AP US History	Reduced	Reduced	1-6
Castagnera	605	Special Education	2 - 7	Special Study	Special Study	Prep	Special Study	Special Study	Special Study
Cole	306	Science	2-7	Science 1\$	Earth Sci \$	Prep	Earth Sci \$	Earth Sci \$	Science 1\$
Connors	203	Math	2-7	Math 1	Algebra IC	Algebra IIIC	Math 1	PREP	Algebra IC
Cooley	616	Special Education	2-7	TRANSITION	TRANSITION	TRANSITION	TRANSITION	TRANSITION	Prep
Devine	303	English	2-7	English 3C\$ 11th/12th grade	Prep	EL 9th grade Hybrid Block	EL 9th grade Hybrid Block	English 3C\$ 10th grade only	English 1C
Drake	311	English	English 5C	English 1C\$	ELD Advanced	English 1C\$	Prep	ELD Advanced	1 - 6
Duncan	806	Science	Physics	Earth Sci	Earth Sci	Earth Sci	Prep	Earth Sci	1-6
Early	301	Math	Algebra IIC	Algebra IC \$	Algebra IC \$	PREP	Algebra IC	Algebra IIC	1-6
Eldred	509	Special Education	Prep	English 5/6	English 7/8	Collaboration/Peer tutoring	World History	Read 180	1-6
Fitzgerald	501	Social Science	Econ \$	Econ	Econ	Econ	Prep	Credit Retrieval	1-6
Ford	416	Special Education	2-7	Collaboration/Peer tutoring	CEIS	CEIS	CEIS	Prep	AD release
Fosselman	609	Special Education	2 - 7	Special Study	Special Study	Special Study	Special Study	Prep	Special Study

Goodin	801	Science	2-7	Biology 1C	EL Release	Prep	Lang Academy	Lang Academy	Lang Academy
Green	606	Special Education	2 - 7	Special Study	Special Study	Special Study	Special Study	Special Study	Prep
Gross	112/107	English	ELD Block Beginning 3	ELD Block Beginning 3	EL Release	Reading	Reading	prep	1-6
Guzman	507	Social Science	US History 1C\$	Prep	US History 1C	US History 1C	US Hist 1C \$12th gr only	US History 1C	1-6
Guzman	405	World Lang	Reduced assignment	Spanish 1C	Reduced assignment	Spanish 1C	Reduced assignment	AP Span Lang	Reduced assignment
Heitz	808	Science	Bio Tech Pathway Class	prep	Science 1C	Science 1C	Science 1C	BioTech release	1-6
Helkenn	710/712	CTE - Media	Media Pathway	Media non CTE	CTE Release	CTE Release	CTE Release	Prep	1-6
Hilton	201/707	Math	Credit Retrieval	PREP	Algebra IIC	Algebra IIC	Pre Calc IH	AP Calculus	1-6
Hoffman	208	Math	2-7	Algebra IIH	Pre Calc IH	PREP	Integ Math \$	Integ Math 10th	Alg IIH
Hunt	210	Math	2-7	PREP	EL Release	Algebra IC \$	Algebra IC \$	Algebra IIH	Math 1
Juhl	PE	Physical Education	2-7	9th PE	9th PE	Prep	Team Sports	Weights	Weights
Kershaw	202	Math	2-7	Testing release	PREP	Geom Support	APEX/Algebra 1C	Dept. Chair	Geometry IC
Kosiken	618	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	
Kueny	701/703	CTE-Tech and Video	Exp Tech	Exp Tech	prep	Video Prod Pathway	Video Prod Non-pathway	Exp Tech	1-6
Maines	309	English	2-7	English 1H	English 5C	English 5C	English 5C	prep	Credit Retrieval
May	401	Prep	Reduced assignment		Restaurant	Restaurant	Adv Restaurant	Restaurant	
McLaughlin	510	Social Science	Prep	World History 1C	World History 1C	World History \$ 11/12th gr	Economics \$	Department Chair release	1-6
McMahon	204	Math	Algebra IC \$	Algebra Support	PREP	Algebra IC	Algebra IC	Algebra IH	1-6
Melero	804	Science	Medical Chemistry	Biology 1C	Biology 1C	Chemistry \$	Prep	Biology 1C	1-6
Menard	410	Math	2-7	PREP	Geometry IH	Geometry IC \$	Geometry IC	Algebra Support	Geometry IH
Merschtina	502	Social Science	2-7	World History	EL Release	Lang Academy	World History1C	Prep	World History1C

Michelson	108	English	prep	AP English Language	CAHSEE release	English 3C	AVID Senior Smnr	AP English Language	1-6
Millican	110	English	prep	English 3H	ERWC	ERWC	11th grade AVID	English 3H	1-6
Mitchell	705		Online Class	Online Class	Online Class	Online Class	Online Class	Online Class	
Munger	405	World Lang	German 3C/5C/5H/AP	Reduced assignment	German 1C	Reduced assignment	Reduced assignment	Reduced assignment	Reduced assignment
Namimatsu	503	Social Science	2-7	Geography 1C	Geography 1C\$	Prep	AP European History	Geography 1H	Geography 1C
Nottoli	PE	Physical Education	Weights	Weights	Weights	Weights	Prep	Team Sports	1-6
Nunziato	P2	Special Education	Math	Math	Co Teaching	Math PE Sci	Eng Sci	Prep	1-6
Parry	706	Art	2-7	Prep	Art 1	Chinese 3/4	Art 1	Art 1	Art 1
Patton	106/107	English	Reading	English 1C	English 1C	prep	English 1C	Reading	1-6
Pendelton	807	Science	Chem 1C	Chem H	Chem H	Prep	Chem C	Chem C	1-6
Procopio	505	Social Science	2-7	Prep	Geography 1C	Geography 1C	Geograpy H	AP European History	Geography 1C
Rabasco	709	Art/CTE	2 - 7	Photo	CTE - Photo	Prep	Photo	Photo	Photo
Rahib	206	Math	2-7	Algebra 1C	Integrated Math 10th grade	Integrated Math 10th grade	CAHSEE Support	Algebra 1C \$	ASSETS release
Raney	707	Credit Ret/ PE	2-7	Credit Retrieval	Credit Retrieval	Credit Retrieval	Credit Retrieval	Prep	Team Sports
Reed, A	702	Art	2-7	Ceramics	Ceramics	Ceramics	Prep	Ceramics	Ceramics
Reed, S	109	English	2-7	English 7C	prep	AP English Literature	English 7C	Dept Chair & Trans English	Yearbook
Riddle	511	Special Education	2 - 7	Special Study	Special Study	Special Study	Special Study	Prep	Special Study
Riquelme	409	World Lang	2-7	Reduced assignment	SpanSpkr 1C	SpanSpkr 1C	Span Sp Spk 3	Spanish 1C	Prep
Roselli	805/213	Science	2-7	Science 1C	Prep	AVID 10th grade	AVID 10th grade	Science 1C	Science 1C
Ruiz	802	Science	AP Environmental Science	Prep	Biology 1H	Science 1C	Biology 1H	Department Chair	1-6
Sagapolutele	103	English	2-7	prep	EL Release	ELD Beginning 1 Block	ELD Beginning 1 Block	EL 9th grade Hybrid Block	EL 9th grade Hybrid Block

	Room	Dept.	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
Parry	706	Art	2-7	Prep	Art 1	Chinese 3/4	Art 1	Art 1	Art 1	
Reed, A	702	Art	2-7	Ceramics	Ceramics	Ceramics	Prep	Ceramics	Ceramics	
Travis	412/704	Art/ Social Science	Lang Academy	Lang Academy	Prep	Prep	Jewelry	Jewelry	Jewelry	
Rabasco	709	Art/CTE	2 - 7	Photo	CTE - Photo	Prep	Photo	Photo	Photo	
Raney	707	Credit Ret/ PE	2-7	Credit Retrieval	Credit Retrieval	Credit Retrieval	Credit Retrieval	Prep	Team Sports	
Helkenn	710/712	CTE - Media	Media Pathway	Media non CTE	CTE Release	CTE Release	CTE Release	Prep	1-6	
Williams	602	CTE - Welding	3-7		Welding	Welding	Welding	Adv Welding	Adv Welding	
Kueny	701/703	CTE-Tech and Video	Exp Tech	Exp Tech	prep	Video Prod Pathway	Video Prod Non-pathway	Exp Tech	1-6	
Arroyo	307	English	11th grade AVID	ELD Beginning 1 Block	ELD Beginning 1 Block	3H	3C	prep	1-6	
Austin	312	English	2-7	3C	Prep	ELD Beginning 3 Block	ELD Beginning 3 Block	3C	3C	
Bethe	316	English	2-7	ELD Block Intermediate 2	ELD Block Intermediate 2	English 1H	prep	ELD Block Intermediate 2	ELD Block Intermediate 2	
Devine	303	English	2-7	English 3C\$ 11th/12th grade	Prep	EL 9th grade Hybrid Block	EL 9th grade Hybrid Block	English 3C\$ 10th grade only	English 1C	
Drake	311	English	English 5C	English 1C\$	ELD Advanced	English 1C\$	Prep	ELD Advanced	1 - 6	
Gross	112/107	English	ELD Block Beginning 3	ELD Block Beginning 3	EL Release	Reading	Reading	prep	1-6	
Maines	309	English	2-7	English 1H	English 5C	English 5C	English 5C	prep	Credit Retrieval	
Michelson	108	English	prep	AP English Language	CAHSEE release	English 3C	AVID Senior Smnr	AP English Language	1-6	
Millican	110	English	prep	English 3H	ERWC	ERWC	11th grade AVID	English 3H	1-6	
Patton	106/107	English	Reading	English 1C	English 1C	prep	English 1C	Reading	1-6	
Reed, S	109	English	2-7	English 7C	prep	AP English Literature	English 7C	Dept Chair & Trans English	Yearbook	
Sagapolutele	103	English	2-7	prep	EL Release	ELD Beginning 1 Block	ELD Beginning 1 Block	EL 9th grade Hybrid Block	EL 9th grade Hybrid Block	
Turner	104/905	English	2-7	Mythology	Mythology	prep	Film as Literature	Dept Chair & Trans English	Theatre	
Vasquez	105/8	English	prep	English 1C/Reading Block	English 1C/Reading Block	1C	ASB	ASB Release	1-6	
Wright	102	English	2-7	English 5C	EL Release	English 5C\$	Prep	English 5C	11th Gr AVID	
Connors	203	Math	2-7	Math 1	Algebra IC	Algebra IIIC	Math 1	PREP	Algebra IC	
Early	301	Math	Algebra IIC	Algebra IC \$	Algebra IC \$	PREP	Algebra IC	Algebra IIC	1-6	
Hilton	201/707	Math	Credit Retrieval	PREP	Algebra IIC	Algebra IIC	Pre Calc IH	AP Calculus	1-6	
Hoffman	208	Math	2-7	Algebra IIH	Pre Calc IH	PREP	Integ Math \$	Integ Math 10th	Alg IIH	
Hunt	210	Math	2-7	PREP	EL Release	Algebra IC \$	Algebra IC \$	Algebra IIH	Math 1	
Kershaw	202	Math	2-7	Testing release	PREP	Geom Support	APEX/Algebra 1C	Dept. Chair	Geometry IC	

McMahon	204	Math	Algebra IC \$	Algebra Support	PREP	Algebra IC	Algebra IC	Algebra IH	1-6	
Menard	410	Math	2-7	PREP	Geometry IH	Geometry IC \$	Geometry IC	Algebra Support	Geometry IH	
Rahib	206	Math	2-7	Algebra IC	Integrated Math 10th grade	Integrated Math 10th grade	CAHSEE Support	Algebra 1C \$	ASSETS release	
St. John	414	Math	2-7	12th grade AVID	Geometry IC \$	Prep	Integrated Math 10th	Geometry IH	AVID release	
Ward	200/PE	Math	Algebra Support	Geometry IC	Geometry IC	PREP	PE	PE	1-6	
Whitehead	209	Math	Consumer Math	Statistics	Consumer Math	Consumer Math	Integrated Math grade 11/12	PREP	1-6	
Blaker	900	Performing Arts	2-7	TBD	Intro to Music	Band/Beg Inst	Guitar	Choir	TBD	
Kosiken	618	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program	Phoenix Program		
Juhl	PE	Physical Education	2-7	9th PE	9th PE	Prep	Team Sports	Weights	Weights	
Nottoli	PE	Physical Education	Weights	Weights	Weights	Weights	Prep	Team Sports	1-6	
Stauffer	901/PE	Physical Education	2-7	Aerobic Dance	9th PE	9th PE	Prep	9th PE	9th PE	
Voth	PE	Physical Education	Team Sports	Team Sports	Team Sports	Team Sports	Weights	Prep	1-6	
May	401	Prep	Reduced assignment		Restaurant	Restaurant	Adv Restaurant	Restaurant		
Cole	306	Science	2-7	Science 1\$	Earth Sci \$	Prep	Earth Sci \$	Earth Sci \$	Science 1\$	
Duncan	806	Science	Physics	Earth Sci	Earth Sci	Earth Sci	Prep	Earth Sci	1-6	
Goodin	801	Science	2-7	Biology 1C	EL Release	Prep	Lang Academy	Lang Academy	Lang Academy	
Heitz	808	Science	Bio Tech Pathway Class	prep	Science 1C	Science 1C	Science 1C	BioTech release	1-6	
Melero	804	Science	Medical Chemistry	Biology 1C	Biology 1C	Chemistry \$	Prep	Biology 1C	1-6	
Pendelton	807	Science	Chem 1C	Chem H	Chem H	Prep	Chem C	Chem C	1-6	
Roselli	805/213	Science	2-7	Science 1C	Prep	AVID 10th grade	AVID 10th grade	Science 1C	Science 1C	
Ruiz	802	Science	AP Environmental Science	Prep	Biology 1H	Science 1C	Biology 1H	Department Chair	1-6	
Smith	803	Science	2-7	Medical Biology	Prep	Medical Biology	Biology 1C\$	Biology 1C	Biology 1C	
Verioti	805	Science		Reduced Assignment	Biology 1C\$	Biology 1C\$	Biology 1C\$	Reduced Assignment	Reduced Assignment	
Ayres	508	Social Science	2-7	World History 1C \$	World History 1C	World History 1C \$	prep	Geog 1C	World History 1C	
Bogart	506	Social Science	US History 1C \$	US History 1C \$	AP US History	AP US History	Reduced	Reduced	1-6	
Fitzgerald	501	Social Science	Econ \$	Econ	Econ	Econ	Prep	Credit Retrieval	1-6	

Executive Summary School Accountability Report Card, 2011–12

For El Cajon Valley High

Address:	1035 East Madison Ave., El Cajon, CA, 92021-6226	Phone:	(619) 401-4711
Principal:	Erin Richison, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

El Cajon Valley High School is a comprehensive high school located in the city of El Cajon and is part of the Grossmont Union High School District. Currently there are approximately 1,940 enrolled in grades nine through twelve. ECVHS employs over 90 teachers, six counselors, and a classified staff of 50 to support our students. Our campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in the community because of the affordable housing and diversity in the community. Many of our students are recent immigrants, with the majority coming from Spanish speaking and Middle Eastern countries.

ECVHS is a school wide Title I program- 78.1% of our students (October 2011 CBEDS update) qualify for free or reduced lunch. The purpose of Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

School Leadership: Leadership at El Cajon Valley is a responsibility shared between district administration, the Principal, Assistant Principals, instructional staff, students, and parents. The districts' emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs as aligned with state and district standards. ECVHS Principal, Dr. Erin Richison graduated from the University of San Diego and received her teaching credential from Point Loma Nazarene University. She earned a master's degree and educational administrative credential from San Diego State University. In 2011, she completed her doctorate in education from the University of California, Los Angeles. Dr. Richison taught in San Diego County prior to working for GUHSD. In 2005, she was hired as an assistant principal at Valhalla High School. Three years later, she moved to the District's Educational Services Department as the Director of English Learner Programs before being named Principal in 2011.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- Administrative Team
- Instructional Leadership Team
- Department Chairs
- Program Coordinators
- Content Area Teams
- School Site Council
- Parent Teacher Student Association (PTSA)
- English Learners Advisory Committee (ELAC)
- Associated Student Body (ASB), Student Senate and Class Officers

Curriculum is focused on California Content Standards using research-based teaching strategies. Classes are arranged on a traditional semester calendar. Advanced Placement courses are offered in the areas of Art, English, Foreign Language, Math and Social Sciences. El Cajon Valley High School is a national demonstration site for Advancement Via Individual Determination, AVID (college preparation). Extra- and Co-curricular activities are available. ECVHS offers an extensive after-school (Brave School) and Saturday Scholars program to ensure academic supports and enrichment for students.

Student Enrollment

Group	Enrollment
Number of students	2,178
Black or African American	8.4%
American Indian or Alaska Native	0.6%
Asian	1.1%
Filipino	1.7%
Hispanic or Latino	37.6%
Native Hawaiian or Pacific Islander	0.8%
White	47.6%
Two or More Races	1.8%
Socioeconomically Disadvantaged	75.8%
English Learners	54.5%
Students with Disabilities	9.8%

Teachers

Indicator	Teachers
Teachers with full credential	110
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	5
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	26%
Mathematics	20%
Science	36%
History-Social Science	27%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	634
Statewide Rank (from 2011 Base API Report)	2
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 22
2012–13 Program Improvement Status (PI Year)	Year 4

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,785
District	
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	67.10

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	66.8%
Graduates Who Completed All Courses Required for University of California or California State University Admission	24.4%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	El Cajon Valley High	District Name	Grossmont Union High
Street	1035 East Madison Ave.	Phone Number	(619) 644-8000
City, State, Zip	El Cajon, CA, 92021-6226	Web Site	www.guhsd.net/
Phone Number	(619) 401-4711	Superintendent	Ralf Swenson
Principal	Erin Richison, Principal	E-mail Address	rswenson@guhsd.net
E-mail Address	erichison@guhsd.net	CDS Code	37681303731692

School Description and Mission Statement (School Year 2011–12)

Welcome to El Cajon Valley High School, ***Home of the Braves***. Our vision of working together, learning together and succeeding together will ensure student achievement *first*. We expect our students to be lifelong creative learners and thinkers who are responsible citizens prepared for the 21st century.

El Cajon Valley has a tradition of excellence! In addition to offering a rigorous academic program with college preparatory courses, we offer 15 honors and Advanced Placement course offerings. We have been recognized as an AVID (Advancement Via Individual Determination) Demonstration and National Certified school, a college preparatory program, since 2001. Our stellar Career Technical Education pathways provide opportunities for students to explore careers in Arts, Media and Entertainment (AME), International Business, Welding, and Biotechnology.

We prepare students to live in a global economy and have a 20 year tradition of celebrating multicultural awareness among students and staff. Part of this tradition includes offering the world language course Mandarin Chinese and being recognized by the Confucius Institute in Beijing, China and San Diego State University as a Confucius classroom school.

El Cajon Valley has a strong and dedicated teaching staff, guidance team, and administration who promote a positive campus environment. Each student at El Cajon Valley High school will develop an Individual Graduation Plan and Post-Secondary Plan that prepares students for college, career technical training, or entry into the workforce. To ensure all El Cajon Valley students succeed at high levels, student support is offered at all academic levels and includes additional support classes, extended learning time, and tutorials. In addition, the Guidance Department and the Family Resource Center work closely together to increase student achievement in the areas of academics, behavior and attendance through the integration of school, home and family support services.

Be BRAVE!

Erin Richison, Ed.D.
Principal

Climate for Learning

Students at El Cajon Valley are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Student Handbook which is sent home at the beginning of the school year and can be accessed online at braves.guhsd.net.

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:

- CARE Club
- Club Cristiano
- Class of 2012,2013,2014, 2015
- Outdoor Adventure Club
- Art Club
- Filipino Student Association
- CASA (Chaldean Student Association)
- Academic League
- Leo's Club
- Friday Night Live
- *Legend* - Yearbook
- German Club
- Link Crew
- AVID
- The Green Team
- ECV Players
- CARE Club

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

Fall Sports - August-November

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

Winter Sports - November-February

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

Spring Sports - February-May

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

The Cheer Squad season runs all year long.

Opportunities for Parental Involvement

Parent and community outreach and involvement are ongoing efforts at El Cajon Valley High School. Individual teachers communicate regularly with parents through phone calls, email, grade book websites, and teacher websites. Various programs host parent nights for updates and student recognition as well as the FRC's new student recognition "Student Achievement Award" in which the parent mentors call or send home recognition of a student for a teacher.

As a school, El Cajon Valley communicates with parents through a variety of venues. El Cajon Valley High School has two Open Houses (one in the fall and one in the spring), that are designed for parents to meet the teachers and learn about the classes and expectations. Student achievement is highlighted through the monthly Hall of Braves luncheons provided by our ROP Restaurant program. Students are nominated from each department for their excellence and invited to attend a luncheon in their honor with their parents. There is also a parent newsletter that is sent home that includes information about programs and important dates for parents to remember and be involved.

A parent/community organization called English Learner Advisory Committee (ELAC) is very active on our campus. ELAC is composed of the parents of English learners. It meets every third Wednesday of the month with about 75-100 parents at each meeting. Parent and community leadership opportunities also include a PTSA Committee and an active School Site Council Committee.

Parent Institute for Quality Education - El Cajon Valley High has hosted an annual Parent Institute for Quality Education. This is a nine week course for parents to help them understand all aspects of the high school experience. Parents who participate are honored with a certificate in a graduation ceremony at the conclusion of the program. In 2009, 77 parents completed the training program and in 2010 28 completed the training.

There were also 11 Coffee Talk Seminars provided for parents in English, Spanish, and Arabic that covered a wide range of topics (see calendar attached.) The Coffee Talks are a way to inform and educate parents on a variety of topics of their interest and make a connection between them and school. To date, over 295 parents attended in the 2010-11 school year. Some are repeat participants. This is down from the 350 attendees from 2009-2010.

After previously meeting with the following parent groups -PTSA, School Site Council, ELAC, a community Parent Support Group, and soliciting additional parent input through the parent email group list - the site parent involvement policy was developed.

Communication:

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

Status Report: This in an ongoing process and home communication has been greatly improved. We are required to send all home communications in English and Spanish, and we provide Arabic when possible. Home communications include: written notices sent with students and mailed home, flyers posted in Adult Education and other community venues, staff calls home, school automated caller in English, Spanish and Arabic, and home visits by the Drop-out Prevention Specialist and the Family Resource Center staff. El Cajon Valley also communicates regularly

with both parents and the community through group emails that provide ongoing updates. This year we had over 600 parents on the parent email group list. The parent emails change frequently and this list is updated quarterly. Additionally, the Parent Mentors have contacted 1000 families and have trained them to access the district Parent Portal system which can be used to verify attendance and grades.

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

Status Report: A parent/community section was added. We have the option for translating the website into Spanish and Arabic. A calendar of school and parent events needs to be added and regularly maintained.

Schedule a planning meeting with representatives from all parent groups to build a cohesive Parent Involvement plan.

Status Report: A meeting has taken place to get all of the groups on campus together looking at a cohesive Parent Involvement Plan. Another is scheduled for end June and calendars will be discussed then. The plan for 10-11 was to have regular, quarterly Parent Involvement Committee meetings but this did not happen. PD and Facilities calendars are posted on the school website to avoid scheduling conflicts.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	457
Grade 3	0	Grade 10	493
Grade 4	0	Grade 11	506
Grade 5	0	Grade 12	722
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2,178

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	8.4%
American Indian or Alaska Native	0.6%
Asian	1.1%
Filipino	1.7%
Hispanic or Latino	37.6%
Native Hawaiian or Pacific Islander	0.8%
White	47.6%
Two or More Races	1.8%
Socioeconomically Disadvantaged	75.8%
English Learners	54.5%
Students with Disabilities	9.8%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/D	15	41	15	22.9	29	24	10	21.7	19	31	0
Mathematics	N/D	8	24	11	23.2	11	19	0	22.7	13	22	1
Science	N/D	2	15	4	28.3	5	9	7	23.1	7	9	1
Social Science	N/D	8	33	2	25.3	8	18	8	21.9	11	12	5

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

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

Positive adult role models affect the climate of the school. Disciplinary consequences are firm and fair. A myriad of interventions are available to see that students experience meaningful

consequences. Additionally, in accordance with the education code, all teachers are notified of student suspensions/expulsions as well as of student who have been arrested for crimes of a violent nature.

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

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

(Please refer to the School Safety Plan for complete details.)

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	21.8	21.3	15.5	13.6	12.9	10.3
Expulsions	1.0	1.0	0.8	0.8	0.7	0.8

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

El Cajon Valley was originally constructed in 1954 and is comprised of 109 classrooms, 1 gym, 1 multipurpose room/student center, 1 library, 1 staff lounge, 7 computer labs, and 1 baseball, 1 softball, 1 stadium for football/soccer and track, and a practice field to accommodate our extra and co-curricular programs. Remodeling has included complete retrofitting of infrastructure (water, sewer, power and I&T), new bleachers and modernization of restrooms in the gym, new landscaping of our quad area including a shade structure in the lunch area, remodeling of classroom buildings to include heating/air conditioning and upgraded technology, a new science building, and welding and special education suites for severely handicapped students.

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

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

School Facility Good Repair Status (School Year 2012–13)

Inspection completed on: 9/5/2012

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces			x		Ceiling tiles missing (in progress), ceiling tiles hanging (in progress), wall damage (fixed), light switch plate missing (replaced) , flooring damaged (in progress), carpet seam split (in progress), ceiling damage (in progress), large hole in wall (fixed)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			
Electrical: Electrical			x		Lights out (replaced), cover loose (fixed), diffusers missing (in progress), storage in main electrical area (removed), light lens hanging (fixed), panel cover off main electrical (fixed), diffusers hanging (fixed), light switch loose (fixed), light switch plate missing (replaced)
Restrooms/Fountains: Restrooms, Sinks/ Fountains			x		loose toilet (in progress), hand dryer not working (fixed), urinal out of order (fixed), drinking fountains with no water (fixed)
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
Overall Rating		x			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	108	110	110	993
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	9	8	5	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	89.03%	10.97%
All Schools in District	73.90%	26.10%
High-Poverty Schools in District	83.51%	16.49%
Low-Poverty Schools in District	61.85%	38.15%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Results-based comprehensive guidance program: ECVHS offers a results-based comprehensive guidance program driven by the National Standards for School Counseling. There are counselors and two academic advisors that service the four grade levels.

The Counselors work closely with the Family Resource Center through the weekly interdisciplinary case-management team meetings and referral process to connect students and families to outside agencies that provide additional support services.

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

It is the goal of El Cajon Valley High to assist students in their academic success as well as in their social and personal development. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	363
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2012

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

**A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.*

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,785			
District				\$68,413
Percent Difference – School Site and District				
State			\$5,455	\$70,792
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs:

Categorical Programs at El Cajon Valley High School
Federal Programs
TITLE I SCHOOL WIDE PROGRAM Upgrade the entire educational program of the school. The purpose of Title I funding is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments.”
State Programs
ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM Develop fluency in English and academic proficiency of English learners (Used to fund EL Coordination, Instructional Aides, and staff development for English Learners)
AVID Designed to increase school-wide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path
ADVANCED PLACEMENT PROGRAM AP programs provide incentives for public comprehensive high schools in California to provide GATE and other students access to rigorous, college-level courses.
CAHSEE Funding supports intensive instruction and services for students in the who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils. (Used to fund CAHSEE support classes and support materials)
GATE Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities

SCHOOL SAFETY & VIOLENCE PREVENTION This purpose of this fund is for district programs and strategies that promote school safety and emphasize violence prevention among children and youth in public schools. Funds may be used for conflict resolution personnel and training, communication devices, safety infrastructure, law enforcement collaboration, and other violence prevention purposes. (Used for School Resource Officer)
HOURLY PROGRAMS Used to fund extended day and summer school.
SAFE SCHOOLS Used to fund safety supplies and communication
MAA Funds generated through the MediCal billing and enrollment process. Used for interventions and the Family Resource Center.
TUPE - Tobacco Use/ Prevention Education Grant
QEIA – Quality Education Investment Act Grant – used to support our PLC work and response to intervention pyramid

Quality Education Investment Act (QEIA) at ECVHS

In May of 2007, El Cajon Valley High School received a multi-year grant to improve student achievement and provide the needed supports. After spring of 2013, the QEIA Grant will sunset. ECVHS has focused the QEIA grant on efforts to improve student achievement through the implementation of the tiered intervention model with the work of the Professional Learning Communities. These efforts will be sustained after the grant sunsets as the model is based on:

QUALITY INSTRUCTION/ FIRST TEACHING

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

STAFF DEVELOPMENT

- School-wide staff development to address staff, student and family engagement in the educational process

ACADEMIC SUPPORT AND INTERVENTIONS

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

SOCIAL-EMOTIONAL SUPPORT

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

achievement

ASSESSMENT AND MONITORING SYSTEM

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

COLLABORATION/ENGAGEMENT

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

For more details, please see the QEIA website:

<http://www.cde.ca.gov/nr/ne/yr07/yr07rel62.asp>

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,778	\$42,660
Mid-Range Teacher Salary	\$67,969	\$69,198
Highest Teacher Salary	\$85,347	\$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,140
Average Principal Salary (High)	\$114,197	\$127,707
Superintendent Salary	\$207,200	\$202,123
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	26%	25%	26%	48%	49%	51%	52%	54%	56%
Mathematics	18%	20%	20%	31%	33%	35%	48%	50%	51%
Science	28%	30%	36%	45%	48%	54%	54%	57%	60%
History-Social Science	28%	33%	27%	46%	48%	47%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	51%	35%	54%	47%
All Students at the School	26%	20%	36%	27%
Male	23%	21%	34%	29%
Female	29%	19%	38%	26%
Black or African American	25%	15%	38%	26%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	50%	29%	0%	0%
Filipino	39%	30%	0%	56%
Hispanic or Latino	31%	18%	46%	32%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	21%	22%	27%	22%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	25%	20%	31%	23%
English Learners	9%	15%	14%	11%
Students with Disabilities	26%	25%	24%	12%
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	27%	32%	30%	50%	59%	54%	54%	59%	56%
Mathematics	35%	34%	41%	56%	59%	62%	54%	56%	58%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46%	26%	28%	38%	43%	20%
All Students at the School	70%	19%	12%	59%	32%	9%
Male	74%	17%	8%	59%	32%	9%
Female	65%	20%	15%	60%	31%	9%
Black or African American	68%	19%	13%	53%	40%	8%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	67%	20%	13%	55%	33%	12%
Native Hawaiian or Pacific Islander						
White	73%	17%	9%	65%	29%	7%
Two or More Races						
Socioeconomically Disadvantaged	74%	16%	10%	61%	31%	9%
English Learners	91%	7%	2%	76%	21%	3%

Students with Disabilities	90%	8%	3%	88%	12%	0%
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	13.90%	24.10%	34.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	2	2
Similar Schools	6	3	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	4	-14	-8
Black or African American	-16	4	26
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	0	15
Native Hawaiian or Pacific Islander			
White	-28	-39	-23
Two or More Races			
Socioeconomically Disadvantaged	-2	-22	-6
English Learners	-4	-33	10
Students with Disabilities	2	-2	27

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,277	634	12,604	754	4,664,264	788
Black or African American	109	658	803	692	313,201	710
American Indian or Alaska Native	7		175	710	31,606	742

Asian	14	697	167	841	404,670	905
Filipino	26	731	301	842	124,824	869
Hispanic or Latino	493	670	3,935	715	2,425,230	740
Native Hawaiian or Pacific Islander	6		77	775	26,563	775
White	622	595	7,119	778	1,221,860	853
Two or More Races	0		8		88,428	849
Socioeconomically Disadvantaged	959	617	4,985	686	2,779,680	737
English Learners	800	588	3,022	647	1,530,297	716
Students with Disabilities	147	517	1,526	542	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		26.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		16.2	10.6		11.3	9.3		16.6	14.4
Graduation Rate		62.13	67.10		76.77	77.47		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	59%	77.1%	N/D
Black or African American	73.4%	73.8%	N/D
American Indian or Alaska Native	100%	73.2%	N/D
Asian	100%	80.2%	N/D
Filipino	91.6%	89.9%	N/D
Hispanic or Latino	64.7%	71.7%	N/D
Native Hawaiian or Pacific Islander	100%	80.8%	N/D
White	89.4%	84.3%	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	56.5%	68%	N/D
English Learners	37.5%	51.1%	N/D
Students with Disabilities	63.1%	56.1%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

At El Cajon Valley career/technical education provides opportunities for students to apply their learning and make it relevant to their personal goals for life after high school.

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

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

Career Technical Education (CTE) provides opportunities for students to apply their learning and make it relevant to their personal goals for life after high school. CTE allows students to prepare themselves for both college and career. Through counseling, every student at ECV develops an Individual Graduation Plan and a Post Secondary Plan. These plans encourage students to evaluate their own goals and interests and choose a CTE pathway of study. In addition, the Grossmont Union High School District is in the process of implementing CTE at all campuses. The district is constructing and modernizing all CTE facilities to meet industry standards for the 21st century.

Career decision making and development are crucial to our students and for the future of our workforce. The reality is most high school students' career planning is unintentional and uninformed. The Grossmont Union High School District is creating connections between what students learn at school and what they need to know and do in the workplace. This concept is called Career Technical Education and the goal is to prepare students both for college and work.

ECVHS has a site-level advisory board for each pathway. These boards provide technical assistance, grants and scholarships, curriculum reviews, guest speakers, mentors, internships, field trip opportunities, and updates on current labor market information. In addition, each ROP class has an ROP Advisory Board of practicing industry professionals that meets annually to review curriculum, update the staff on current labor market information and make recommendations on software and equipment purchases. Individual CTE classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities.

Arts, Media & Entertainment Pathway

10th grade (1 term)	11th grade (1 term)	12th grade (1 term)
Photo (ROP) (Meets GUHSD Fine Arts req. and UC "f" req.)	Media (ROP) (Meets GUHSD Fine Arts req. and UC "f" req.)	Video Production (College credit available)

In the Arts, Media & Entertainment Pathway students take Photography, Media, and Video Production. Students will develop skills in a project based course of study and will learn about the many careers where these skills can be applied.

Biotechnology & Health Career Pathway

10th grade	11th grade (1 term)	12th grade (1 term)

Medical Biology	Medical Chemistry	BioTech and a Possible Internship	
<p>The Biotechnology & Health Career Pathway is for incoming freshmen. These students will have the opportunity to gain first-hand experience in healthcare or biotechnology along with being exposed to the many career opportunities.</p> <p>Welding Pathway</p>			
9th grade	10th grade	11th grade	12th grade
	Introduction to Welding & Fabrication	Combination Welding I	Combination Welding II
<p>The Welding Pathway prepares students for a career in the manufacturing and production industry. Students are able to earn industry certifications which qualifies them for high paying, high demand jobs.</p> <p>Students who are interested in joining a pathway need to talk to their counselor. These are exciting opportunities for students to pursue a valuable education that translates into a productive future.</p>			

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	816
Percent of pupils completing a CTE program and earning a high school diploma	66.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23.8%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	21.5%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	24.4%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	1	
Science	0	
Social Science	4	
All courses	7	2.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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. 15 days per year over the last 3 years have been dedicated to staff development. Topics for staff development during the 2012-2013 school year included:

- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology for Effective Teaching & Learning
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain
- Effective Teambuilding
- Boot Camp
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues
- Math Literacy PLC for Algebra & Geometry
- Science Collaboration
- Science Inquiry

Working with Parents & Families
Equity for All Students
EL: Working With Non-Hispanic Cultures
Discipline: Awareness of Cultural Distinctions
Differentiating Strategies Based on ELD Proficiency Levels
Understanding CST & Local Assessments

EI Cajon Valley High

School Accountability Report Card, 2011-2012

Grossmont Union High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

EFFECTIVE DATE Starting fiscal year and session (course creation date), Zeros indicate the course was in existence when the database was created.

END DATE Ending fiscal year and session for the course. Zeros indicate the course is still active.

GRADUATION REQUIREMENT The GUHSD graduation requirement that is met by the course. Normally graduation requirements are coded as a department and a number, where the number indicates the requirement (or zero for an elective.)

- E1 Ninth Grade English
- E2 Tenth Grade English
- E3 Eleventh Grade English
- E4 Twelfth Grade English
- F1 Visual and Performing Arts (VPA); can be used to meet the VPA or Language requirement (1 year)
- G1 World Language; can be used to meet the VPA or World Language requirement (1 year)
- M1 Mathematics (1.5 years) Algebra I Prerequisites, Algebra I or higher
- M2 Mathematics (.5 years) Algebra I Capstone or higher
- M3 Mathematics (1 year Geometry or higher or 1 year M4)
- M4 Mathematics (1 year Applied Mathematics or 1 year M3)
- P1 Physical Education (2 years)
- R1 Life Science (1 year)
- R2 Earth/Physical Science (1 year)
- S1 Geography (1 semester)
- S2 Deleted Requirement as of Class Key 2006 (Deleted Req.)
- S3 U.S. History & Geography-20th Century (1 year)
- S4 American Government (1 semester)
- S5 Economics (1 semester)
- S6 World History -Since French Revolution (1 year)
- Y0 Non-Departmental

A-G CODE Indicates whether a course meets the University of California “a-g” entrance requirements. The coding matches the UC codes:

- A History
- B English
- C Mathematics
- D Laboratory science
- E World Language
- F Visual and Performing Arts
- G other college prep elective courses

We make every effort to ensure the accuracy of the UC “a-g” coding; however, the District’s UC Approved Course List, as published by the University of California, is the only official record of which courses are approved.

HIGH SCHOOL GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY

Students Entering Grade 9 (Class Key 2012) during the 2012-2013 School Year and Beyond

GRADUATION WITH A DIPLOMA

1. Unit Requirements

Two hundred twenty (220) units of credit are required for graduation. Five units are granted for each semester course satisfactorily completed, with the exception of a limited number of designated courses for which 2.5 units of credit are granted for each semester completed.

a. The following limitations apply:

- (1) No student may earn more than 70 units in any school year, excluding summer school and ROP courses. The principal must approve exceptions.
- (2) No more than 20 units shall be earned through work experience programs, and these shall be earned in grades 11 and 12. The principal must approve exceptions.
- (3) No more than 40 units in physical education shall be earned toward graduation.
- (4) For each semester of participation in marching band or specialty corps completed in that semester, 2.5 units of elective, non-departmental, credit shall be awarded. No credit shall be awarded for other after-school extracurricular activities.
- (5) Courses in religion shall not be counted as units toward graduation.

b. Units may be earned in the following ways:

- (1) Successful completion of regular courses offered during the regular school year or summer school curricula.
- (2) Transfer of units from private or other public schools accredited by the appropriate Regional Commission or approved by the principal.
- (3) Home/hospital study programs completed under the supervision of the Academic Interventions and Alternative Programs.
- (4) Approved correspondence courses.
- (5) Community college or adult education course work. (Duplicate credit may be awarded for community college course work. Principals may certify completion of specific high school graduation requirements based upon a student's completion of comparable community college courses.)
- (6) Courses by examination, taken under the supervision of a certificated teacher, with prior approval of the department chairperson and the principal.
- (7) Independent study, as provided by California State Education Code 46300.
- (8) Community-based learning experiences with prior approval of the principal.

No credit shall be given for any work completed or courses taken outside the jurisdiction of the Grossmont Union High School District, except as noted above.

2. Graduation Requirements By Class Key

AR 6146.1(b)

CATEGORY	Requirement	Class Key	2005	2006	2007	2008	2009	2010	2011	2012	NOTES	
CREDITS REQUIRED OF ALL STUDENTS	English											
		-First Year (9th grade)	10	10	10	10	10	10	10	10	1	
		-Second Year (10th grade)	10	10	10	10	10	10	10	10		
		-Third Year (11th grade)	10	10	10	10	10	10	10	10	2	
		- Fourth Year (Elective)	10	10	10	10	10	10	10	10	3	
	Mathematics			30	30	30	30	30	30	30	30	4
	Science											
		- Life Science/Biology	10	10	10	10	10	10	10	10	10	
		- Physical Science	10	10	10	10	10	10	10	10	10	
	Social Science											
		-Geography/Humanities 1	5	5	5	5	5	5	5	5	5	
		-World History/Culture Geography	10	10	10	10	10	10	10	10	10	
		-Life Management Skills	5	5								5
		-Elective			5	5	5	5	5	5	5	5
		-US Hist/Am Studies	10	10	10	10	10	10	10	10	10	
		-American Government	5	5	5	5	5	5	5	5	5	
		-Economics	5	5	5	5	5	5	5	5	5	6
Technology Foundations			x	x	x	x	x	x	x*	x	7*	
Physical Education			20	20	20	20	20	20	20	20	8	
Visual & Performing Arts/Foreign Language			10	10	10	10	10	10	10	10	9	
Number of Elective Units			60	60	60	60	60	60	60	60		
Number of Elective Units - Valhalla						50	50	50	50	50	16	
Total Units Required			220	220	220	220	220	220	220	220		
COURSE QUALIFICATIONS	First Aid offered in grade 9 Physical Education		x	x	x	x	x				10	
SPECIAL LIMITATIONS	Work Exp. Must be earned in Gr 11,12		x	x	x	x	x	x	x	x		
	Number of units allowed for Work Experience		20	20	20	20	20	20	20	20		
	Number of units allowed for Physical Ed		40	40	40	40	40	40	40	40		
	Credit allowed for extracurricular activities		x	x	x	x	x	x	x	x	11	
PERFORMANCE STANDARDS	California High School Exit Exam		x	x	x	x	x	x	x	x	12	
COMPETENCY REQUIREMENTS	GRA English, Reading, and Math										13	
	Course Completion – Soph. Eng. & Math A										13	
VALHALLA	30 Credits of Science Required With Life Management Skills Requirement Met			x	x	x	x	x	x	x	14	
CREDITS REQUIRED/ RECOMMENDED FOR COLLEGE BOUND STUDENTS (BASED ON UC & CSU)	History/Social Science		20	20	20	20	20	20	20	20	15	
	English		40	40	40	40	40	40	40	40	15	
	Mathematics (Required/recommended)		30/40	30/40	30/40	30/40	30/40	30/40	30/40	30/40	15	
	Science (Required/recommended for UC)		20/30	20/30	20/30	20/30	20/30	20/30	20/30	20/30	15	
	Foreign Language (Required/recommended)		20/30	20/30	20/30	20/30	20/30	20/30	20/30	20/30	15	
	Visual & Performing Arts		10	10	10	10	10	10	10	10	15	

Notes:

- 1-2 Courses attempted and failed, (not withdrawals), may be replaced by English 7, English 8 or appropriate English electives. Refer to the Master Course Title list.
- 3 Students are required to take four years of English and should be programmed into English 1-6 for their 9th-11th-grade program. Beginning Key 90, students must earn 40 credits in English. Ten credits of the 40 may consist of any English elective course (E0) or alternative English course, e.g. English for Business. Courses not satisfying the senior English elective (E0) requirement are these: Publications 1-6, Reading Clinic 1, Reading 1-4, Developmental Reading, Speed Reading for College, Writing Fundamentals 1-2, Reading Competency SS, English Competency SS, Reading Proficiency SS and English Proficiency SS. Beginning with school year 2007code (E0) will be replaced with (E4).
- 4 For Class Key 92 and beyond, 30 units of Math are required and any Mathematics course counts toward the unit requirement. Beginning with Class Key 2000, 30 units of math are required including a full algebra I course. Beginning with Class Key 2001, 30 units of math are required including a full algebra I course and 1 additional mathematics course that is not a prerequisite to algebra I.
- 5 For Class Key 2006 and beyond, Life Management Skills is no longer a graduation requirement. The 5 units of credit will be fulfilled in a social science elective course.
- 6 Students may substitute one full year (10 credits) of Business Management and Ownership (T655) for the Economics (S5) graduation requirement.
- 7 Beginning with Class Key 2011, all students must complete a Technology Foundations requirement which meets the GUHSD Technology Competencies. This requirement may be met by satisfactory completion of appropriate coursework or by direct demonstration of the student's skills and knowledge. (Reference Item #4 for Technology Content Standards and Competencies).
- 8 Beginning Class Key 87, P.E. will be included in the overall and ranking GPA. Students are required to complete 20 units of P.E. Beginning with Class Key 92, students who participate in two extra-curricular interscholastic athletic seasons (from approved list) during their 10th or 11th grade year are exempt from the second year of the P.E. requirement and may graduate with only 10 units of P.E. pending successful completion of the physical fitness test (Fitness gram) effective 2007/2008 school year.
NOTE: Beginning Fall 2009, implementation of Education Code 33352 will not permit P.E. credit for any course unless taught by an appropriately credentialed P.E. teacher.
- 9 Students must complete one full year of either Visual and Performing Arts or Foreign Language (cannot be one semester of each).
- 10 Effective school-year 2010-2011, the First Aid requirement for graduation in the GUHSD is eliminated for all current and future students.
- 11 Beginning Fall 2009, Marching Band and JROTC may earn P.E. credit if taught by an appropriately credentialed P.E. teacher. Only athletics may earn a P.E. exemption provided the student passes the physical fitness test (Fitness gram) requirements his/her 9th grade year. Students may be awarded 2.5 elective credits per semester for Marching Band and Specialty Corps. (Also see Note 8)
- 12 Beginning with class key 2002 each pupil completing the 12th grade is required to pass the California High School Exit Exam.
- 13 The method of determining state mandated minimum proficiency was changed during the 91-92 school year to course completion. The change was effective retroactively for all students who had not yet met the proficiency requirement. For English and reading proficiency, students must complete sophomore English (the E2 graduation requirement) or any higher English course. To demonstrate mathematics proficiency, students must complete Math A or any higher math course. The GRA tests in English, reading and math are still available as an alternative method for meeting the proficiency requirement. State law ended this requirement effective with the Class Key 2000.
- 14 As authorized by Governing Board action on February 21, 2008 Valhalla High School is authorized to require students in graduating class of 2009 and beyond to complete 1 additional year of Science. The number of elective credits required for graduation will be 50. The additional year of Science requirement does not impact the number of credits required for graduation.

- 15 For college admission, all courses must be college preparatory, honors, or advanced placement. Applied arts and remedial classes will not be accepted for college admissions. Number of credits required for college admission is listed. Note that recommended credits are higher (Math: 40 credits; Science: 30 credits; and Foreign Language: 30 credits)

3. California High School Exit Examination (CAHSEE)

Beginning with Class Key 2002 each pupil completing the 12th grade will be required to successfully pass the high school exit exam. The CAHSEE consist of two parts, an English/Language Arts component and a math component.

4. Technology Foundations Requirement

Prior to receiving a diploma, students will be required to demonstrate technology-related knowledge and skills critical to success and safety as lifelong learners and citizens in a digital age, as well as to explore and prepare for their postsecondary options. The following learning standards will reflect successful performance based upon a common set of Technology Foundations competencies relating to each domain.

TECHNOLOGY CONTENT STANDARDS AND COMPETENCIES:

STANDARD:

1. Technology Operations and Concepts

Student demonstrates a sound understanding of the nature and operation of current core technology systems and applications. Student is proficient in the use of fundamental technology tools and resources based on the standard competencies set approved by the District Technology Council.

COMPETENCY:

1. Technology Operations and Concepts

GUHSD students will demonstrate a sound understanding of technology concepts, systems, and operations;

- a) understand and use technology systems;
- b) select and use applications effectively and productively;
- c) troubleshoot systems and applications; and
- d) transfer current information using new technologies.

Examples:

- ▶ Basic troubleshooting: Turning equipment on/off, making sure it's plugged in, how to perform a restart, force quit, when to update or not
- ▶ Basic skills: find a file, rename a file, move a file
- ▶ Perform/use applications for: word processing, spread sheets, presentations, media-editing software, publishing, internet browser, communications client

STANDARD:

2. Digital Citizenship

Student uses technology in a safe, ethical, legal, and socially responsible manner and is an advocate for others to do the same.

COMPETENCY:

2. Digital Citizenship

GUHSD will advocate and practice safe, legal, and responsible use of information technology;

- a) distinguish between fair use, intellectual property, and copyright rules; and
- b) demonstrate awareness of and consequences of unethical, illegal or inappropriate use of technology.

Examples:

- ▶ Proper use of citations and creative commons
- ▶ Use scenarios or case studies to illustrate issues and consequences of improper or dangerous use of social media or communications on the web

STANDARD:

3. Research and Information Fluency

Student uses digital tools to gather, evaluate and use information effectively.

COMPETENCY:**3. Research and Information Fluency**

GUHSD students will apply digital tools to gather, evaluate, and use information;

- a) perform research on a particular topic using basic research techniques to find specific target information;
- b) validate and evaluate the authority of the information gathered;
- c) cite sources of information;
- d) describe the differences between vetted databases (available via GUHSD online resources) and unreviewed sources, including when each would be used; and
- e) use post-secondary planning sites to develop post high school education and career plans.

Examples:

- ▶ Using the basic internet search techniques using key words, search engines and domains, find the total population of _____ country and the average yearly income
- ▶ Given a website, determine the author of the site and the probable validity of the information on the site
- ▶ Create a digital portfolio of your post-secondary plans with evidence of assessments, research, and your future plans

STANDARD:**4. Critical Thinking and Data-based Decision Making**

Student uses technologies to solve problems and make decisions, and increase productivity using appropriate digital resources. Student uses technology to promote innovation.

COMPETENCY:**4. Critical Thinking and Data-based Decision Making**

GUHSD students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources;

- a) use concept mapping and visual organization to relate concepts and develop ideas;
- b) complete project-based assignments using critical thinking and organizational skills; and
- c) synthesize information from multiple sources to propose a solution to a problem with multiple possible solutions.

Examples:

- ▶ Identify a complex global issue, develop a systematic plan of investigation, and present an innovative sustainable solution (i. e., global warming or overpopulation)
- ▶ Use the internet to collect resources and use them to write an academic-themed paper with citations

STANDARD:**5. Communication and Collaboration**

Student uses a variety of media and formats to communicate, collaborate, publish, and interact with peers, experts, and other audiences to contribute to learning. Student uses technology to exercise creativity.

COMPETENCY:**5. Communication and Collaboration**

GUHSD students will use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others;

- a) interact, collaborate, and publish with peers, experts, or others employing a variety of environments and media;
- b) communicate information and ideas effectively to multiple audiences using a variety of media and formats;
- c) contribute to project teams to produce original works or solve problems; and
- d) demonstrate cultural understanding and global awareness during communication.

Examples:

- ▶ Create a group presentation using online tools (i.e. googledocs)
- ▶ Create a professional email and use the tools of attachment, group email and calendar
- ▶ Identify the strengths and weaknesses of social networks
- ▶ Demonstrate communication for a stand-alone presentation using multi-media
- ▶ Demonstrate communication with an interactive presentation

TECHNOLOGY CONTENT STANDARDS AND COMPETENCIES: (cont.)

To fulfill this District Technology Foundations graduation requirement, students must pass a course offered in the District that is certified as a Technology Foundations-affiliated course, each course will include the administration of the standardized, District Technology Foundations assessment. However, any student already possessing a mastery level of GUHSD Technology Foundations competencies can make a one-time request to take and pass the approved Technology Foundations assessment in lieu of having to complete the aforementioned course in order to meet this requirement. Students who have not met the GUHSD Technology Foundations requirement prior to the start of their junior year may be required to take a designated Technology Foundations-affiliated course during their junior or senior year.

5. Foreign Exchange Students

Students representing the various approved foreign exchange programs are exempt from the graduation requirements, as listed, but must demonstrate mastery of minimum competency requirements. Upon satisfactory completion of their individually assigned course of study, as prescribed by the local high school, and mastery of the minimum competency requirements, a regular high school diploma shall be issued to these students. The prescribed course of study must include Civics or U.S. History, an English course and other electives to make up a full program, appropriate to the student's level of ability.

GROSSMONT UNION HIGH SCHOOL DISTRICT
La Mesa, California

Regulation

issued: April 28, 1994
 Revised: July 20, 1995
 Revised: July 9, 1998
 Revised: June 14, 2000
 Revised: July 11, 2001
 Revised: October 10, 2002
 Revised: September 11, 2003
 Revised: September 9, 2004
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 Revised: September 14, 2006
 Revised: September 6, 2007
 Revised: February 21, 2008
 Revised: August 4, 2008
 Revised: August 4, 2009
 Revised: August 11, 2010
 Revised: August 1, 2011
 Revised: August 2012

WASC APPENDIX G-1 – GLOSSARY OF TERMS - ECVHS

Acronym/Term	Stands For	Description
Apex	Apex Learning	Provider of online learning curriculum, including credit retrieval and supplemental courses.
AVID	Advancement Via Individual Determination	College readiness system designed to increase schoolwide learning and performance, with a particular focus on the least-served students in the academic middle. ECVHS is a nationally-recognized AVID National Demonstration School.
BCCA	Bilingual Cross-Cultural Aides	Paid adult staff members at ECVHS who speak English and either Arabic or Spanish; they work with our EL students in classrooms and offer tutorials at our Night Library program.
Be BRAVE	Be B old lifelong learners; R esourceful users of technology; A nalytical thinkers; V aluable members of society; and E ffective Communicators.	Be BRAVE is both a student incentive program for improved academic achievement, and a set of principles that guides students and staff at ECVHS as we strive to achieve our mission and live our vision. The BRAVE acronym incorporates our ESLRs and represents the mascot and rich traditions of our school.
Cal-PASS	California Partnership for Achieving Student Success	A voluntary collaborative initiative in which California schools, colleges, and universities share student data in order to track performance and improve success from elementary school through university.
Cal-SOAP	California Student Opportunity and Access Program	Administered by the California Student Aid Commission, the San Diego and Imperial Counties Cal-SOAP consortium is one of sixteen in the state designed to improve the flow of information about postsecondary education and financial aid, while raising achievement levels of targeted students.
CAPA	California Alternate Performance Assessment	An alternate performance assessment to the CSTs in English-language arts, mathematics, and science, for pupils with significant cognitive disabilities who have an IEP.
CELDT	California English Language Development Test	Designed to identify students with limited English proficiency, determine the level of English language proficiency of those students, and assess the progress of those students in acquiring the skills of listening, speaking, reading, and writing in English. Test must be administered to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school, and then annually thereafter until the student is reclassified as fluent-English-proficient (RFEP).
CMA	California Modified Assessment	An alternate assessment to the CSTs in English-language arts, mathematics, and science, for eligible pupils who have an IEP and meet the CMA eligibility criteria adopted by the State Board of Education.
CSEA	California School Employees Association	The local union representing classified employees in GUHSD.
ECAP	English Curriculum Alignment Project	A project of Cal-PASS, the Institute for Evidence-Based Change (IEBC), and GUHSD, the ECAP project uses student data and close collaboration between high school and college instructors to link coursework to ensure that high school students are ready for the reading, writing, and critical thinking expected at the college level.
Ed 2020	Education 2020	An online learning and credit recovery program produced by Edgenuity
GEA	Grossmont Education Association	Union representing certificated teaching employees in the Grossmont Union High School District
GOAL	Grossmont Online Academy of Learning	After-school credit recovery program offered through Grossmont Adult School

GUHSD	Grossmont Union High School District	District in east county of San Diego—ECVHS is one of nine comprehensive high schools in this district
Learning Center	Home Choice Learning Center	GUHSD program for students who are 5 th year seniors wanting to complete their high school diploma, as well as 11 th and 12 th grade students who are substantially deficient in credits. An independent study program using online instruction.
Link Crew	Link Crew	ECVHS mentorship program that connects incoming freshmen with upper-classmen. Leaders are linked with a group of up to fifteen freshmen students, and help coordinate a variety of activities throughout the school year to ensure that their freshman group is supported socially and academically, and that they feel connected to ECVHS.
MAPP	Measurement of Academic Performance and Progress	California State Department of Education designation for the Common Core assessments that will replace the STAR tests beginning in the 2014-2015 school year.
NWEA	Northwest Evaluation Association	Leveled reading test used at ECVHS to assess students' level of reading comprehension.
PBIS	Positive Behavior Intervention System	Newly-developed system of positive behavioral interventions at ECVHS. One example is a "Reflection Room" where students are assigned to write about a behavior choice that resulted in negative consequences, and what positive steps they can take to make different choices in the future.
Phoenix	Phoenix Independent Study	GUHSD independent study school offering full-time educational program for students with special interests and abilities, scheduling problems, or individual needs that cannot be accommodated in the traditional school setting.
PIQE	Parent Institute for Quality Education	Parent involvement program at ECVHS that is structured as a series of classes for parents on issues
PLUS Program	Positive Learning Utilizing Success	Special Education program for students with emotional/behavioral challenges that require a highly structured setting and a strong behavioral and therapeutic component.
PSP	Post-Secondary Plan	GUHSD and ECVHS have made a commitment to
QEIA	Quality Education Investment Act	Established in 2006 with the passage of California Senate Bill 1133, QEIA appropriations were allocated to schools ranked in decile 1 or 2, as measured by the 2005 API base, with the goal of increasing student achievement at those schools. ECVHS received QEIA grant funds from 2007-2013.
READ 180	Reading Intervention Program	Scholastic Corporation's reading intervention program, designed for students reading two or more years below grade-level.
RFEP	Reclassified Fluent-English-Proficient	A student whose primary language is not English who is reclassified based on CELDT score, teacher evaluation, parent input, and the student's performance of basic skills (as measured by the ELA CST).
SDCOE	San Diego County Office of Education	The county educational entity for our region.
SDSU Upward Bound	San Diego State University Upward Bound program	Educational opportunity outreach program designed to motivate and support students from disadvantaged backgrounds, enhancing students' college preparedness and awareness.
SST	Student Success Team	A team composed of a student, parent(s), teacher(s), and school administrator working together to identify the student's strengths and challenges, and develop a practical improvement plan that all team members agree to follow.
TIPs	Transition Infusion	An interactive program that brings guest speakers to the ECVHS campus

	Programs	to speak with students with special needs about best practices in the world of work, helping them transition fro school to the workplace.
TPR	Total Physical Response	Part of a comprehensive approach to language instruction at ECVHS, TPR emphasizes the important role of listening in the process of language acquisition, and the value of associating specific physical responses with the learning of new words.
UCSD Talent Search	UCSD Talent Search	Identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education.

El Cajon Valley High School

Grossmont Union High
Erin Richison, Principal

Street Address: 1035 East Madison Avenue, El Cajon, CA 92021-6298
Mailing Address: 1035 East Madison Avenue, El Cajon, CA 92021-6298

Phone: (619) 401-4700

Web Site: braves.guhisd.net/

Course Contact: Stephanie Picon
Course Contact Phone: (619) 401-4750 Ext:111

Note: (Grossmont UHSD)

School Accreditation (WASC) Status: Yes, Full Accreditation (through 2014)

School Demographic Information Last Updated: 8/12/13 7:49 PM
Course List Last Updated: 8/12/13 7:49 PM

ATP/CEEB code: 050805

CDS code: 37 68130 3731692

School Governance: Public

Primary School Type: Comprehensive HS (classroom based)

Secondary School Type: Comprehensive HS

Special Program(s):

Term Type:

Course List for 2013-14

The following courses meet requirements for admission to the University of California.

★ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.

◆ denotes courses that cannot be used to fulfill the "g" elective requirement.

The 'category' column represents the specific subject requirement fulfilled by the course.

Click the year link to go to the course list for that year

All available course lists for this school: [2005-06](#) [2006-07](#) [2007-08](#) [2008-09](#) [2009-10](#) [2010-11](#) [2011-12](#) [2012-13](#) **2013-14**

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Government 1C	Am Govt 1C	American Government / Civics		Semester A version of this course may be offered online
American Government 1C	Am Govt 1C	American Government / Civics		Semester A version of this course may be offered online
AP European History 🌟	AP EUR HIS 1, AP EUR HIS 2	World History / Geography / Cultures	AP	
AP Government and Politics United States 🌟	AP US Govt/Pol	American Government / Civics	AP	Semester
AP Government and Politics United States (Apex Lea 🌟)	AP US Government and Politics	American Government / Civics	AP	Semester Online Course
AP United States History 🌟	AP US Hist 1, AP US Hist 2	U.S. History	AP	
AP United States History (Apex Learning) 🌟	AP U.S. History	U.S. History	AP	Online Course
Global Studies/Geography 1, 2 (H)	GlbStud/Geo1H, GlbStud/Geo2H	World History / Geography / Cultures		A version of this course may be offered online
Global Studies/Geography 1C, 2C	GlbStud/Geo1C, GlbStud/Geo2C	World History / Geography / Cultures		A version of this course may be offered online
U.S. History & Geography 1C, 2C	US HIS/GEO 1C, US HIS/GEO 2C	U.S. History		A version of this course may be offered online
U.S. History since the Civil War (Apex Learning)	US Hist APEX Sem 1, US Hist APEX Sem 2	U.S. History		A version of this course may be offered online
World Hist Cult & Geog 1C, 2C	W His/Geo 1C, W His/Geo 2C	World History / Geography / Cultures		A version of this course may be offered online
World History since the Renaissance (Apex Learning)	World Hist since Ren Sem 1, World Hist since Ren Sem 2	World History / Geography / Cultures		A version of this course may be offered online
World History to the Renaissance (Apex Learning)	World Hist to Ren Sem 1, World Hist to Ren Sem 2	World History / Geography / Cultures		A version of this course may be offered online

b - English - 4 years required






Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.










Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Adolescent Search for Values 1C	Ad Sch Val 1C	English		Semester A version of this course may be offered online
Adolescent Search for Values 1C	Ad Sch Val 1C	English		Semester A version of this course may be offered online
AP English Language and Composition 🌟	Eng Lang 1 AP, Eng Lang 2 AP	English	AP	
AP English Language and Composition (Apex Learning 🌟)	AP English Language and Comp	English	AP	Online Course
AP English Literature and Composition 🌟	Eng Lit 1 AP, Eng Lit 2 AP	English	AP	
AP English Literature and Composition (Apex Learni 🌟)	AP English Literature and Comp	English	AP	Online Course
CSU Expository Reading and Writing	ERWC 1C, ERWC 2C	English		A version of this course may be offered online
ELD Advanced 1/2	ELD Advan 1, ELD Advan 2	English-ESL/ELD		A version of this course may be offered online Allow max. of 1 unit for ESL/ELD courses
English 1, 2 (H)	English 1H, English 2H	English		
English 1C, 2C	English 1C, English 2C	English		
English 3, 4 (H)	English 3H, English 4H	English		A version of this course may be offered online
English 3C, 4C	ENGLISH 3C, ENGLISH 4C	English		A version of this course may be offered online
English 5C, 6C	English 5C, English 6C	English		A version of this course may be offered online
English 7C, 8C	English 7C, English 8C	English		A version of this course may be offered online

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
English I (Apex Learning)	English 1C, English 2C	English		A version of this course may be offered online
English II (Apex Learning)	English 3C, English 4C	English		A version of this course may be offered online
English III (Apex Learning)	English 5 C, English 6 C	English		A version of this course may be offered online
English IV (Apex Learning)	English 7 C, English 8 C	English		A version of this course may be offered online
ESL Advanced 1, 2	ESL ADVAN 1, ESL ADVAN 2	English-ESL/ELD		A version of this course may be offered online Allow max. of 1 unit for ESL/ELD courses
Film as Literature 1C	Film As Lit1C	English		Semester A version of this course may be offered online
Mythology 1C, 2C	Mythology 1C, Mythology 2C	English		A version of this course may be offered online

c - Mathematics - 3 years required , 4 years recommended


Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra I (Apex Learning) 	Algebra I Sem 1, Algebra I Sem 2	Algebra 1		A version of this course may be offered online
Algebra I 1, 2 (H) 	Algebra IH-1, Algebra IH-2	Algebra 1		
Algebra I-A (Apex Learning) 	Algebra A Sem 1C, Algebra A Sem 2C	Algebra 1; Yr 1 of 2		A version of this course may be offered online
Algebra I-B (Apex Learning) 	Algebra 1 B Sem 1, Algebra 1 B Sem 2	Algebra 1; Yr 2 of 2		A version of this course may be offered online
Algebra IC 1, 2 	Algebra IC-1, Algebra IC-1 She, Algebra IC-2, Algebra IC-2 She	Algebra 1		A version of this course may be offered online

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra II (Apex Learning) 	Algebra II Sem 1, Algebra II Sem 2	Algebra 2		A version of this course may be offered online
Algebra II 1, 2 (H) 	Algebra IIH-1, Algebra IIH-2	Algebra 2		A version of this course may be offered online
Algebra IIC 1, 2 	Alg IIC-1 Bil, Alg IIC-1 She, Alg IIC-2 Bil, Alg IIC-2 She, Algebra IIC-1, Algebra IIC-2	Algebra 2		A version of this course may be offered online
Algebra IIIC-1, 2	Alg IIIC-1, Alg IIIC-2	Advanced Mathematics		A version of this course may be offered online
AP Calculus AB 	AP Cal AB1H-1, AP Cal AB1H-2	Advanced Mathematics	AP	
AP Calculus AB (Apex Learning) 	AP Calculus AB	Advanced Mathematics	AP	Online Course
AP Statistics (Apex Learning) 	AP Statistics	Statistics	AP	Online Course
College Prep Statistics 1C, 2C	ColPrepStat 1, ColPrepStat 2	Statistics		
Geometry (Apex Learning) 	Geometry Sem 1, Geometry Sem 2	Geometry		A version of this course may be offered online
Plane & Solid Geometry I 1, 2 (H) 	Pl&S Geo IH-1, Pl&S Geo IH-2	Geometry		A version of this course may be offered online
Plane & Solid Geometry IC 1, 2 	PL&S Geo 1C-1 She, PL&S Geo 1C-2 She, Pl&S Geo IC-1, Pl&S Geo IC-2	Geometry		A version of this course may be offered online
Pre-Calculus 1, 2 (H)	Pre-Calc IH-1, Pre-Calc IH-2	Advanced Mathematics		A version of this course may be offered online
Precalculus (Apex Learning)	PreCalc Sem 1, PreCalc Sem 2	Advanced Mathematics		A version of this course may be offered online

d - Laboratory Science - 2 years required , 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.


Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Environmental Science 	AP ENV SCI 1, AP ENV SCI 2	Interdisciplinary Science	AP	
Biology 1, 2 (H)	BIOLOGY 1H, BIOLOGY 2H	Biological Science		

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biology 1C, 2C	Biology 1 Bil, Biology 1 Shel, Biology 1C, Biology 2 Bil, Biology 2 Shel, Biology 2C	Biological Science		
Chemistry 1, 2 (H) ★	Chemistry 1H, Chemistry 2H	Chemistry	H	
Chemistry 1C, 2C	Chemistry 1C, Chemistry 2C	Chemistry		
Medical Biology 1C, 2C	Medical Bio 1C, Medical Bio 2C	Biological Science		
Physics 1, 2 (H) ★	Physics 1H, Physics 2H	Physics	H	
Physics 1C, 2C	Physics 1C, Physics 2C	Physics		










e - Language Other than English - 2 years required , 3 years recommended

Two years of the same language other than English.


Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP German Language and Culture ★	AP GermLan 1, AP GermLan 2	LOTE Year 4+	AP	
AP Spanish Language (Apex Learning) ★	AP Spanish Language	LOTE Year 4+	AP	Online Course
AP Spanish Language and Culture ★	AP SpanLang 1, AP SpanLang 2	LOTE Year 4+	AP	
French I (Apex Learning) ◆	French I	LOTE Year 1		Online Course
French II (Apex Learning)	French II	LOTE Year 2		Online Course
German 1C, 2C ◆	German 1C, German 2C	LOTE Year 1		
German 3C, 4C	German 3C, German 4C	LOTE Year 2		
German 5, 6 (H)	German 5H, German 6H	LOTE Year 3		
German 5C, 6C	German 5C, German 6C	LOTE Year 3		
Mandarin Chinese 3C, 4C	Mand Chinese3C, Mand Chinese4C	LOTE Year 2		
Spanish 1C, 2C ◆	Spanish 1C, Spanish 2C	LOTE Year 1		A version of this course may be offered online
Spanish 3C, 4C	Spanish 3C, Spanish 4C	LOTE Year 2		A version of this course may be offered online
Spanish 5, 6 (H)	Spanish 5H, Spanish 6H	LOTE Year 3		
Spanish 5C, 6C	Spanish 5C, Spanish 6C	LOTE Year 3		
Spanish for Span Spkrs 3C, 4C	Span Sp Spk3C, Span Sp Spk4C	LOTE Year 2		
Spanish for Span. Spkrs 1C, 2C ◆	Span Sp Spk1C, Span Sp Spk2C	LOTE Year 1		


Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Spanish I (Apex Learning) 	Spanish I	LOTE Year 1		Online Course
Spanish II (Apex Learning)	Spanish II	LOTE Year 2		Online Course

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
3D Design 1, 2 	Design 3-D 1, Design 3-D 2	Visual Arts (Intro)		
3D Design 3, 4	Design 3-D 3, Design 3-D 4	Visual Arts (Advanced)		
3D Design 5, 6	Design 3-D 5, Design 3-D 6	Visual Arts (Advanced)		
AP Studio Art: 2-D Design 	AP 2-D Design1, AP 2-D Design2	Visual Arts (Advanced)	AP	
Art 1, 2 	Art 1, Art 2	Visual Arts (Intro)		
Art 3, 4	Art 3, Art 4	Visual Arts (Advanced)		
Art 5, 6	Art 5, Art 6	Visual Arts (Advanced)		
Beginning Guitar 	Beg Gutr CL 1	Music (Intro)		
Choir 	Choir 1	Music (Intro)		
Concert Band	Concrt Band 1	Music (Advanced)		
Media 1, 2 	Media 1, Media 2	Visual Arts (Intro)		
Photography 1, 2 	Photo 1, Photo 2	Visual Arts (Intro)		
Photography 3, 4	Photo 3, Photo 3, 4, Photo 4	Visual Arts (Advanced)		
Television, Film and Digital Media (ROP) 	ROP TV Flm Dig, TeleFlmDigMd 1,2	Visual Arts (Intro)		
Theatre 1, 2 	Theatre 1, Theatre 2	Theater Arts (Intro)		
Theatre 3, 4	Theatre 3, Theatre 4	Theater Arts (Advanced)		
Theatre 5, 6	Theatre 5, Theatre 6	Theater Arts (Advanced)		

g - Elective - 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond () in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Macroeconomics (Apex Learning) 	AP Macroeconomics	History / Social Science	AP	Semester Online Course
AP Microeconomics (Apex)	AP Microeconomics	History / Social Science	AP	Semester

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Learning) ✨				Online Course
AP Psychology (Apex Learning) ✨	AP Psychology	History / Social Science	AP	Semester Online Course
AVID Senior Seminar 1, 2 C	AVID SrSem 1C, AVID SrSem 2C	English		
Earth Science 1C, 2C	Earth Sci 1C, 2C	Science-Physical		
Economics 1C	Economics 1C	History / Social Science		Semester A version of this course may be offered online
Economics 1H	Economics 1H	History / Social Science		Semester A version of this course may be offered online
Intro to Geography Concepts 1C	In/Geo Con 1C	History / Social Science		Semester A version of this course may be offered online
Intro to Geography Concepts 1C	In/Geo Con 1C	History / Social Science		Semester A version of this course may be offered online
Science 1C, 2C	Science 1 Sheltered, Science 1C, Science 2 Sheltered, Science 2C	Science-Physical		

Source: "University of California Doorways Home." *University of California Doorways Home*. N.p., n.d. Web. 09 Sept. 2013. <<https://doorways.ucop.edu/>>.

EL CAJON VALLEY HIGH SCHOOL

The Single Plan for Student Achievement



Grossmont Union High School District

CDS Number: 37-68130-3731692

Principal: Erin Richison, Ed.D

Date of this revision: May 2, 2013

For additional information on school programs and how you may become involved locally, please contact:

Erin Richison, Ed.D

Principal

619-401-4700

1035 East Madison Avenue, El Cajon, California, 92021

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The District Governing Board approved this revision of the School Plan on June 13 , 2013

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ECV's Vision

Working Together ~ Learning Together ~ Succeeding Together

ECV's Mission Statement

ECV is a gateway to opportunity where everyone works together to graduate all students with high levels of critical thinking, academic achievement, and personal excellence. ECV will provide clear, relevant, rigorous instruction and a collaborative system of support, while helping students identify their strengths and achieve their goals, maximizing success after graduation.

ECV's ESLRs

Bold lifelong learners who:

- Adapt proactively to varied roles, job responsibilities, schedules, and contexts
- Manage time and workloads efficiently and avoid procrastination
- Meet or exceed the California State Standards in all content areas

Resourceful users of technology who:

- Utilize technology as a tool to research, evaluate, and communicate information in a learning environment
- Expand the use of technology to employ different learning modalities in all content areas
- Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college

Analytical thinkers who:

- Apply complex problem-solving processes and critical thinking to school and real-life scenarios
- Use unconventional problem-solving skills in both academic and work environments
- Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas

Valuable members of society who:

- Participate in civic life by staying informed and aware of the impact their actions have on the community
- Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world
- Exhibit self-discipline, integrity, and socially responsible behavior

Effective Communicators who:

- Articulate thoughts and ideas effectively using oral or written skills
- Demonstrate ability to exchange ideas effectively and respectfully with diverse teams
- Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college

ECV Keys to Being B.R.A.V.E.

Commitment ~ Integrity ~ Ownership ~ Respect ~ Citizenship ~
Balance ~ Resourcefulness ~ Initiative

2013-2014 Planned Improvements in Student Performance

LEA Goal: TBD		
School Goal #1: By June 2014, 70% of freshmen, sophomores, and juniors will be credit current (on track) as measured by credits to-date, A, B, C rates and transcript analysis. (Sub-group goal to be determined for students arriving in the country mid-stream who do not have the opportunity to be credit current.)		
<p style="text-align: center;">Data Used to Form Goal</p> <p>A, B, C rates and freshmen, sophomore, and junior credits to-date.</p>	<p style="text-align: center;">Data Analysis Findings</p> <p>For semester 1 2012-13, 65% of all students are earning A, B, C, or D grades. Furthermore, only 62.4% of freshmen are on track, 62.7% of sophomores, and 67.3% of juniors are on track as of semester 1 2012-13.</p>	<p style="text-align: center;">Progress Evaluation Plan</p> <p>Every grading period progress grades will be analyzed in content teams and each semester credits to-date will be analyzed. Additionally, teams will be working on common formative assessments which will inform teachers on students' progress.</p>
<p>Strategy: During 2013-14, ECV will implement a program of tiered interventions addressing the needs of struggling students who are at risk of not passing classes (and would therefore not be credit current) as measured by school created and analyzed A, B, C rates.</p>		

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>1. Implement effective and engaging curriculum that is standards-based and purposeful using research-based instructional strategies.</p> <p>By June 2014</p>	<p>Admin Team/ Department Teams</p> <hr/> <p>Grants Coordinator/ Summer School Admin/ Brave Adventure Teachers</p> <hr/> <p>ELD Coordinator and Team</p>	<ol style="list-style-type: none"> 1. Develop common expectations in grading policies, pacing, and sequence. Before School PD Days 2013 2. Continue to fund Brave Adventure freshman introduction summer program. Summer 2013 3. Continue to implement EDGE curriculum in ELD classes. School Year (SY) 13-14 4. Continue to fund Bilingual/ Cross-cultural (BLCC) Aides to help with ELL classes SY 	<p>FTEs for Support Programs/Interventions and Class size reduction, Summer Curriculum Writing, Substitutes for Pull-out days, Travel & Registration, Consultant Contracts, Materials & Supplies, College Tutors, PD materials and supplies, Grants Coordinator monitoring and release time, TA/Sub for proctoring, Summer School Teacher Salaries, BLCC and TA salaries, materials, supplies, field trips,</p>

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
	Instructional Leadership Team (ILT) / Department Chair Council (DCC)	13-14 5. Provide Teachers/ Teams with A, B, C rates. Teams can then discuss strategies for improving passage rates. After Each Grading Period	busing, Edge Consumable Workbooks and supplement materials and supplies, Curriculum Writing, Substitutes
	Grants Coordinator	6. Supplemental materials/ supplies for academic classes. By Spring 2014	Cost:\$400,000
	Grants Coordinator/ ILT/ Admin Team	7. Design and Implement Professional Development and Learning Plan focused on: <ul style="list-style-type: none"> ▪ Literacy Skill acquisition ▪ Continue to send certificated staff to conference that offer research-based instructional strategies to give them ideas and educate them on the latest teaching techniques. ▪ Continue to offer and implement research-based Instructional strategies during pull-out day professional development opportunities. Before School – Summer 2013 	Title I, District Title 1, EIA, CAHSEE, Supplemental School Instruction (SSI), District Title 1 PD Set-asides
2. Create, use, and analyze standards- based common, formative assessments and benchmarks – use data to inform decisions.	Professional Development Assessment Coordinator/ ILT/ DCC	1. Design and Implement Professional Development and Learning Plan focused on: <ul style="list-style-type: none"> • How to write and use common formative benchmark assessments to inform instruction • Training and implementation on effective and engaging instructional strategies with a system to monitor implementation and effectiveness Before School PD Days 2013	Formative Assessment Coordinators for Math and English, PD Books and materials, Consultant Contracts, PD coordination and implementation, substitute coverage, summer curriculum writing Cost: \$170,000
	Grants Coordinator	2. Continue to implement use of NWEA MAP tests as a means of giving formative assessment data in the areas of reading comprehension and language. Fall Scores, Winter Scores, and Spring Scores.	Title 1, EIA

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>3. Provide support and intervention classes in areas of reading and math and for students who have failed courses or at risk.</p> <p>By June 2014</p>	Grants Coordinator/ ILT	<ol style="list-style-type: none"> Continue to implement READ 180/ System 44 Reading Intervention Classes to improve student literacy. Identify continuing students prior to school year based on spring testing and freshmen based on middle school ELA CST. Monitor after each grading period Fund sections of Credit Retrieval Program/ Learning Center SY 13-14 Fund Math Intervention Classes for students. SY 13-14 Summer school classes Summer 2013 Provide all freshmen with access to technology and tech skills. Online Class SY 13-14 Fund technology support and equipment for computer labs and portable labs to support electronic interventions and programs implemented to improve student literacy, math, and technology skills. As needed SY 13-14 	<p>Teacher Salaries, College Tutors, Additional READ 180 licenses and materials, Salaries for teachers of Credit Retrieval and Learning Center and Ed 20/20 licenses, Materials and supplies for labs, mini-labs for classes, other equipment and repair for equipment.</p> <p>Cost: \$100,000</p> <p>Title 1, EIA, CAHSEE, SSI</p>
	Admin Team/ Guidance Team		
	ILT/ Math Team		
	Summer School Admin/ Guidance/ Grants Coordinator		
	Technology Coordinator/ Online Class Teacher / ILT/ Admin Team		
<p>4. Implement outside-the-school –day interventions and re-teaching for students who are not passing benchmarks or are in need of additional support.</p> <p>By June 2014</p>	Grants Coordinator/ ILT/ DCC/ Intervention Specialist	<ol style="list-style-type: none"> Advertise these programs and resources. Brave School Saturday Scholars Night Library SES Tutoring <p>Monthly</p>	<p>Teacher pay – after school, Intervention Consultant, tutors, BLCC Aides additional hours, materials and supplies.</p> <p>Cost: \$ 150,000</p> <p>ASSETs, Title 1, District Title 1, SSI, EIA</p>
<p>5. Create a tiered program of New Comers, ELD, Sheltered, and Mainstream to address the different needs of students.</p>	School-wide English Learner Programs Team/ Guidance Team/ Admin Team	<ol style="list-style-type: none"> Create clear entrance and exit criteria for movement between programs. Summer 2013 Create educational plans for all students labeled ELD. Create Summer 2013 – Implement all year Professional Development in Advanced SDAIE. Summer 2013 Strive to maintain class size reduction for sheltered sections. SY 13-14 	<p>BLCC Aides, Coordinators to provide support with effective EL teaching strategies, ensure compliance with state and federal laws, coordinate Professional Development, and ensure the use of common formative assessments and pacing in English and math.</p> <p>Title 1, EIA, SSI, District Title 1 and EIA</p>

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
6. Provide after school Extended Day Classes for students who need additional support or are credit deficient. By Semester 2 2013-14	EL Team/ Grants Coordinator/ ILT/ Guidance Team/ Admin Team	1. Identify students for extended day classes. Semester 2 2. Schedule and run class(es). Semester 2	Teacher pay, tutor pay, TA pay, materials and supplies Cost: \$8,000 ASSETs, Title 1, SSI, EIA
7. Weekly meetings with AP Attendance, DPS, Attendance Clerk to update "most-wanted list." Monthly 2013-14	Admin Team/ DPS/ Attendance Technician	1. Positive Attendance Incentives Monthly 2. Monthly drawings for 100 % attendance Monthly 3. Semester luncheons for 100% attendance students at the Wig Wam Restaurant End of Each Semester 4. Attendance Display on quad to track school-wide monthly attendance. Updated Monthly	Student luncheons, Movie ticket incentives, other incentives Cost: \$1,500 Attendance Incentive, ASSETs
8. Continue to address the issue of student connectivity by providing before and after school program, Camp Lead, and Link Crew activities to connect incoming Freshmen to upper classmen to promote student connectivity and improve student achievement. By June 2014	Link Crew Teacher Leaders/ Guidance Team/ DPS	1. Link Crew Activities – Freshmen Orientation – August 2013 2. Camp Lead. Mid-Year 3. Before and After School Programs through ASSETs – get student input Spring 2013, Book consultants and run enrichment programs before and after school. SY 13-14	Hourly Instructor Rate, Student and Staff Travel & Registration, Camp Lead Facility Rental, Bus costs, Link Crew T-shirts and supplies, Consultant Contracts Materials & Supplies, catering for required snacks, parent meetings Cost: \$ 150,000 ASSETs, Title 1, Attendance Incentive
9. Continue to implement and refine a Comprehensive Integrated System of Supports for Students and Families to sustain our goal of improved student achievement. Coordinate efforts between FRC, Counselors, Attendance, Drop-out Prevention Program, and Administration to tighten the support net and communicate services. By June 2014	Admin Team/Guidance Team/ PLC Teams/ FRC & Case Management Team/ Grants Coordinator	1. Recruit Volunteers to include parents and community members in the school community. During Registration 2013 2. Develop and implement a comprehensive school marketing plan to effectively communicate with our community the positive things that are happening at El Cajon Valley High School including maintaining a viable ECHVS web page. SY 13-14	Consultant Contracts, Community Liaison, Materials & Supplies, Fingerprinting for volunteers, Promotional Materials and Supplies, catering, mailings, translations, Website maintenance Cost:\$300,000 Title 1, EIA

LEA Goal: TBD

School Goal #2: By June 2014, 50% of sophomore, first time test takers will score proficient on the CAHSEE ELA and on the math as measured by test score analysis.

Data Used to Form Goal	Data Analysis Findings	Progress Evaluation Plan
CAHSEE data provided by the state Dataquest website. Passage rate and proficiency rate analysis.	2012 Proficiency rate ELA: 31% Math: 42%	This goal will be evaluated on an annual basis when proficiency and passage rate data is available for the spring version of the SPSA.

Strategy:

During 2013-14, ECV will implement prevention and intervention programs that support students with passing the CAHSEE at the proficient level.

Action/ Date Goal #2	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement the use of IXL, and USA Test Prep as individualized, web-based CAHSEE and CST prep programs. By June 2014	Admin Team, Department Teams	1. Determine need, purchase, and implement programs within academic classes or intervention programs. Summer 2013	Licenses of programs, supplemental materials and supplies Cost: \$7,000 Title I, EIA, CAHSEE, Supplemental School Instruction (SSI)
2. Continue to use CAHSEE and CST released questions core classes with test taking strategies.	Core Class Teachers and Leads	1. Update Curriculum. Summer 2013	Duplicating costs Cost: \$500 Site Title 1, CAHSEE Budget

Action/ Date Goal #2	Person(s) Responsible	Task/Date	Cost and Funding Source
By June 2014			
3. Continue to offer additional test prep for CAHSEE in the form of after school intervention, CAHSEE support classes, substitutes for CAHSEE testing days, and supplemental materials and supplies to support test prep. By March 2014	Admin Team/ ILT/ DCC	1. Have freshmen students take Emap and district CAHSEE ELA diagnostic for the following year. Spring 2013 2. Identify and place students for CAHSEE "Diamond" Saturday Intensive Program. January 2014 3. Refine curriculum. January 2014 4. Monitor students who attend. Provide encouragement and incentives as needed. Spring 2014	Faculty Salaries, materials and supplies for test prep, Substitute pay, outside the school day teacher pay, curriculum writing, professional development Cost: \$70,000 ASSETs, Title 1, CAHSEE, SSI
4. BE Brave Incentive Program – 380 Tribe, testing rewards and incentives for students achieving Advanced or Proficient or making large gains in scores. Includes the "Why Try?" booklets. By June 2014	BE Brave Committee meetings on incentives	1. Establish which students scored 380 or higher. Spring 2013 2. Provide these students with the ID card that allows them early access to lunch. Fall 2013 3. Provide other incentives. SY 13-14	To include movie tickets, possible assembly, other rewards, Why Try booklet creation, pencils or buttons Cost: \$5,000 Attendance Incentive, ASSETs, Site Funds
5. Offer support classes such as Integrated Math.	Core Department Chairs and Admin Team	1. Identify students for support classes. Summer 2013 2. Implement Integrated Math curriculum. SY 13-14	Intervention Teacher Salaries Cost: \$200,000 Title 1, CAHSEE
6. Explore offering additional CAHSEE prep classes for students who do not pass the CAHSEE as first time test-takers. By Fall 2013	Admin Team, ILT, Guidance Team	1. Identify number of students in this situation. Summer 2013 2. Explore adding a CAHSEE class within the school day to meet these students' needs. Summer 2013	Teacher for class section (s) Cost: \$100,000 Title 1, CAHSEE

LEA Goal: TBD		
School Goal #3: By June 2014, ECV will increase the percentage of graduating seniors to be 75% as measured by SST data (and 70% on CDE data.)		
Data Used to Form Goal Data on number of enrolled seniors and number earning a diploma on the last day of school. This data is kept by the SST.	Data Analysis Findings In 2011, 78.3% of the senior class graduated with a diploma. In 2012, 68.1% graduated with a diploma.	Progress Evaluation Plan Annual program monitoring by analyzing SST data.
Strategy: During 2013-14, ECV will create and implement a set of school-wide skills that are addressed in every class to further the preparedness of students to meet all graduation requirements.		

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement effective and engaging curriculum that is standards-based and purposeful using research-based instructional strategies.		See Goal 1 for details	
2. Provide support and intervention classes in areas of reading and math and for students who have failed courses.		See Goal 1 for details	
3. Implement outside-the-school –day interventions and re-teaching for students who are not passing benchmarks or are in need of additional support.		See Goal 1 for details	
4. Provide after school Extended Day Classes for students who		See Goal 1 for details	

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
need additional credits or are in need of passing the CAHSEE.			
5. Weekly meetings with AP Attendance, DPS, Attendance Clerk to update “most-wanted list.” Positive Attendance Incentives: Monthly drawings for 100 % attendance; Semester luncheons for 100% attendance students at the Wig Wam Restaurant; Attendance Display on quad to track school-wide monthly attendance.		See Goal 1 for details	
6. Increase number of students taking and passing A-G requirement classes. Semester 1 and 2 2013-14	Guidance Team/ Admin Team/ ILT/ Department Teams	1. Change curriculum for English 1C/2C Sheltered. Summer 2013 2. Implement new School-wide EL Programs model. Fall 2013 3. Implement Brave School re-teaching/ retesting programs to address student passage rates. For Fall 2013 – Review monthly	Materials and Supplies, Supplemental Books and Materials, Teacher/ Tutors for Brave School Cost: \$ 50,000 ASSETs, Title 1, CAHSEE, Site Funds
7. Collaborate across departments to facilitate the creation and implementation of a set of school-wide skills to be taught at every grade level.	Admin Team/ Department Teams	1. Convene a team interested in setting up this process. Summer 2013 2. Decide skills on which to focus. Summer 2013 3. Implement skills within classes. SY 13-14	Substitute pay for Pull-out Days, Summer Curriculum writing Cost: \$65,000 Title 1, EIA
8. Increase students awareness of jobs and job skills needed for post-high school employment success. June 2014	Administration/ CTE Coordinator/ CTE PLC Team/ Guidance Team/ PLC Teams/ AP Coordinator/ AVID Coordinator	1. Create a plan to incorporate job skills at each grade level across all classes. By Spring 2014 2. Expand and refine our CTE programs through the development of Career Pathways and we will design and implement 4 year post-secondary preparation plan with an awareness and development activity at each	Curriculum Writing, Substitutes, Transportation, college fieldtrips, Materials & Supplies, Refreshments for parent nights, Pay for teachers/ counselors to run after school or Saturday sessions. Cost: \$10,000

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
		grade level. This includes the Individual Graduation Plans (IGP) and the Post-Secondary Plan (PSP). By Spring 2014 3. Increase number of students attending college field trips. SY 13-14 4. Continue to offer college placement testing on campus, college application help sessions, FAFSA help sessions, and other college related informational and help seminars. SY 13-14	ASSETs, Title 1, CTE/ROP
9. Design and implement a Parent Involvement Plan to assist in our goal of improved student achievement . <p style="text-align: center;">Spring 2014</p>	Administration Title I & Grants Coordinator FRC Coordinator, Guidance Team AVID Team	1. Parent Institute for Quality Education to educate parents about the school system. Fall 2013 2. Offer seminars to parents (Coffee Talks, Counseling Nights, etc.) on standardized testing, postsecondary options and preparation, and other issues of concern such as safety, gang awareness, and personal finance. SY 13-14 3. Continue to offer the parent-to-parent model of parent outreach. Ongoing 4. Continue to improve communication to parents through regular school newsletters, phone dialers, and updates mailed home, updates on website, and through the parent email list. Ongoing	FRC Consultant Contracts Parent Mentors, Workshop Registration, Materials & Supplies, PIQE Contract, Hourly Translations and Interpretations, Equipment for interpretation, Mailings, materials and supplies, welcome bag materials and supplies Catering Cost: \$250,000
10. Provide an exit survey to all seniors. <p style="text-align: center;">June 2014</p>	Guidance Team and Admin Team	1. Identify the needs assessment survey/ questions to ask exiting seniors. Summer 2013 2. Analyze the responses to make adjustments to programs and services offered to students. SY 13-14	Materials and supplies, duplicating costs. Site funds

Budgets 13-14

District Revenue Sources: In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs. Please refer to the budget section for full details.

Categorical Programs Included in this Plan

Categorical Programs - Description 2013-14	
<i>updated May 2013</i>	
Federal Programs	
*ASSETS – 21st CCLC <i>After School Safety and Enrichment for Teens. Funds after school enrichment programs for students and parent education activities. Assist students to meet state and local academic achievement standards in core academic subjects and/or pass the CAHSEE. Key areas: Academic Support and Enrichment, College/Career Awareness, Physical Activities, Parent Literacy.</i>	\$250,000.00
*TITLE I: SCHOOL WIDE PROGRAM - <i>Upgrade the entire educational program of the school. The purpose of Title I funding is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments.”</i>	\$510,000.00
*Title I carryover 11-12	TBD
*Title I Professional Development 12-13 - <i>for Professional Development to improve student achievement on standardized tests</i>	\$91,800.00
*District Title I Parent Involvement Set-aside 2012-13 - <i>for parent involvement activities</i>	\$9,180.00
Total Federal Funding	\$860,980.00
State Programs	
Arts & Music - <i>funds used for supplemental materials and supplies</i>	TBD
AVID - <i>Designed to increase school-wide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path. Funds AVID T.A.s, activities to promote AVID</i>	TBD
CAHSEE - <i>Funding supports intensive instruction and services for eligible students who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils.</i>	TBD

*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM - <i>“Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant. A school shall use EIA funds to support programs and activities designed to assist English learners achieve proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. EIA-LEP is for ELs only (Used to fund EI Coordination, Instructional Aides, Materials/Supplies, postage, parent meetings and Professional Development for English Learners)</i>	TBD
*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM carryover 11-12	TBD
*ECONOMIC IMPACT AID/SCE – EIA-SCE <i>Helps educationally disadvantaged students succeed in regular program</i>	TBD
*ECONOMIC IMPACT AID/SCE – EIA-SCE carryover 11-12	TBD
*GATE - <i>Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. Used for conferences, books, field trips ,admissions, materials, and supplies</i>	TBD
Supplemental School Instruction – <i>funds academic support classes and tutorials in before and after school programs</i>	\$22,000.00
Instructional Materials – <i>funds must be spent on locally adopted standards-aligned instructional materials and in-service training related to use of instructional materials.</i>	TBD
MAA - <i>Funds generated through the MediCal Billing and enrollment process. Used to fund Case Managers in Family Resource Center.</i>	0
SAFE SCHOOLS - <i>Used to fund safety supplies and communication</i>	TBD
SLIBG - Library Materials	TBD
*TUPE - <i>Tobacco Use/ Prevention Education Grant (.15 FTE to TUPE Coordinator for 3 years. Remainder materials, supplies, registrations to support program.</i>	TBD
Total State Funding	
* programs requiring School Site Council Approval	

Centralized Services

ASSETs 13-14	
ASSETs Allotment	\$ 250,000.00
Certificated	
Co-Coordinator, .2 FTE	\$ 20,000.00
Co-Coordinator's Summer Hours	\$ 2,000.00
Night Library (2 hrs 4 days week - 2 teachers, 3 BLCC)	\$ 50,000.00
Saturday Scholars	\$ 35,000.00
Brave School	\$ 25,000.00
Student Center	\$ 15,000.00
Hours for Coordinator after school - 5 hours per week	\$ 8,000.00
Enrichment Classes	\$ 10,000.00
Hourly Instructors Certificated - Enrichment - Summer 2014	\$ 5,000.00
Camp Lead	\$ 17,000.00
Classified	
TA's school year (16 hrs/week)	\$ 8,000.00
Hourly campus supervisors	\$ 7,000.00
Hourly campus supervisors (est. \$500/mo) summer	\$ 1,500.00
Budgeted amount for Consultants	\$ 10,000.00
Materials, Supplies	
Materials for Student Center and Classes	\$ 5,000.00
Supplies for Facilities used	\$ 3,000.00
Duplicating for class materials	\$ 1,000.00
Daily Student Snacks	\$ 9,000.00
Incentives for attendance	\$ 1,000.00
Celebrations of Student Successes	\$ 5,000.00
Indirect	\$ 12,500.00
Total	\$ 250,000.00
Remaining	\$ -

Title 1 13-14	
Title I Allotment (carryover entitlement included)	\$ 510,000.00
Certificated Staff for Support and Intervention	
Title 1 Coordinator, .6 FTE	\$ 60,000.00
Reading Intervention Classes - 1 FTE	\$ 85,000.00
Math Intervention Classes - 1 FTE	\$ 85,000.00
Beyond the School Day Intervention and Support	
Intervention Consultant	\$ 70,000.00
Family Resource Center Contract SDYS	\$ 100,000.00
Classified Staff for Support and Intervention	
Community Liaison	\$ 60,000.00
Part-time Classified	
Parent Mentors	\$ 25,000.00
Materials, Supplies	\$ 5,000.00
Software	
Ed 20/20	\$ 12,000.00
Professional Services	
Planners for 13-14	\$ 8,000.00
Total	\$ 510,000.00
Remaining	\$ -
District Title I Set-aside 2013-14	
Parent Involvement	9,180.00
F/R Lunch Translation Help - summer	\$ 250.00
Hall of Braves - Refreshments	\$ 1,500.00
Open House Parent BBQ	\$ 500.00
Freshman Showcase Refreshments	\$ 500.00
Newsletter printing/ mailing for parents	\$ 4,000.00
Senior Awards Refreshments	\$ 300.00
SSC Refreshments	\$ 600.00
Refreshments for Coffee Talks	\$ 600.00
Hourly translations/Interpretations	\$ 400.00
Volunteer Fingerprining	\$ 300.00

	Total	\$ 8,950.00
	Remaining	\$ 230.00
	Professional Development	\$ 91,800.00
Substitutes for Pull-out days		\$ 30,000.00
Summer Curriculum Writing		\$ 35,000.00
PD Assesment Coordinator .2 FTE		\$ 20,000.00
	Subtotal	\$ 85,000.00
	Remaining	\$6,800.00

Form D: School Site Council Membership

Names of Members 2012-13	Principal	Certificated Staff	Classified/ Other Certificated Staff	Parent or Community Member	Secondary Student
Erin Richison, Principal	X				
Lori Clark, Senior Secretary			X		
Vanessa Sliwa, Counselor			X		
Kara Vickrey, FRC Manager			X		
Matt Kershaw, Math Teacher		X			
Diann Kueny, Video Production Teacher		X			
Jessica Merschtina, Social Science Teacher		X			
James Mitchell, English Teacher		X			
Branden Namimatsu, Social Science Teacher		X			
Maxine Sagapolutele, ELD Teacher		X			
Layth Abid, Parent				X	
KhuLood Al Saleh, Parent				X	
Mary Lou Cope, Parent				X	
Marco Gaona, Parent				X	
Hanaa Khalfa, Parent				X	
Mario Gorgees, Twelfth					X
Ebony Higgins, Twelfth					X
Christian Reynoso, Eleventh					X
Francisco Martinez, Eleventh					X
Saher Mekhaal, Tenth					X
Numbers of members of each category	1	6	3	5	5
Ragya Al Karawi, Alternate Parent					
Lourdes Gaona, Alternate Parent					
Maria Gorghis, Alternate Parent					
Nawal Hirmiz, Alternate Parent					
Rocio Juarez, Alternate Parent					
Wisam Al Modares, Alternate Parent					
Micia Lopez, Student Alternate					
Virnel Moon, Student Alternate					

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee


Other: (**Input from:** English Department, Math Department, Social Science Department, Science Department, English Learner Program, Special Education, Career Technical Education, AVID, Guidance Department, Family Resource Center, Drop-Out Prevention Specialist, Library Media Program, Technology Coordinator, Manager of School Facilities, PTSA, Parent Mentors, Case Management Team)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: May 2, 2013 (with revisions) and voted on May 2, 2013.

Attested:

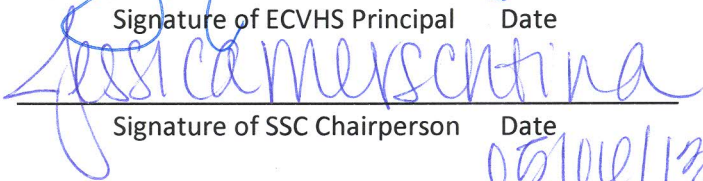
Erin Richison
School Principal

Jessica Merschtina
SSC Chairperson



Signature of ECVHS Principal Date

5/6/13



Signature of SSC Chairperson Date

05/06/13

El Cajon Valley High

School Parent Involvement Policy 2013-2014

Convene Annual Meeting to inform parents of the Title I students and Title I requirements and their rights to be involved in the Title I program and provide parents of Title I students with timely information about Title I program:

A review of the policy and of Title I and other support programs will be presented at the Fall Open House as well as at other parent education and outreach venues offered throughout the year.

Offer a flexible number of meetings and involve parents in an organized, ongoing and timely way in the planning, review and improvement of its Title I programs:

This will happen through the variety of parent outreach and education venues listed below. In addition, a formal review of both the policy and compact will take place annually through the School Site Council, ELAC, PTSA and other parent groups. The compact will be distributed to parents and students as part of the registration packets and start of school information packets. The policy and compact is incorporated into the Single Plan for Student Achievement. Look at ways to have parents attend meetings during the school day or on weekends to meet their scheduling needs.

Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

This will occur at Open House, on our school website, and individual appointments as requested with the guidance staff, as well as through the ongoing parent education and outreach.

Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in the education of their children.

Parents are encouraged to request a meeting with their student's teacher or counselor at any time during the school year. In addition, parents are asked to participate in a variety of leadership positions such as in School Site Council, ELAC, PTSA, CTE Advisory Boards and Booster Clubs to name a few.

Needs:

Communication:

- Expand the parent email group list
- Continue to provide home communications in Spanish and Arabic.
- Continue to create a newsletter that includes successes and information with parents on a regular basis.
- Continue to improve the Parent Section on the school web site to include all important dates (student and parent activities) as well as information on all of the support programs and how to access them.
- Schedule regular meetings with representatives from all parent groups to avoid scheduling conflicts when possible and to build a more focused approach to parent involvement on campus.
- Host fun, educational events on campus just to get parents and the community on campus to focus on the positive aspects of the school (math night, astronomy night, parent variety show).
- Implement recommendations from the site and district Parent Involvement Committees.

- Continue to fund Title 1 Coordinator to facilitate Parent Involvement programs.
- Continue to update the website to be more professional looking in order to attract potential incoming families.

Parent Outreach and Education:

- Continue the parent-to-parent model of parent outreach and education with the Parent Mentors and parent information evenings - “Coffee Talks”
- Explore offering PIQE
- Continue to work closely with the refugee settlement agencies- IRC and YALLA- as well as the new district Welcome Center to help our newcomer families adjust.
- Implement recommendations from the site and district Parent Involvement Committees.
- Continue to fund refreshments for parents attending school events like Open house, etc.

Parent/Student/Staff Compact:

This has been updated with new input from School Site Council, PTSA, and student representatives. The compact is distributed to parents and students as part of the start of school information packets and as a mailing at the beginning of school. The policy and compact is incorporated into the Single Plan for Student Achievement.

See Appendix for a copy of the compact.

El Cajon Valley High School Parent Involvement Update 2013

As a school, El Cajon Valley communicates with parents through a variety of venues. El Cajon Valley High School has Open House that is designed for parents to meet the teachers and learn about the classes and expectations. Student achievement is highlighted through the monthly Hall of Braves luncheons provided by our ROP Restaurant program. Students are nominated from teachers in our “A for the Day” program for their excellence and invited to attend a luncheon in their honor with their parents. There is also a parent newsletter that is sent home that includes information about programs and important dates for parents to remember and be involved.

The parent/community organization, the English Learner Advisory Committee (ELAC) is very active on our campus. ELAC is composed of the parents of English learners. It meets every third Wednesday of the month with about 70+ parents at each meeting. Parent and community leadership opportunities also include a PTSA Committee and an active School Site Council Committee.

There were also 8 Coffee Talk Seminars provided a year for parents in English, Spanish, and Arabic that covered a wide range of topics. The Coffee Talks are a way to inform and educate parents on a variety of topics of their interest and make a connection between them and school.

After previously meeting with the following parent groups -PTSA, School Site Council, ELAC, a community Parent Support Group, and soliciting additional parent input through the parent email group list - the site parent involvement policy was developed.

As we enter a WASC year, we have plans to have parent and community surveys to further gauge areas of concern or need.

Communication:

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

Status Report: This is an ongoing process and home communication has been greatly improved. We are required to send all home communications in English and Spanish, and we provide Arabic when possible. Home communications include: written notices sent with students and mailed home, flyers posted in Adult Education and other community venues, staff calls home, school automated caller in English, Spanish and Arabic, and home visits by the Drop-out Prevention Specialist and the Family Resource Center staff. El Cajon Valley also communicates regularly with both parents and the community through group emails that provide ongoing updates. In 2011-12 we had over 600 parents on the parent email group list. Additionally, the Parent Mentors contacted 1000 families and have trained them to access the district Parent Portal system which can be used to verify attendance and grades.

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

Status Report: A parent/community section was added. We have the option for translating the website into Spanish and Arabic. The website and a calendar of school and parent events has been added and regularly maintained.

Parent Outreach & Education:

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

Status Report: In 2011-12 Two Open House Nights took place, one in the fall and one in the spring. The annual Title I meeting and School Site Council parent elections were on the agenda at the fall Open House. The Spring Open house was combined with the Freshmen Orientation which we called "Winter Welcome". This took place in February with a variety of student/parent seminars and a festive carnival-like exposition of extra and co-curricular activities. The PTSA and Link Crew served a hot dog and hamburger barbeque. The combination allowed incoming freshmen and their parents to see the upper classmen and programs on campus with all teachers present as well.

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

Status Report: Two, part-time Parent Mentors have been working (1 Arabic/Chaldean/English and 1 Spanish/English). The purpose of this position is to provide a parent mentor to assist new and current parents in understanding the school system and accessing the resources needed to help their students achieve. This parent-to-parent outreach model engages parents in their children's education through direct personal contact. This personal contact takes place at the school, at homes, and at other venues through-out the community –community centers, apartment complex meeting rooms, etc. Over 1,000 parents have been provided with training and information to access Parent Portal by the Parent Mentors. This model is a key component of our Parent Involvement Policy.

Parent participation in the Coffee Talks and other parent nights has consisted mostly of Arabic speaking and Spanish speaking parents. These events do not seem to attract native-born, English only speaking parents. However, the parent email group list and parent participation at the Open Houses and the Freshman Orientation has been more representative of the whole school parent population. It would appear that certain activities and outreach are better received among certain parent sub-groups. We need to ensure that we are reaching as many parents in as many ways as possible.

El Cajon Valley High School

Parent/Student/School Compact 2013-2014



PARENT: It is important to assist in the learning and success of my son/daughter in school; therefore, I will do the following:

- Ensure that my child attends school daily, on time, prepared, and ready to work and learn
- Establish a regular time and a quiet place for homework and studying
- Recognize the importance of attending Open House and other school events
- Monitor my son/daughter's progress regularly
- Update the school with current contact information
- Contact the school when needed and utilize the resources available to assist in student success (school phone # 401-4700, school website: <http://braves.guhsd.net>, parent portal: <http://portal.guhsd.net/GUHSD/parents> or staff email: first initial plus last name@guhsd.net)

Parent/Guardian Name (Please print) _____

Signature: _____ **Date** _____

STUDENT: It is important to do the best that I can; therefore, I will do the following:

- Attend school daily, on time, prepared and ready to work and learn
- Do my best in class and complete assignments
- Attend tutorials or Night Library as needed
- Have a positive, respectful attitude toward myself, others, school and learning
- Follow the behavior and dress code at my school
- Support my school by checking out activities on campus and making an effort to get involved
- Respect the campus and keep it clean

Student's Name _____ **ID #** _____ **Grade** _____

Signature _____ **Date** _____

SCHOOL: The entire school staff will share the responsibility for student achievement; therefore, we will do the following:

- Provide highly trained teachers and quality curriculum to all students
- Provide an environment conducive to learning
- Frequently and accurately inform parents of their child's progress through phone calls, notices sent home, emails, parent conferences, grade reports, and annual CAHSEE and CST results sent home
- Provide support programs to students and families to address issues affecting school
- Provide opportunities for parents to volunteer, access staff, learn more about the school and adolescent issues and serve as decision makers on committees (Annual Title I Meeting, Open House, Parent Education Nights, PTSA, School Site Council, ELAC, Booster Clubs, etc.)
- Provide professional development to the staff on how to work effectively with parents as partners

Principal's Signature _____ **Date** _____

Course Number	Course Title	Textbook Title	Sections/Total Enrollment	Textbook Count	
G081	German 1/2C	Deutsch Aktuell 1 2004	1/33	65	0-8219-2537-7 2004
G083	German 3/4C	Deutsch Aktuell 1 2004	1/22		
G082	German 5/6C & H	Deutsch Gestern Un Heute 1987	1/14		0-8219-0221-0 1987
G101	AP German Lang	Deutsch Aktuell 3 2010	1/6	6	0-8219-5207-2 2010
G560	Mandrian Chinese 1C	Discovering Chinese Vol. 1 2007	1/18	20	9-62978242-1 2007
G562	Mandrian Chinese 3C	Discovering Chinese Vol. 2 2007	1/8	16	9-62978245-6 2007
G564	Mandrian Chinese 5C	Discovering Chinese Vol. 3 2007	1/5		9-62978248-0 2007
G271	Spanish 1/2C	Descubre 1 2011	3/100	230	1-60576-096-X 2011
G273	Spanish 3/4C	Descubre 1 2011	3/111		
G275/G284	Spanish 5/6C & 5/6H	Descubre 2 2011	2/41	60	1-60576-097-8 2011
G330	Spanish Speakers 1/2C	Nuevo Vistas Introduction 2006	2/51	69	0-03-073691-8 2006
G340	Spanish Speakers 3/4C	Nuevo Vistas Uno 2006	2/67	61	0-03-873692-7 2006
G085/G096	Spanish Speakers 5/6H	Nuevo Vistas Dos 2006	0/0		
G291	AP Spanish Lang	Abriendo Paso Lectura 2007	1/30	29	0-13-166097-7 2007

Course Number	Course Title	Textbook Title	Sections/Total Enrollment	Textbook Count	
S001	Geography 1RSpEd	World Geography (AGS)	1/22	99	0-13-435990-9 2008
S003	Geography 1C (sheltered)	World Geography: A Global Perspective	4/120	528	978-0-13-365291-8 2009
S870	Global Studies Geography 1C	World Geography: A Global Perspective	7/221		
S872	Global Studies Geography 1H	World Geography: A Global Perspective	2/68		
S053	US History 1/2R SpEd	United States History (AGS)	3/30	224	0-7854-3871-8 2005
S073	US History 1/2C	American Anthem	11/354	621	0-03-043299-5 2007
S088	US History 1/2C (sheltered)	American Anthem	1/36		
S086	AP US History	The Enduring Vision: A History of the American People, 6th ed. (2008)	2/52	158	0-618-80163-4 2008
S165	American Govt. 1R SpEd	American Government (AGS)	1/29	30	
S180	American Government 1C	US Gov't: Democracy in Action	5/158	272	0-02-822148-6 2000
S172	American Government 1C (shel)	US Gov't: Democracy in Action	2/64		
S187	AP American Government	American Govt. Institutions & Policies	2/59	35	978-0-618-35749-0 2001
	Economics 1A SpEd	Economics (AGS)	0/0	190	0-7854-3770-3 2005
S220	Economics 1C	Economics: Principles and Practices	4/126	252	0-07-860893-4 2005
S212	Economic 1 (sheltered)	Economics: Principles and Practices	2/64		
	AP Economics	Economics: Problems and Policies	0/00		

S227	World History 1/2R SpEd	World History (AGS)	1/25	31	0-7854-6405-0 2008
S243	World History 1/2C	World History : Modern Times CA Edition, inc CD R	9/301	351	0-07-867855-2 2006
S245	World History 1 (sheltered)	World History: Perspective on the Past	2/54	138	0-66920189-8 1990
S255	AP European History	History of a Modern World	3/80	163	0-07-325720-6 2006

Course Number	Course Title	Textbook Title	Sections/Total Enrollment	Textbook Count	
R021	Science 1C	Physical Science with Earth Science	9/240	257	0-07-894582-8 2012
R033	Earth Science 1/2A SpEd	Earth Science (AGS)	1/21	50	0-7854-7068-9 2012
R110	Earth Science 1/2C	Geology - The Environment and the Universe	7/229	282	0-07-866423-3 2005
R171	Biology 1/2A SpEd	Biology (AGS)	1/25	97	0-7854-3613-8 2004
R181	Biology 1/2C	Biology: Zebra (Glencoe)	11/341	593	0-0-875713-4 2007
R201	Biology 1/2H	Biology: Zebra (Glencoe)	4/114		
R276	Medical Bio 1C	Biology: Zebra (Glencoe)	2/59		
R281	Chemistry 1/2C	Chemistry (Wilbraham)	3/99	315	0-13-201304-5 2007
R291	Chemistry 1/2H	Chemistry (Wilbraham)	2/73		
R314	Medical Chem 1C	Chemistry (Wilbraham)	1/34		
R223	App Micro Bio 1C	Biotechnology Science for the new Millineum, including Lab Manual	1/19	50	0-7638-4284-2 2012
R341	Physics 1/2C	Holt Physics	1/11	105	978-0-03-093158-1 2007
R351	Physics 1/2H	Holt Physics	1/16		
R335	AP Env Sci 1	Enviroment behind the Science	2/59	105	0-13-35705-0 2008

Course Number	Course Title	Textbook Title	Sections/Total Enrollment	Textbook Count	
M148	Math 1 (Sheltered)	Basic Mathematical Skills (AGS)	5/98	238	0-7854-2952-2 2003
Mathematics	Foundations (Sheltered)	Basic Mathematical Skills (AGS)	0/00		
M150	Consumer Math SpEd	Mathematics with Business Applications 2004 (Glencoe)	3/30	144	0-07-829806-7 2004
M150	Consumer Math	Mathematics with Business Applications 2004 (Glencoe)	3/85		
M400	Algebra 1C-1/2 SpEd	Holt: Algebra 1	3/38	1189	
M400/M408	Algebra 1C-1/2, inc Sheltered	Holt: Algebra 1	15/323		0-03-092339-5 2008
M410	Algebra 1H-1/2	Holt: Algebra 1	1/27		
M345	Integrated Math 1C 1/2 SpEd	Holt Algebra & Holt: Geometry	2/21		

M345	Integrated Math 1C 1/2	Holt Algebra & Holt: Geometry	13/300	784	0-03-092345-X 2008
M420	Geometry 1C-1/2	Holt: Geometry	9/237		
M430	Geometry 1H-1/2	Holt: Geometry	5/122		
M440	Algebra 2C-1/2	Holt: Algebra 2	6/178	578	0-03-092351-4 2008
M450	Algebra 2H-1/2	Holt: Algebra 2	3/88		
M500	Algebra 3C-1/2	Ca. Integrated Math II	2/41	99	0-558-82560-5 2010
M520	Pre Calculus 1H	Advanced Mathematical Concepts	3/104	221	0-07-868227-4 2006
M550	AP Calculus	Calculus 2012	1/29	100	0-13-317857-9 2012

Course Number	Course Title	Textbook Title	Sections/Total Enrollment	Textbook Count	
E010	English 1/2R SpEd	Pearson Literature: Reading and Language Grade 9	2/23	931	0-13-366411-2 2010
E870	Global StudiesEnglish 1/2C	Pearson Literature: Reading and Language Grade 9	11/307		
E872	Global StudiesEnglish 1/2H	Pearson Literature: Reading and Language Grade 9	3/93		
E020	English 3/4A SpEd	Pearson Literature: Reading and Language Grade 9	2/19	962	0-13-366412-0 2010
E024	English 3/4C	Pearson Literature: Reading and Language Grade 9	9/255		
E026	English 3/4H	Pearson Literature: Reading and Language Grade 9	4/114		
E030	English 5/6R SpEd	Pearson Literature: Reading and Language Grade 9	2/26	582	0-13-366420-1 2010
E034	English 5/6C	Pearson Literature: Reading and Language Grade 9	9/256		
E351	AP English 1/2	The Language of Composition	3/107	146	0-312-45094-X 2008
E038	English 7/8R SpEd	Writers Inc.	2/25	189	0-669-47164-X 2001
E042	English 7/8C	Pearson Literature: Reading and Language Grade 9	3/133	466	0-13-366421-X 2010
E048	English ERWC	Pearson Literature: Reading and Language Grade 9	2/66		
E410	Mythology 1C	Pearson Literature: Reading and Language Grade 9	3/105		
E353	AP English 3/4	Literature: An Introduction to Fiction, Poetry, Drama & Writing	1/21	147	0-13-135780-8 2009
E150	Ad Sch Val/Film as Lit 1C	ABG Film Analysis Handbook	1/32	31	1-920693-77-7 2011
E660	ESL Beginning 1/2	Edge Fundamentals	2/58	186	0-7362-6163-X 2008
E667	ESL Beginning 3/4 Intermediate	Edge Level A	3/67	192	0-7362-3452-7 2008
E671	ESL Intermediate 2/3	Edge Level B	3/88	170	0-7362-3453-5 2008
E685	ESL Advanced 1/2	Edge Level C	3/72	280	0-7362-3454-3 2008

Chapter 1

Student and Community Profile

Community

Nestled in a scenic interior valley in the eastern foothills of San Diego County, El Cajon Valley High School is situated in the center of the city of El Cajon. The city is located on the Rancho El Cajon Mexican land grant made in 1845. The 14.43 square mile area was named El Cajon, (translated to mean “the box”) due to being surrounded by hills on all sides. El Cajon, known now as “The Valley of Opportunity,” was incorporated as a city in 1912.

According to the 2010 census, the city of El Cajon has a population of 99,478. The racial make-up of the city’s residents are: White, non-Hispanic 56.8%, Black 6.3%, American Indian and Native Alaskan .8%, Asian 3.6%, Native Hawaiian and Other Pacific Islander .5%, Hispanic/ Latino 28.2%, Two or more Races 6.9%.

Home ownership in the city is about 42.4% with multi-home structures making up 48.1% of the city’s households. In total there are roughly 32,400 households in the city. Median household income is \$47,303 but as of 2011, 23.5% of the city’s population was living below the poverty level with 34.8% of the city’s children living in poverty. According to data compiled by the Center on Policy Initiatives from U.S. Census Bureau, American Community Survey, El Cajon has the highest percent of poverty in San Diego County. El Cajon is also the largest resettlement area of Iraqi refugees in the county which numbered approximately 10,000 people from 2007-2010 and an additional 9,000 in 2011 alone. The East County Refugee Center estimates that there are 40,000 Iraqis now living in East County and up to 90% of them are refugees.

District

In 1955 the Grossmont Union High School District (GUHSD) established El Cajon Valley High School (ECVHS) as the Home of the Braves. An immigration boom in the area saw the population soar from 5,600 in 1949 to 37,618 in 1960 so opening of ECVHS was quickly followed by five other schools in the district. ECVHS is the third school of the Grossmont Union High School District which serves students in the cities of El Cajon, La Mesa, Lemon Grove, and Santee; and the unincorporated communities of Alpine, Casa de Oro, Crest, Dehesa, Dulzura, Jamul, Lakeside, Mount Helix, Rancho San Diego, and Spring Valley. (All of these areas make up East County.)

GUHSD operates nine high schools and one continuation school, two alternative education sites, four special education facilities, a middle college high school program, a Regional Occupational Program (ROP) and an adult education program. Over 24,000 students attend the District’s schools. Approximately 54% of the high school students are white while 32% are Latino, 8% are African-American, 2% are Asian, 2% are Filipino, 1% is Pacific Islander, and 1% is Native American in ethnicity according to district records. The 2,300 full-time employees in the District, combined with hundreds of hourly employees, make GUHSD the largest employer in San Diego’s East County.

In March 2013, GUHSD convened all stakeholder groups to conduct a needs assessment, review priorities, and set new goals for the district. The result was updated goals and objectives for the district. These goals set a clear view of where GUHSD would like to go – “Provide Safe and Supportive Schools that Welcome All Students”, “Create and Exceptional Learning Environment that Prepares All Students to be College and Career Ready”, and “Support Collaboration and Innovation in our Grossmont Learning Community.” The objectives create a framework for programs within the district – providing support and resources to foster success for all students.

School

ECVHS is currently educating 1,753 students in grades nine through twelve. The campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in our community because of the affordable housing and the diversity. Additionally, our new immigrant and refugee families have moved into the area near their sponsors and the social service groups that have helped them to transition to the United States.

The cultural make-up of the school is not accurately reflected by the ethnic distribution as our refugee and immigrant student population are mainly Middle Eastern which is considered “white.” Our percent of Middle Eastern descent students is 32.2% of the overall school population. In 2007 we had 628 English Learner (EL) Students at ECVHS; in 2009 that jumped to 875, and 2011 the EL student population peaked at 1,050. In 2012-13 there were 940 EL students. This was 45.2% of our enrollment. We had approximately 80 new refugee students enrolled for the 12-13 school year. As of September 2013, we have 758 EL students at ECVHS. This is 43.2% of the school’s current population. Our long-term EL student population speaks mainly Spanish but our newer EL students speak mainly Arabic, Kurdish, or Chaldean. The Spanish speaking EL population makes up 23% of the ELL students.

ECVHS boasts a large, very involved, and dynamic English Learner Advisory Committee (ELAC) numbering over 50 members. We also have a small but active PTSA and Band Boosters who work very hard to provide for our sports teams and band. Additionally, our ROP classes link with various businesses via the ROP Advisory Committee. There is currently no sports booster organization but the retired Athletics Director is volunteering at the school and making connections to begin such an organization.

El Cajon Valley has also been recognized as an AVID (Advancement Via Individual Determination) Demonstration and National Certified School, a college preparatory program, since 2001. In addition, our Career Technical Education pathways provide opportunities for students to explore careers in Arts, Media and Entertainment (AME), International Business, Restaurant, Welding, and Biotechnology.

WASC Accreditation History

El Cajon Valley High School’s last full study took place in 2007. As a result of the visit, ECVHS earned a 6-year with a 3-day revisit status of accreditation. In February 2010, the visiting team observed the ECVHS had clearly experienced significant change as we continued to make progress in all of the critical areas of follow-up as identified by the previous visiting team.

Our Vision

ECVHS: Working Together - Learning Together - Succeeding Together.

For our vision, success is defined within the new ESLRs and the mission statement. Success for ECVHS is graduating all students. Supporting students and their families paves this road to success. As noted in chapter three, there have been many changes over the past six years and our faculty/staff team needed to state that we will work together and learn together. It may seem redundant but it has been a powerful catalyst for bringing us all together.

Our Mission

ECVHS is a gateway to opportunity where everyone works together to graduate all students with high levels of critical thinking, academic achievement, and personal excellence. ECVHS will provide clear, relevant, rigorous instruction and a collaborative system of support, while helping students identify their strengths and achieve their goals, maximizing success after graduation.

Our Expected Schoolwide Learning Results

Bold lifelong learners who:

- Adapt proactively to varied roles, job responsibilities, schedules, and contexts
- Manage time and workloads efficiently and avoid procrastination
- Meet or exceed Common Core Standards in all content areas

Resourceful users of technology who:

- Utilize technology as a tool to research, evaluate, and communicate information in a learning environment
- Expand the use of technology to employ different learning modalities in all content areas
- Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college

Analytical thinkers who:

- Apply complex problem-solving processes and critical thinking to school and real-life scenarios
- Use unconventional problem-solving skills in both academic and work environments
- Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas

Valuable members of society who:

- Participate in civic life by staying informed and aware of the impact their actions have on the community
- Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world
- Exhibit self-discipline, integrity, and socially responsible behavior

Effective Communicators who:

- Articulate thoughts and ideas effectively using oral or written skills
- Demonstrate ability to exchange ideas effectively and respectfully with diverse teams
- Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college

Student Performance Status

El Cajon Valley High School has been designated schoolwide Title 1 since 2005 and was a targeted assistance Title 1 school for a decade previous to that. ECVHS has the largest percent of students receiving Free and Reduced Lunch in the Grossmont Union High School District. In October 2011 we had 78.19% of our student population receiving Free and Reduced Lunch, a 7% increase since 2010. As of October 2012, we had 1952 students enrolled and 1391 qualified for Free and Reduced Lunch. This is 71% which looks to be a significant drop from the previous year but this decline is accounted for by no longer counting 18-year-olds.

The services we provide with our Title 1 funds are in response to needs established via our yearly analysis of our programs including our testing data. We use this analysis to then generate our action plan of our SPSA which also reflects the Critical

Areas of Follow-up recommended by the last WASC visiting committee. Currently Title 1 pays for Reading Intervention and math support Teachers, part of a grants coordinator, supplemental materials (i.e.: interactive notebooks), supplemental textbooks, and summer school programs including our Brave Adventure ninth grade transition program. With our Parent Involvement Title 1 Set-Aside funds we provide refreshments for numerous parent activities including Open House, parent education classes and activities, parent newsletters, and interpretation for parent involvement events. With our Professional Development Set-Aside we have engaged a consultant in the area of literacy- reading and writing, and have allocated funds for pull-out days so subject-alike teams can meet and continue to plan alike and analyze formative assessments.

In addition to our Title 1 funds, ECVHS receives Economic Impact Aid (EIA) funding for our EL and Socio-Economically Disadvantaged student populations. We have received additional funds via the Quality Education Investment Act (QEIA) since 2007. QEIA has invested roughly 2 million dollars a year in ECVHS in order to help our students achieve at the highest levels.

Program Improvement Status

The California Department of Education (CDE) Parent agreement and/or recommendation has designated El Cajon Valley High School as a Year 5 Program Improvement (PI) school for 2013-2014 under the federal No Child Left Behind (NCLB) Act of 2001.

As a result of this, the staff has decided to restructure the internal organizational structure of the school by changing the schedule of the school from the 4x4 block that we have been on for 12 years to a traditional 6-period schedule day. Additionally we piloted the use of an outside consultant to help us with literacy, which is an area of need, during the spring of 2012. We will continue the use of this consultant to help us remediate the issues we are having with literacy by implementing research-based teaching strategies. Finally, we purchased a new reading intervention curriculum based on the results from 2010's Academic Performance Survey (APS). The survey indicated to us that we were in need of a new reading intervention curriculum. READ 180 was selected for students falling 3 or more grade levels below high school level. All core subjects including ELD use CA standards-based curricula.

The reason for this identification is that the school did not achieve AYP for two consecutive years (2007-08 and 2008-09). The AYP areas that caused the identification are:

- *Percent Proficient in English-Language Arts*
- *Graduation Rate*

ECVHS has continued in Program Improvement for not meeting or exceeding the Annual Progress Objectives. As a result, we have Supplemental Educational Services (SES) through our Program Improvement status via Title 1 funds. We are tasked with providing, at no cost to the family, outside agency tutoring for every eligible student. This tutoring is provided by privately run tutoring services. Additionally, students have the choice to go to another school that is not in Program Improvement under the SES provisions.

In order to address the problem of low achievement, we are working closely with the district staff to implement:

- Policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets such as targeted interventions after school and on Saturdays, developing the Language Academy for beginning EL students, and additional test preparation.
- High quality professional development for school staff that will lead to removing the school from PI status such as literacy strategies (ex. marking text, vocabulary charting, pre-reading and re-reading), Advanced SDAIE training, engagement and accountability strategies (ex. Ticket out the door, Think Write Pair Share)
- Strategies to promote effective parental involvement in the school such as Coffee Talks – parent education workshops on topics of interest to the parent community, PIQE – Parent Institute for Quality Education (where parents attend a 9-week course designed to help them help their students to be successful in high school and go on to higher education), establishing and maintaining a Family Resource Center (FRC.)

Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact the school for additional information regarding:

- Ongoing parent/community meetings and Parent volunteer opportunities
- Advisory committee/school site council meetings
- Parental involvement policies and school-parent compacts
- Parent Outreach via the Bilingual Community Liaison, the Drop Out Prevention Specialist, and the Parent Mentors in the FRC

As a result of these types of efforts, El Cajon Valley High School showed improvement, increasing its Academic Performance Index by 54 points over the 2007-2010 school years. Unfortunately, scores went down in both 2011 and 2012 but we have rallied in 2013 by going up 73 to a new API of 707. This did not save ECVHS from moving into PI year 5, though we did meet all AYP criteria save two. Our English Language Learner subgroup proficiency and White subgroup proficiency did not increase enough to meet Safe Harbor.

We had 30 students (1.3% of the total school population) in the 10-11 school year opt to go to non-PI schools within the district. (This represents 25 families.) For the 11-12 school year, there were only six additional applications (1.6% of the school population) from ECVHS, with at least two of the previous students asking to return after their experiences at other schools. In 2012-13, twenty students took advantage of this option. (This was 1.1% of the school population.)

Enrollment

Enrollment Statistics

2011-2012

Total	09	10	11	12	5th Yr	SDC	RSP	EL
2,079	465	475	504	635	150	119	122	1050

2012-13

1,858	427	444	449	538	39	112	115	862
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2013-14

1,753	361	427	452	513	81	102	68	758
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Ethnicity and Gender 2011-2012

Ethnicity and Gender 2011-2012						
Ethnicity	Gender	Total	Grade 9	Grade 10	Grade 11	Grade 12
African American	F	113	32	25	25	31
African American	M	96	21	28	23	24
Ethnicity Total:		209	53	53	48	55
American Native	F	3	1	0	1	1
American Native	M	10	1	1	5	3
Ethnicity Total:		13	2	1	6	4
Asian	F	9	1	2	4	2
Asian	M	8	3	1	2	2
Ethnicity Total:		17	4	3	6	4
Declined To State	F	1	0	0	0	1
Declined To State	M	2	0	1	1	0
Ethnicity Total:		3	0	1	1	1
Filipino	F	25	7	4	8	6
Filipino	M	18	4	5	3	6
Ethnicity Total:		43	11	9	11	12
Hispanic	F	402	85	98	104	115
Hispanic	M	417	89	94	102	132
Ethnicity Total:		819	174	192	206	247
Middle Eastern	F	357	72	75	86	124
Middle Eastern	M	398	86	74	84	154
Ethnicity Total:		755	158	149	170	278
Pacific Islander	F	11	3	2	4	2
Pacific Islander	M	5	1	2	0	2
Ethnicity Total:		16	4	4	4	4
White	F	145	18	38	33	56
White	M	168	32	35	31	70
Ethnicity Total:		313	50	73	64	126
Total:		2188	456	485	516	731

Ethnicity and Gender 2012- 2013

Ethnicity and Gender 2012-2013						
Ethnicity	Gender	Total	Grade 9	Grade 10	Grade 11	Grade 12
African American	F	82	27	11	22	22
African American	M	89	26	12	23	28
Ethnicity Total:		171	53	23	45	50
American Native	F	13	2	10	0	1
American Native	M	16	4	7	3	2
Ethnicity Total:		29	6	17	3	3
Asian	F	7	2	0	2	3
Asian	M	9	3	3	1	2
Ethnicity Total:		16	5	3	3	5
Declined To State	M	2	0	0	1	1
Ethnicity Total:		2	0	0	1	1
Filipino	F	20	4	5	4	7
Filipino	M	15	2	5	4	4
Ethnicity Total:		35	6	10	8	11
Hispanic	F	341	81	80	88	92
Hispanic	M	358	97	83	81	97
Ethnicity Total:		699	178	163	169	189
Middle Eastern	F	346	72	86	84	104
Middle Eastern	M	346	65	104	79	98
Ethnicity Total:		692	137	190	163	202
Pacific Islander	F	12	6	0	0	6
Pacific Islander	M	3	1	1	1	0
Ethnicity Total:		15	7	1	1	6
White	F	89	14	15	28	32
White	M	107	20	20	28	39
Ethnicity Total:		196	34	35	56	71
Total:		1855	426	442	449	538

Ethnicity and Gender 2013- 2014

Ethnicity and Gender 2013-2014						
Ethnicity	Gender	Total	Grade 9	Grade 10	Grade 11	Grade 12
African American	F	92	17	30	19	26
African American	M	95	29	23	19	24
Ethnicity Total:		187	46	53	38	50
American Native	F	3	0	2	1	0
American Native	M	8	0	5	1	2
Ethnicity Total:		11	0	7	2	2
Asian	F	3	1	1	0	1
Asian	M	10	1	4	4	1
Ethnicity Total:		13	2	5	4	2
Declined To State	M	2	0	0	0	2
Ethnicity Total:		2	0	0	0	2
Filipino	F	13	0	4	5	4
Filipino	M	15	6	1	5	3
Ethnicity Total:		28	6	5	10	7
Hispanic	F	312	64	76	76	96
Hispanic	M	356	97	96	80	83
Ethnicity Total:		668	161	172	156	179
Middle Eastern	F	325	54	73	94	104
Middle Eastern	M	326	48	72	110	96
Ethnicity Total:		651	102	145	204	200
Pacific Islander	F	6	0	5	0	1
Pacific Islander	M	7	2	2	1	2
Ethnicity Total:		13	2	7	1	3
White	F	75	19	14	11	31
White	M	102	22	23	21	36
Ethnicity Total:		177	41	37	32	67
Total:		1750	360	431	447	512

Enrollment at ECVHS has declined over the last three years. There is lower enrollment in the district overall possibly due to lower birth years. However, some of this lower enrollment is due to boundary changes made two years ago. The boundary discussion was heated and many families feel strong connections to their school so in response the district allowed and has continued to allow a time period of choice in which families can choose to send their children to any “open” school. This last year all schools were “open” save one so about 150 changes to enrollment at ECVHS were made before students even promoted from eighth grade.

Primary Languages (Other than English):

Primary Languages (Other than English):			
Language	2011-2012	2012-2013	2013-14
Afghan	6	5	2
Albanian	4	2	1
Arabic	185	176	180
Armenian	2	2	1
Assyrian	11	10	7
Burmese	1	0	0
Chaldean	429	356	327
Farsi	11	11	13
French	1	1	0
Fu-Kien	1	1	0
German	1	1	1
Kurdish	41	29	30
Other Filipino	2	1	1
Pashto	1	0	0
Russian	1	0	0
Sign Language	1	3	3
Somali	0	3	3
Spanish	443	382	364
Tagalog	13	13	8
Thai	0	0	1
Vietnamese	4	3	1
Unidentified/Decline to State	17		74

With the influx of primarily Iraqi refugees, the language distribution is heavily toward Chaldean. We recently met the 15% threshold for Chaldean and already had it for Spanish so all parent information documents are translated into Spanish and Arabic. (Interesting to note: Chaldean is not a written language; it is only spoken, so when documents are written, they are written in Arabic. This is an issue we are trying to resolve, but there may not be a way around it.)

Our Title 1 Allocation is based on our Free and Reduced Lunch percentage. We currently have the highest percentage of students at a comprehensive high school qualifying for Free and Reduced Lunch in the GUHSD.

Free and Reduced Lunch

2010-2011	71%
2011-2012	78%
2012-2013*	71%

*18-year-olds no longer counted.

ECVHS has been holding steady for Free and Reduced Lunch rates in the 70% range for the past several years. Even when the economy was doing really well, we were between 60-70%. ECVHS became schoolwide Title 1 in 2005 after being a targeted school for at least ten years prior to that.

Special Education Enrollment

	SDC	RSP
2011-2012	119	122
2012-2013	112	115
2013-2014	102	68

2012-2013 On-Campus Special Education Programs:

- LH Program (mild to moderate) - 125
- MH/SH Program (moderate to severe)- 37
- PLUS Program - 24
- Speech and Language only - 2
- Transition Program (for students who are 18-22 years old) - 36

Special Education Alternative Education Programs:

- SGII/Home Hospital/Home Choice - 5

Total number of students = 239

2013-2014 On-Campus Special Education Programs:

- LH Program (mild to moderate) - 120
- MH&SH Program (moderate to Severe) - 46
- PLUS Program - 28
- Speech and Language only - 3
- Transition Program (for students who are 18-22 years old) - 28

Special Ed Alternative Education Programs:

- SGII- 1
- Home Choice -19
- Home/Hospital -1

Total number of students = 246

Special Education enrollment is down on campus in every area except SH. This is linked with the enrollment overall being down. There are several more students choosing the Home Choice option as well.

AVID Enrollment

2011-2012 AVID Enrollment

Grade	Total	Females	Males
9	119	71	48
10	112	67	45
11	97	66	31
12	76	50	26
Total	404	254	150

2012-2013 AVID Enrollment

Grade	Total	Females	Males
9	66	46	20
10	112	66	46
11	72	46	26
12	60	40	20
Total	310	198	112

2013-2014 AVID Enrollment

Grade	Total	Females	Males
9	76	33	43
10	70	45	25
11	89	55	34
12	58	38	20
Total	293	171	122

AVID enrollment is down. Partly this is linked to overall enrollment but it is also linked to changes in funding which have affected the Master Schedule. At one point when ECVHS was on a 4x4 Block Quarter Schedule, there were 16 sections of AVID. Currently there are nine. There have traditionally been more female than male AVID students. This is not for lack of recruiting. There has been a rigorous recruitment process from the middle schools in the past.

AP Course Enrollment

Year	2011-2012	2012-2013	2013-2014
AP German	11	6	4
AP Spanish	21	30	24
AP Calculus	32	26	36
English Language AP	91	107	77
AP European History	67	75	62
AP 2-D Design	6	3	14
English Literature AP	32	20	31
AP Environmental Science	50	50	31
AP US History	45	50	59
AP US Government	85	55	63
AP Economics	20	0	0
Total Enrollment	460	422	401

Honors Course Enrollment

Courses	2011-2012	2012-2013	2013-2014
Algebra 1 -1/2 H	74	28	29
Algebra 2 -1/2 H	110	81	100
Biology 1/2H	69	111	67
Chemistry 1/2H	77	65	70
Economics 1/2H	0	50	63
English 1/2 H	83	93	50
English 3/4 H	122	116	91
German 1/ 2 H	9	8	2
Geography 1/2H	138	66	74
Geometry 1/2 H	150	118	97
Physics 1/2H	13	16	36
Pre-Calculus 1/2 H	108	99	66
Spanish 5H	18	24	16
Total Enrollment	971	875	761

AP and Honors Course Enrollment are down as well. This is linked to overall enrollment being down. The same courses are being offered (except AP Economics is now Honors Economic.)

Language Proficiency

English Language Learners

Year	Number of EL Students Enrolled	Percent of Total School Enrollment
2006-2007	628	31%
2007-2008	679	33%
2008-2009	875	39%
2009-2010	838	36%
2010-2011	1050	47%
2011-2012	907	42%
2012-2013	862	44%
2013-2014	758	43%

The number of ELL students peaked in 2010-11. This was a high enrollment year and one of the heaviest for refugee enrollments as well. The influx of Iraqi refugees began in earnest in 2008. At that time there was no infrastructure to support families and students well. We have since made huge strides in this area.

District English Learner Program Goal: To provide students who have been identified as English Learners a comprehensive program that develops English fluency as rapidly as possible while maintaining access to a rigorous academic core curriculum within the regulations set forth both by the State of California and the United States Office of Civil Rights.

ECVHS Program Goal is for English Learners to meet or exceed ELD and core subject area standards, complete A-G requirements, pass the California High School Exit Exam, and score at a level comparable to that of an average native speaker in the school’s regular program on state mandated tests.

Structured English Immersion Program: Non-English speaking and limited English speaking students receive English language development and access to a challenging and rigorous core curriculum through a combination of standards-based English language development courses and primary language support in math, science, and social science courses. English learners are able to access challenging district content and performance standards for their respective grade levels in core curricular areas while acquiring English language proficiency as rapidly and effectively as possible.

Student Placement: The combination of CELDT, CAHSEE and CST scores, and student records (transcripts) are used to determine the appropriate level of SDAIE English.

Students who do not yet meet re-designation criteria may be placed in the mainstream program. This is determined by teacher recommendation and student placement criteria.

Literacy Support: Students placed in the beginning and Intermediate levels of ELD are concurrently enrolled in a second block called ESL. Every student enrolled in ELD whose first language is Spanish is also concurrently enrolled in Spanish for Spanish Speakers as part of their literacy support.

Supplementary services: EIA funds are used to support English language instruction through the use of primary language aides and counselors, instructional supplies, and parent activities to ensure that EL students receive the same rigorous standards-based curriculum available to all students. A support system for students not meeting standards and/or not passing the California High School Exit Exam includes additional instruction in core classes, tutoring in the night library (open to 5:00 PM Monday – Thursday), summer classes, and assistance in the extended day program. The Extended Day Program is in place for students to have the opportunity to attain standards, prepare for tests, and in some cases, retrieve credits. Title 1 funds also support the Family Resource Center where students and families can seek assistance with issues that interfere with academic achievement.

Re-designation of ELL Students

The following criteria are used to re-designate English Learners to Re-designated Fluent English Proficient (RFEP):

1. CELDT (California English Language Development Test) - Early Advanced or Advanced overall and at least Early Advanced in all areas.
2. ELA Competency - CST (California Standards Test) - Score of Basic (300) or passing the CAHSEE with a 350 or higher
3. Grades – “C” or better in English, and either Science or Social Science for two consecutive semesters.
4. Competency – CST (California Standards Test) - Score of Basic (300) or passing the CAHSEE with a 350 or higher
5. Core Teacher Recommendation – approval from a majority of the student’s core teachers
6. Parent agreement and/or recommendation

The parent has the option of meeting with the site Program Coordinator or approving the re-designation in writing. The student’s language proficiency code will be changed from EL to RFEP. The RFEP student will continue to be monitored for academic success for one full school year following re-designation.

School Year	ELL Students	Fluent English Proficient Students	Re-designated Fluent English Proficient Students
2007-2008	666 (31.9%)	444 (21.3%)	15 (2.4%)
2008-2009	567 (25.1%)	206 (9.1%)	19 (2.9%)
2009-2010	838 (35.3%)	363 (15.3%)	29 (5.1%)
2010-2011	Not Available	Not Available	33 (3.9%)
2011-2012	1075 (49.4%)	340 (15.6%)	9 (.4%)
2012-2013	806 (41.3%)	291 (14.9%)	33 (3.1%)

Data from CDE Data Quest

ECVHS has made RFEP a priority. There is now a team of counselors, teachers, and administrators working on RFEP. In the past it was just a single teacher. The number of students completing the RFEP process has fluctuated. We would like to see it rise steadily from here.

Attendance

Tardies

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	1.08 %	1.81 %	1.74 %	1.32%
2	1.72 %	2.73 %	2.41 %	1.35%
3	1.26 %	1.75 %	1.45 %	1.32%
4	1.37 %	1.38 %	1.47 %	.99%
5	1.32 %	1.25 %	1.47 %	1.21%
6	1.72 %	2.48 %	1.32 %	1.67%
7	2.51 %	2.8 %	1.51 %	1.71%
8	2.66 %	1.45 %	1.22%	1.66%
9	1.51 %	1.15 %	.84%	2.14%
10	1.65 %	1.47 %	.90%	1.98%
11	1.07 %	--	.78%	--
Total	1.62%	1.83%	1.37%	1.54%

All Day Truancy

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	4.25%	3.77%	4.00%	2.73%
2	4.3%	3.59%	4.37%	2.24%
3	5.19%	4.51%	4.55%	2.36%
4	5.16%	5.12%	5.78%	3.55%
5	5.37%	4.42%	5.01%	2.74%
6	4.44%	4.55%	3.88%	3.77%
7	4.5%	4.83%	4.67%	4.86%
8	5.16%	5.09%	5.5%	3.39%
9	5.2%	6.52%	5.14%	3.29%
10	5.69%	4.36%	5.07%	3.40%
11	5.76%		7.25%	--
Total	5.0%	4.68%	5.02%	3.23%

Period Truancy

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	1.54 %	1.79 %	1.79 %	1.38%
2	1.61 %	2.3 %	2.25 %	1.83%
3	1.32 %	1.87 %	1.79 %	2.37%
4	1.36 %	1.58 %	1.54 %	2.65%
5	1.52 %	1.57 %	1.70 %	2.55%
6	2.33 %	2.69 %	2.60 %	2.92%
7	2.81 %	3.14 %	2.97 %	3.08 %
8	2.87 %	1.99 %	2.31%	3.37%
9	1.67 %	1.71 %	1.93%	4.48%
10	1.78 %	1.67 %	2.09%	4.64%
11	2.02 %	--	3.75%	--
Total	1.89%	2.03%	2.25%	2.93%

Total Attendance Percentages

Month	2009-2010	2010-2011	2011-2012	2012-2013
1	94.05	94.2	93.98	94.80
2	93.47	94.33	93.33	94.74
3	92.60	93.41	93.13	94.81
4	92.81	92.19	91.25	93.11
5	92.09	93.42	92.50	94.29
6	93.87	92.74	93.54	93.41
7	93.84	92.68	92.61	93.25
8	93.12	92.65	91.69	93.82
9	93.01	91.21	92.22	94.21
10	92.69	93.77	92.75	94.91
11	98.38	--	91.45	94.9
Total	93.63	93.06	92.58	94.13

The total attendance of students at ECVHS has increased over the last four years. While the number of tardies and truancies has fluctuated, overall attendance is up due to the Plus 8 program in which parents are being notified in real time of students not attending their first class of the day. Attendance rates are also up due to attendance recovery that ECVHS students participate in on Saturdays when involved with the Saturday Scholars program.

Dropout Prevention Data

Year	# DPS Students Case Managed	Attendance Laws Given	SART	SARB	FRC Referrals	Outside Referrals	Recovered Students – Now Attending	DPS Text List	Parent Portal Sign-up	Grads
2007-08	105	105	105	53	40	2	26			4
2008-09	115	104	98	39	22	2	14			12
2009-10	146	104	72	74	26	5	16			12
2010-11	156	156	84	38	69	4	15			19
2011-12	237	237	81	61	50	8	14	14	33	40
2012-13	327	327	85	32	63	10	14	98	27	43

The Dropout Prevention Specialist has increased her caseload over the last several years. As she has done so, the number of students “recovered” has fluctuated but the number of graduates is up. Many students on her caseload rely heavily on her and the support she is able to provide as well as the connections she helps them make to additional services.

Family Resource Center Data

FRC Case Management Overview				
Year	Referrals	Open Cases	Successful	Link to Resources
2008-2009	158	94	57%	26%
2009-2010	166	92	81%	25%
2010-2011	215	122	92%	30%
2011-2012	219	154	75%	29%
2012-2013	173	119	86%	9%

The Family Resource Center has increased the number of successful cases in which families are able to meet the therapy goals set at the beginning of their sessions. Of the referrals made, some are simply “link and leave” in which families are given information about programs in the community to serve them. Others want services from the FRC and become the open cases.

Discipline Statistics

Year	Suspensions	Expulsions
2009-2010	517	23
2010-2011	485	22
2011-2012	337	18
2012-2013	327	4

Discipline Referrals

Discipline Referrals			
Offense	2010-2011	2011-2012	2012-2013
Other	83	44	53
Attendance	1186	479	351
All Day Truancy	8	92	28
Left w/o Permission	170	91	44
Out of Bounds	44	22	12
Period Truancy	525	1430	677
Tardy/Lockout	1094	372	91
Dress Code Violation	109	74	198
Electronic Equipment	317	171	95
Misrepresentation	6	4	2
Alteration/Forgery	4	17	1
Cheating	78	95	54
False Information	9	11	2
Disruption	1273	597	396
Horseplay	69	39	9
Left w/o Permission	4	6	5
Not in Seat	0	0	1
Teasing/Taunting	2	3	3
Throwing Object	38	10	6
Health/Safety	3	2	2
Safety Violation	32	3	4
Defiance	710	768	569

Discipline Referrals			
Offense	2010-2011	2011-2012	2012-2013
Computer Ethics	37	4	3
Failure to Report	19	73	18
No Show to Detention	870	1471	740
No Show Sat School	0	0	3
Talking Back	1	4	1
Disrespectful	80	70	19
Profanity	112	71	44
-Written Material	0	2	13
-At Staff/Adult	26	36	21
Obscene Gesture	2	2	2
Inappropriate Behavior	50	66	16
Harassment	7	19	5
Hitting Other Student(s)	85	24	13
Pushing/Shoving	27	6	7
Racial/Ethnic	3	2	4
Throwing Object	4	7	4
Threat	25	6	3
-To Staff/Adult	3	5	9
-To Student	18	6	3
Verbal Conflict	109	38	15
Bullying/Cyber-bullying	0	2	11
Assault/Battery	4	2	1
Mutual-No Injuries	36	30	46
Mutual-Injuries	2	7	3
To Student-No Injury	34	20	20
To Student-Injuries	11	18	1
To Staff	8	7	3
Burglary	1	8	0
Alcohol	1	0	2
Use of Alcohol	4	0	1
Under influence of Alcohol	5	2	4
Drugs	5	2	5
Use of Drugs	15	11	4
Possession of Drugs	6	6	5
Paraphernalia	4	5	1

Discipline Referrals			
Offense	2010-2011	2011-2012	2012-2013
Under influence of Drugs	28	12	2
Possession of Tobacco	21	11	4
Gestures/Language	0	3	2
Theft: Robbery	4	5	3
Possess Stolen Property	3	1	1
-Private Prop	11	4	3
-School Prop (>\$50)	3	2	3
-School Prop (<\$50)	4	3	2
Vandalism	10	1	4
Graffiti	5	3	0
-School Prop (>\$100)	2	2	1
-School Prop (<\$100)	0	1	2
Firearm look-alike	1	0	1
Knife (any length)	11	5	5
Total:	7596	6512	3686

Discipline has been area of concern over the last several years. The number of suspensions, expulsions, and referrals is down overall. The number of referrals written last year is almost half of the number three years ago. The number of expulsions is down significantly. This is due in part to lower enrollment but also a number of protocols set up by administration. An emphasis has been placed on writing referrals for true behavior problems, not simply that a student does not have a pencil. Additionally, detentions can now be assigned without a full referral being written. This cut the number of referrals significantly for 12-13. For 13-14, we hope to see more decreases. The district has sent a team from every school site to a Positive Behavior Intervention and Support (PBIS) training. This team returned and has set up a Reflection Room in which students can be away from class for redirection without a referral.

Socioeconomic Status

Free and Reduced Lunch

2010-2011	71%
2011-2012	78%
2012-2013*	71%

*18-year-olds no longer counted.

ECVHS has been holding steady for Free and Reduced Lunch rates in the 70% range for the past several years. Even when the economy was doing really well, we were between 60-70%. ECVHS became schoolwide Title 1 in 2005 after being a targeted school for at least ten years prior to that.

Parent Education Levels

Education Level	2011-2012	2012-2013	2013-2014
Graduate school or Post-Graduate Credits	67 (3%)	63 (3%)	56 (3%)
College Graduate	223 (10%)	175 (9%)	150 (9%)
Some College	423 (19%)	364 (20%)	303 (17%)
High School Graduate	889 (42%)	724 (39%)	676 (39%)
Not a High School Graduate	577 (27%)	519 (28%)	562 (32%)
Declined to State	9 (.4%)	12 (.6%)	1 (.05%)

Parent Education Level percentages have been fairly consistent over time. There has been a decrease in the percentage of parents completing some college and an increase in the percentage that marked not a high school graduate but overall the percentages are consistent.

School Facilities

El Cajon Valley High School opened its doors in 1955. As an older school, there had been need for upgrades and repairs. The site staff has done an excellent job of addressing these upgrades and needed repairs over the years and takes pride in the condition of our grounds and classrooms. With the passing of Propositions H and U, the site has been experiencing extensive upgrades and remodeling since 2005.

ECVHS has been allocated a total of \$91.8 million under Proposition H and Proposition U bond programs, which includes current estimates for state match funding. Proposition H enabled the site to upgrade utilities infrastructure throughout the campus, including electrical, gas, water, sanitary sewers, drainage, communications, fire alarm, and data. The bond supported modernization of classrooms and restrooms, ADA access upgrades to several areas, additional removal of HAZMAT and restoration of landscaping, as well as track and field modernizations. The site also received a new eight-classroom science building.

The remaining funds from Proposition H have been combined with Proposition U to complete the modernization of the 600's buildings and Special Education classrooms as well as the Arts and Media complex (700's), 400's Classrooms and ROP Restaurant facility, and 300's classrooms. Future scope for additional modernization of theater/multipurpose area and cafeteria, girls' and boys' physical education building, and administration building with student support services. Improvements will also be completed for stadium ADA upgrades, the removal of old buildings and repair of covered walkways, in addition to modernizing the Library building.

Custodial staff includes four custodians and one lead custodian. Each is assigned a specific area on campus. A part-time custodian primarily cleans the cafeteria, as it prepares food for up to twelve satellite facilities; he also cleans a classroom and changes light bulbs throughout campus. To ensure that the custodial crew can maintain the entire campus, we rotate the assigned areas at the beginning of each school year and at winter break. We currently have one grounds-person and one lead grounds-person and a day utility worker. The grounds crew has had to choose the most important tasks in order to maintain the campus. Graffiti removal, bathroom cleanliness, trash removal, and safety repairs are a priority for both crews. The day utility worker performs all shipping and receiving responsibilities, as well as emergency repairs and custodial duties during the day, as needed.

Focus on Learning: WASC Self-Study

Daily furniture set-ups in the evening and during the day take away from cleaning time for both crews. The campus is used nightly for adult school, athletic events, site meetings/gatherings, and community events that require set-ups. Currently, the lead does the set-up when possible to avoid taking the custodians out of their assigned cleaning areas. The day utility worker does the daytime set-ups as needed. We have been fortunate to have a crew of five custodians (including the lead.) Many other campuses in our district have four (including the lead.)

It is the goal of the ECVHS maintenance staff to maintain the campus in a clean and safe manner at all times. Work orders are processed immediately when repairs are needed. As a rule, the district maintenance and operations response is quick and thorough.

We are also inspected regularly by both a Williams Settlement Team and through FIT Inspections. We have complied with all recommendations.

In the 12-13 school year, we worked on our curb appeal. We have gotten feedback from the community that the entrance to the school was difficult to find (when only the side gate is open) and that our campus did not look as welcoming. In response to this we redid plantings in the front, opened the front entrance gates on Madison Ave., have a table near the gate with a greeter, and got a new welcome sign that make parents and community members welcome while still notifying them of our policies.

Staff

El Cajon Valley High School has four administrators, one school facilities manager (classified management), 104 certificated, and 68 classified staff members for the 2012-2013 school year. There are currently five campus supervisors as part of the classified staff as well as one School Resource Officer (SRO) who is an officer with the El Cajon City Police Department. All staff members working in classrooms are NCLB compliant, as this is one of our district’s requirements. All teachers are CLAD certified, also per district policy, and all probationary teachers complete our own, district-developed BTSA program so that their credentials are cleared by the time they obtain tenure. For faculty at ECVHS, the number of years in education and in the district range from 2 years (1 person) to 37 years (1 person). The average number of years in the district is 11.6 while the average number of years in education is 13.4.

Certificated Faculty Statistics

	2012-2013	2013-2014
Total Number of Certificated Faculty	104	89
Number of Qualified Counselors	6	5
Percent of Teachers NCLB/ESEA Qualified	100%	100%
Number of National Board Certified Teachers	3 current (2 additional teachers were National Board Certified, but did not renew their certificates)	3 current
Percent of Teachers Teaching Outside Their Credential Area	1% (1 Teacher)	0%

Certificated Faculty Statistics

Number of Teachers on Emergency Permit	0	0
Number of Teachers with Advanced Degrees	84	76
Number in CLAD Training	0	0
Number in BTSA	9	7
Number in an Intern Program	0	0

Classified Staff Statistics

	2012-2013	2013-2014
Total Contract Classified Employees	68	59
Of the Above: Bilingual Cross Cultural Aides*	6	4
Of the Above: Special Education Aides*	28	25
Additional: Non-Contract Temporary (AVID Tutors, etc.)*	25	TBD

*All Paraprofessionals meet NCLB/ESEA requirements.

Staff Gender

	Certificated		Classified		Administration	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Female	57	48	51	42	3	3
Male	47	41	17	17	3	2

Staff Ethnicity 2012-13

	Certificated and Administration		Classified	
	2012-13	2013-14	2012-13	2013-14
African American	3	3	7	4
Asian	4	1	1	0
Filipino	1	1	0	1
Hispanic	11	8	18	11
Unknown	2	2	2	1
White	88	79	38	42
Total	109	94	68	59

The number of faculty and staff has decreased due to budget. There are more female than male adults on campus and the ethnicity is predominantly white. The percent of certificated faculty with advanced degrees is 85%.

Professional Development Activities and Content

From 2008-2012, Teachers attended monthly professional development meetings during their preparatory period to focus on schoolwide best practices and research-based strategies to increase student achievement. Some of the focus strategies included student engagement, vocabulary acquisition, and text interaction. These trainings were teacher driven and created by the Literacy Action Team.

Since 2007 we have been working with the Professional Learning Community (PLC) model to align courses with common formative and summative assessments, assignments and grading policies. In 2012 there was additional contract language that has changed the look of PLC's within the Grossmont District. From 2007 to 2012 we had collaboration time built into the bell schedule for teaches to further develop the Professional Learning Community, which was designed around instructional programs of interdisciplinary, team-taught, flexible time and space curriculum in a variety of subjects.

The faculty has been trained through different initiatives in GUHSD in programs used such as Illuminate, Engrade Pro, and Google. Teachers were also trained in specific programs they teach such as READ 180, System 44, ED 20/20, and Apex. In addition teachers have been trained by the district in Common Core over the last year.

In the 2012-13 school year we were on the traditional 6-period day schedule that had no minutes built in for collaboration so the administrative team created a schedule whereby core academic subject teachers could still meet and collaborate once every five weeks for a two-hour block. This system has helped some teachers to continue to collaborate but not all.

Also, because we are a school in PI year 4 we hired a consultant, Storm Education Enterprises, to help work with teachers on literacy strategies. (Please also see PD hours spreadsheets for the last three years.)

Co-Curricular and Extra Curricular Participation

There were 977 total students involved in extra-curricular sports/cheer this year. Some students participated in multiple sports. Monday Night Marching Band had 33 Students in after school activities and Monday Night Concert Band had 21.

Clubs on Campus	Number of Participating Students
Academic League	20
CARE (Charity Assistance Relief Endowment) Club	53
Camp Lead Club	30
Chinese Club	30
Club Christiano	40
Club Inspire	25
CASA (Chaldean American Student Association)	17
Debate Club	12
El Cajon Valley Theatre Company (Drama)	20
French Club	13
Friday Night Live	23
Gay Straight Alliance	20
German Club/Class	65
Higher Ground	40
Iron Braves	8
JAM/Anime Club	15
KidWind	10
Korean Dance Club	5
LEO's (Leadership Education Opportunity) Club	14
Library Club	20
Link Crew	66
MEChA	25
Peacemakers Club	15
Outdoor Adventure Club	26

The number of students participating in after school, non-academic activities is probably fewer than many other schools. Our large immigrant population has a different view of school so it has been a paradigm shift for families to allow them to participate in after school clubs and sports.

District Policies and School Financial Support

Expenditures per Pupil:

We receive \$40 per pupil and \$15 per pupil from Lottery yearly for materials and supplies.

District Revenue Sources: In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs. Please refer to the budget table below for full details.

Categorical Programs - Description 2013-14	
Federal Programs	
ASSETS: 21st CCLC <i>After School Safety and Enrichment for Teens. Funds after school enrichment programs for students and parent education activities. Assist students to meet state and local academic achievement standards in core academic subjects and/or pass the CAHSEE. Key areas: Academic Support and Enrichment, College/Career Awareness, Physical Activities, Parent Literacy.</i>	\$250,000.00
RSIG: Refugee School Impact Grant <i>-Federal Grant money from the department of US Citizenship and Immigration Services Refugee division administered by the State of California. The Refugee School Impact Grant is awarded through a competitive application process and is potentially eligible for a total of five years with the second through fifth year awards on a non-competitive continuation basis. This grant promotes coordination among the refugee county coordinators, local school districts, and community-based organizations to better serve refugee children in their communities.</i>	\$112,844.00
*TITLE I: SCHOOL WIDE PROGRAM <i>- Upgrade the entire educational program of the school. The purpose of Title I funding is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments.”</i>	\$568,000.00
*Title I Professional Development 12-13 <i>- for Professional Development to improve student achievement on standardized tests</i>	\$106,480.00
*District Title I Parent Involvement Set-aside 2012-13 <i>- for parent involvement activities</i>	\$10,648.00
Total Federal Funding	\$1,047,972.00
State Programs	

Categorical Programs - Description 2013-14	
Arts & Music - funds used for supplemental materials and supplies	\$7,208.00
AVID - Designed to increase schoolwide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path. Funds AVID T.A.' and activities.	TBD
CAHSEE - Funding supports intensive instruction and services for eligible students who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils.	\$53,679.00
*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM - "Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant. A school shall use EIA funds to support programs and activities designed to assist English learners achieve proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. EIA-LEP is for ELs only (Used to fund El Coordination, Instructional Aides, Materials/Supplies, postage, parent meetings and Professional Development for English Learners)	\$66,190.00
*ECONOMIC IMPACT AID/SCE - EIA-SCE Helps educationally disadvantaged students succeed in regular program	\$16,882.00
*GATE - Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. Used for conferences, books, field trips, admissions, materials, and supplies.	\$2,183.00
Supplemental School Instruction - funds academic support classes and tutorials in before and after school programs	\$22,528.00
Instructional Materials - funds must be spent on locally adopted standards-aligned instructional materials and in-service training related to use of instructional materials.(Block Grant and Lottery Funds combined)	\$66,664.00

Categorical Programs - Description 2013-14	
SAFE SCHOOLS -Used to fund safety supplies and communication	\$6,500.00
SLIBG - Library Materials	\$1,670.00
Total State Funding	\$243,504.00
* programs requiring School Site Council Approval	

Being a Title 1 School and having access to additional funds has made an impact on programs at ECVHS. We run multiple intervention classes and after school programs with our Title 1, ASSETs, and RSIG grants.

Student Performance Data

Academic Performance Index (API)

ECVHS	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Growth API	583	588	600	590	604	632	654	658	644	634	707
Base API	534	574	591	600	613	604	632	654	658	644	634

API Data by Subgroups

API Report 2010-11

	2010 Base	2011 Growth	Growth Target	10-11 Growth	Met Target
Schoolwide	658	644	7	-14	No
African-American	625	629	9	4	No
Hispanic	655	655	7	0	No
White	661	622	7	-39	No
Socioeconomically Disadvantaged	647	625	8	-22	No
English Language Learners	613	580	9	-33	No
Students with Disabilities	491	489	15	-2	No

API Report 2011-2012

	2011 Base	2012 Growth	Growth Target	11-12 Growth	Met Target
Schoolwide	642	634	8	-8	NO
African-American	632	658	8	26	Yes
Hispanic	655	670	7	15	Yes
White	618	595	9	-23	No
Socioeconomically Disadvantaged	623	617	9	-6	No
English Language Learners	578	588	11	10	No
Students with Disabilities	490	518	16	28	Yes

API Report 2012-2013

	2012 Base	2013 Growth	Growth Target	12-13 Growth	Met Target
Schoolwide	634	707	8	73	Yes
African-American	660	739	7	79	Yes
Hispanic	670	746	7	76	Yes
White	595	652	10	57	Yes
Socioeconomically Disadvantaged	618	696	9	78	Yes
English Language Learners	588	635	11	47	Yes
Students with Disabilities	518	561	14	43	Yes

School Ranking and Similar School Ranking

Year	Number of Students Included in API	Base API	State Rank	Similar Schools Rank	Growth Target	API Target
2010	1342	658	2	3	7	665
2011	1330	642	2	2	8	650
2012	1279	634	2	2	8	642
2013	Not available					

In 2010-11, the subgroups that had the biggest decrease overall were “White” and “English Language Learners” – which at ECVHS is the same population. In 2011-12, the subgroups with the only decrease were “White” and “Socioeconomically Disadvantaged.” In 2012-13, all subgroups went up significantly – the increases were, for the most part, 30-70 points more than the target.

California Standards Test (CST)

Subgroup: Economically Disadvantaged												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	371	32%	447	31%	312	27%	509	32%	419	29%
Mathematics	430	50%	369	48%	452	41%	314	39%	502	34%	414	31%
STAR												
ELA-9	463	34%	414	31%	418	36%	356	33%	477	33%	402	30%
ELA-10	347	31%	297	27%	418	24%	297	23%	500	19%	412	16%
ELA-11	399	29%	330	25%	441	17%	320	16%	537	21%	434	18%
General Math	100	0%	99	0%	2	*	1	*	70	1%	69	1%
Algebra	339	33%	300	33%	501	28%	415	26%	608	26%	519	25%
Integrated Math	177	7%	149	7%	1	*	1	*	-	-	-	-
Geometry	298	17%	255	16%	457	15%	336	17%	449	13%	361	13%
Algebra II	177	19%	141	19%	210	10%	144	10%	179	9%	128	7%
Summative H.S. Math	69	42%	54	44%	54	15%	35	3%	57	34%	39	31%
World History	365	41%	310	38%	413	30%	282	26%	422	35%	342	32%
U.S. History	412	37%	344	34%	458	25%	334	21%	478	31%	379	26%
10 th Life Science	345	44%	296	40%	422	36%	302	31%	489	30%	404	27%
Biology	423	49%	358	46%	387	37%	267	35%	448	36%	358	31%
Chemistry	160	37%	124	35%	216	25%	147	22%	225	21%	165	18%
Earth Science	164	20%	142	15%	181	10%	130	8%	193	11%	166	10%
Physics	4	*	4	*	3	*	2	*	5	*	2	*
Integrated/Coordinated Science	213	42%	179	39%	34	29%	27	26%	50	44%	41	51%

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.

Subgroup: White												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	235	25%	447	31%	217	27%	509	32%	228	29%
Mathematics	430	50%	234	43%	452	41%	219	36%	502	34%	227	32%
STAR												
ELA-9	463	34%	228	21%	418	36%	216	27%	477	33%	225	30%
ELA-10	347	31%	168	25%	418	24%	211	17%	500	19%	228	17%
ELA-11	399	29%	202	19%	441	17%	220	15%	537	21%	278	18%
General Math	100	0%	88	0%	2	*	2	*	70	1%	63	2%
Algebra	339	33%	138	38%	501	28%	282	29%	608	26%	286	27%
Integrated	177	7%	89	6%	1	*	1	*	-	-	-	-
Geometry	298	17%	147	13%	457	15%	201	14%	449	13%	191	15%
Algebra II	177	19%	69	19%	210	10%	91	8%	179	9%	84	10%
Summative H.S. Math	69	42%	32	41%	54	15%	30	20%	57	34%	26	31%
World History	365	41%	176	37%	413	30%	198	24%	422	35%	176	35%
U.S. History	412	37%	202	26%	458	25%	226	21%	478	31%	233	30%
10th Life	345	44%	167	36%	422	36%	211	27%	489	30%	224	25%
Biology	423	49%	187	41%	387	37%	179	30%	448	36%	185	33%
Chemistry	160	37%	65	37%	216	25%	94	24%	225	21%	100	22%
Earth Science	164	20%	90	11%	181	10%	90	3%	193	11%	102	9%
Physics	4	*	1	*	3	*	2	*	5	*	3	*
Integrated/ Coordinated Science	213	42%	55	45%	34	29%	13	23%	50	44%	16	50%
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

Subgroup: Hispanic or Latino												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	158	45%	447	31%	164	34%	509	32%	207	32%
Mathematics	430	50%	159	57%	452	41%	166	45%	502	34%	203	35%
STAR												
ELA-9	463	34%	164	44%	418	36%	158	43%	477	33%	177	38%
ELA-10	347	31%	145	32%	418	24%	147	33%	500	19%	201	19%
ELA-11	399	29%	149	38%	441	17%	159	19%	537	21%	200	24%
General Math	100	0%	9	*	2	*	-	-	70	1%	4	*
Algebra	339	33%	145	30%	501	28%	175	22%	608	26%	239	25%
Integrated Math	177	7%	76	8%	1	*	-	-	-	-	-	-
Geometry	298	17%	109	18%	457	15%	182	16%	449	13%	194	12%
Algebra II	177	19%	77	19%	210	10%	90	14%	179	9%	67	9%
Summative H.S. Math	69	42%	30	43%	54	15%	13	8%	57	34%	23	39%
World History	365	41%	149	40%	413	30%	154	36%	422	35%	183	33%
U.S. History	412	37%	157	48%	458	25%	168	28%	478	31%	188	30%
10th Life	345	44%	144	47%	422	36%	149	46%	489	30%	196	31%
Biology	423	49%	176	53%	387	37%	150	39%	448	36%	198	36%
Chemistry	160	37%	71	38%	216	25%	92	24%	225	21%	95	21%
Earth Science	164	20%	57	32%	181	10%	62	18%	193	11%	68	12%
Physics	4	*	3	*	3	*	-	-	5	*	1	*
Integrated/ Coordinated Science	213	42%	108	41%	34	29%	15	27%	50	44%	26	50%

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Subgroup: Black or African American												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	23	48%	447	31%	51	33%	509	32%	47	34%
Mathematics	430	50%	21	43%	452	41%	52	48%	502	34%	45	24%
STAR												
ELA-9	463	34%	49	49%	418	36%	27	44%	477	33%	55	31%
ELA-10	347	31%	19	32%	418	24%	45	24%	500	19%	47	17%
ELA-11	399	29%	36	44%	441	17%	39	13%	537	21%	38	26%
General Math	100	0%	1	*	2	*	-	-	70	1%	2	*
Algebra	339	33%	39	26%	501	28%	33	27%	608	26%	62	21%
Integrated Math	177	7%	9	*	1	*	-	-	-	-	-	-
Geometry	298	17%	27	26%	457	15%	51	8%	449	13%	41	10%
Algebra II	177	19%	18	6%	210	10%	18	6%	179	9%	13	0%
Summative H.S. Math	69	42%	6	*	54	15%	4	*	57	34%	4	*
World History	365	41%	22	52%	413	30%	47	30%	422	35%	40	29%
U.S. History	412	37%	40	45%	458	25%	41	22%	478	31%	37	32%
10th Life	345	44%	19	58%	422	36%	47	38%	489	30%	46	33%
Biology	423	49%	34	59%	387	37%	48	46%	448	36%	39	33%
Chemistry	160	37%	18	33%	216	25%	13	38%	225	21%	15	13%
Earth Science	164	20%	14	14%	181	10%	25	8%	193	11%	19	21%
Physics	4	*	-	-	3	*	1	*	5	*	1	*
Integrated/Coordinated Science	213	42%	36	39%	34	29%	4	*	50	44%	7	*

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Subgroup: English Learners												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	200	10%	447	31%	192	9%	509	32%	259	15%
Mathematics	430	50%	200	30%	452	41%	195	25%	502	34%	256	26%
STAR												
ELA-9	463	34%	222	10%	418	36%	182	11%	477	33%	190	9%
ELA-10	347	31%	147	7%	418	24%	175	5%	500	19%	267	7%
ELA-11	399	29%	167	3%	441	17%	252	7%	537	21%	295	5%
General	100	0%	81	0%	2	*	2	*	70	1%	60	0%
Algebra	339	33%	152	28%	501	28%	283	23%	608	26%	319	22%
Integrated	177	7%	93	3%	1	*	1	*	-	-	-	-
Geometry	298	17%	129	6%	457	15%	189	4%	449	13%	226	7%
Algebra II	177	19%	39	10%	210	10%	81	6%	179	9%	40	5%
Summative H.S. Math	69	42%	13	31%	54	15%	17	12%	57	34%	11	27%
World	365	41%	154	24%	413	30%	164	11%	422	35%	214	19%
U.S. History	412	37%	176	9%	458	25%	255	11%	478	31%	244	11%
10 th Life	345	44%	145	19%	422	36%	175	14%	489	30%	260	13%
Biology	423	49%	158	21%	387	37%	153	16%	448	36%	217	18%
Chemistry	160	37%	37	11%	216	25%	89	7%	225	21%	69	10%
Earth Science	164	20%	97	9%	181	10%	121	7%	193	11%	139	4%
Physics	4	*	1	*	3	*	2	*	5	*	-	-
Integrated/Coordinated Science	213	42%	49	24%	34	29%	3	*	50	44%	4	*

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Subgroup: Reclassified-Fluent English Proficient (RFEP)												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	103	66%	447	31%	87	62%	509	32%	72	67%
Mathematics	430	50%	104	84%	452	41%	87	71%	502	34%	73	59%
STAR												
ELA-9	463	34%	59	73%	418	36%	107	63%	477	33%	93	66%
ELA-10	347	31%	100	45%	418	24%	84	56%	500	19%	74	48%
ELA-11	399	29%	100	54%	441	17%	68	41%	537	21%	91	49%
General	100	0%	-	-	2	*	-	-	70	1%	1	*
Algebra	339	33%	44	59%	501	28%	77	35%	608	26%	79	53%
Integrated	177	7%	30	20%	1	*	-	-	-	-	-	-
Geometry	298	17%	78	19%	457	15%	103	32%	449	13%	76	27%
Algebra II	177	19%	75	21%	210	10%	60	12%	179	9%	66	9%
Summative H.S. Math	69	42%	27	52%	54	15%	21	14%	57	34%	26	38%
World	365	41%	101	53%	413	30%	84	55%	422	35%	71	65%
U.S. History	412	37%	97	69%	458	25%	71	58%	478	31%	91	57%
10th Life	345	44%	100	62%	422	36%	84	64%	489	30%	72	60%
Biology	423	49%	122	69%	387	37%	78	64%	448	36%	83	61%
Chemistry	160	37%	62	40%	216	25%	59	49%	225	21%	74	27%
Earth Science	164	20%	20	50%	181	10%	10	*	193	11%	11	36%
Physics	4	*	2	*	3	*	-	-	5	*	1	*
Integrated/Coordinated Science	213	42%	40	48%	34	29%	15	40%	50	44%	25	56%
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

Subgroup: Students with Disabilities

	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	24	17%	447	31%	38	11%	509	32%	41	5%
Mathematics	430	50%	22	23%	452	41%	40	13%	502	34%	30	13%
STAR												
ELA-9	463	34%	9	*	418	36%	16	31%	477	33%	44	5%
ELA-10	347	31%	12	17%	418	24%	20	5%	500	19%	42	2%
ELA-11	399	29%	16	19%	441	17%	23	9%	537	21%	25	4%
General	100	0%	-	-	2	*	1	*	70	1%	1	*
Algebra	339	33%	11	9%	501	28%	18	28%	608	26%	54	4%
Integrated	177	7%	7	*	1	*	-	-	-	-	-	-
Geometry	298	17%	9	*	457	15%	23	0	449	13%	35	3%
Algebra II	177	19%	4	*	210	10%	2	*	179	9%	1	*
Summative H.S. Math	69	42%	-	-	54	15%	1	*	57	34%	-	-
World	365	41%	28	23%	413	30%	42	17%	422	35%	41	10%
U.S. History	412	37%	39	23%	458	25%	44	7%	478	31%	23	13%
10th Life	345	44%	12	42%	422	36%	21	24%	489	30%	42	7%
Biology	423	49%	25	24%	387	37%	43	9%	448	36%	39	8%
Chemistry	160	37%	3	*	216	25%	3	*	225	21%	1	*
Earth Science	164	20%	31	16%	181	10%	36	11%	193	11%	20	15%
Physics	4	*	-	-	3	*	-	-	5	*	-	-
Integrated/ Coordinated Science	213	42%	2	*	34	29%	1	*	50	44%	-	-
<p>An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.</p>												

For 2013, Percent Proficiency is up almost across the board on the CST exams—all areas except ELA 9, which jumped in 2012 and Coordinated Science, which peaked in 2011. A lot of hard work went into these scores. All subject areas had students working on academically rigorous coursework to prepare. Some 10th grade students attended Saturday Scholars STAR School for World History. The implementation of the Be BRAVE incentive program motivated students as well.

California High School Exit Exam (CAHSEE)

Tenth Grade First Time Testers

ELA	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	550	321	57%	28%	229	43%
2011	509	297	58%	32%	209	42%
2012	460	273	59%	31%	187	41%
2013	433	256	59%	35%	177	41%

Math	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	531	374	68%	37%	157	32%
2011	502	351	70%	34%	151	30%
2012	456	345	76%	41%	111	24%
2013	430	321	75%	50%	109	25%

March 2011

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	502	30	256	73	414	85
Passing	Math	351 (70%)	15 (50%)	154 (60%)	69 (95%)	279 (67%)	71 (84%)
# Tested	ELA	509	41	259	72	419	87
Passing	ELA	297 (58%)	12 (29%)	101 (39%)	67 (93%)	226 (54%)	70 (80%)

March 2012

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	452	40	195	87	314	138
Passing	Math	344 (76%)	14 (35%)	117 (60%)	85 (98%)	230 (73%)	114 (83%)
# Tested	ELA	447	38	192	87	312	135
Passing	ELA	270 (60%)	11 (29%)	57 (30%)	82 (94%)	170 (54%)	100 (74%)

March 2013

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	430	22	200	104	369	61
Passing	Math	321 (75%)	8 (36%)	124 (62%)	103 (99%)	273 (74%)	48 (79%)
# Tested	ELA	433	24	201	103	372	61
Passing	ELA	256 (59%)	7 (29%)	72 (36%)	98 (95%)	213 (57%)	43 (70%)

CAHSEE Data for 11th and 12th Grade Students Who Have Yet to Pass

October 2010 – 11th and 12th grades

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	331	21	234	5	209	107
Passing	Math	60 (18%)	3 (14%)	32 (14%)	-	35 (17%)	20 (19%)
# Tested	ELA	486	43	360	11	298	160
Passing	ELA	86 (18%)	5 (12%)	54 (15%)	7 (64%)	45 (15%)	38 (24%)

February 2011 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	126	10	89	0	110	11
Passing	Math	20 (16%)	-	13 (15%)	-	15 (14%)	2 (18%)
# Tested	ELA	201	19	147	2	172	15
Passing	ELA	17 (8%)	0 (0%)	9 (6%)	-	12 (7%)	2 (13%)

May 2011 – 11th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	145	11	114	2	133	11
Passing	Math	42 (29%)	2 (18%)	29 (25%)	-	38 (29%)	4 (36%)
# Tested	ELA	197	9	170	0	185	11
Passing	ELA	32 (16%)	-	23 (14%)	-	29 (16%)	3 (27%)

May 2011 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	97	9	69	0	88	9
Passing	Math	29 (30%)	-	23 (33%)	-	27 (31%)	-
# Tested	ELA	154	14	125	1	140	11
Passing	ELA	11 (7%)	0 (0%)	10 (8%)	-	10 (7%)	0 (0%)

November 2011 – 11th and 12th grades

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	301	11	246	3	256	30
Passing	Math	69 (23%)	4 (36%)	49 (20%)	-	55 (21%)	11 (37%)
# Tested	ELA	504	32	401	4	403	60
Passing	ELA	82 (16%)	6 (19%)	50 (12%)	-	56 (14%)	19 (32%)

February 2012 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	115	6	95	1	105	7
Passing	Math	17 (15%)	-	13 (14%)	-	13 (12%)	-
# Tested	ELA	244	8	195	0	201	11
Passing	ELA	16 (7%)	-	10 (5%)	-	11 (5%)	3 (27%)

May 2012 – 11th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	104	6	85	1	83	21
Passing	Math	14 (13%)	-	11 (13%)	-	10 (12%)	4 (19%)
# Tested	ELA	155	17	133	2	126	29
Passing	ELA	20 (13%)	4 (24%)	15 (11%)	-	15 (12%)	5 (17%)

May 2012 – 12th grade

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	81	1	74	1	76	5
Passing	Math	8 (10%)	-	6 (8%)	-	7 (9%)	-
# Tested	ELA	176	1	170	0	167	9
Passing	ELA	4 (2%)	-	4 (2%)	-	2 (1%)	-

November 2012 – 11th and 12th grades

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	(RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	261	28	156	2	205	33
Passing	Math	61 (23%)	1 (4%)	30 (19%)	-	46 (22%)	12 (36%)
# Tested	ELA	475	43	260	7	319	48
Passing	ELA	84 (18%)	4 (9%)	50 (19%)	-	54 (17%)	22 (46%)

CAHSEE passage rate has stayed consistent for first time test takers over the last two years but proficiency has increased. For students who have yet to pass the CAHSEE, the rate of passing varies but there are students passing. Special Education students can be waived but with the new policy of community college students not getting financial aid without having passed the CAHSEE has forced many adults back to campus to take the CAHSEE exam.

Adequate Yearly Progress (AYP)

2010-2011 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 66.7%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	462	166	35.9	NO
Black or African American	41	15	36.6	--
Hispanic or Latino	201	71	35.3	NO
White	194	65	33.5	NO
Socioeconomically Disadvantaged	377	126	33.4	NO
English Language Learners	266	54	20.3	NO
Students with Disabilities	53	13	24.5	--

Math Target: 66.1%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	465	170	36.6	NO
Black or African American	41	12	29.3	--
Hispanic or Latino	203	75	36.9	NO
White	195	69	35.4	NO
Socioeconomically Disadvantaged	379	129	34.0	NO
English Language Learners	267	76	28.5	NO
Students with Disabilities	53	16	30.2	--

2010-2011 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	522	96	Yes
Black or African American	52	51	99	--
Hispanic or Latino	219	214	98	Yes
White	242	229	95	Yes
Socioeconomically Disadvantaged	441	427	97	Yes
English Language Learners	280	274	98	Yes
Students with Disabilities	67	56	84	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	526	97	Yes
Black or African American	52	50	97	--
Hispanic or Latino	220	217	99	Yes
White	241	231	96	Yes
Socioeconomically Disadvantaged	442	431	98	Yes
English Language Learners	281	277	99	Yes
Students with Disabilities	67	56	84	--

2011-2012 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 77.8%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	425	139	32.7	No
Black or African American	44	16	36.4	--
Hispanic or Latino	162	55	34.0	No
White	204	61	29.9	No
Socioeconomically Disadvantaged	291	84	28.9	No
English Language Learners	264	72	27.3	Yes
Students with Disabilities	46	11	23.9	--

Math Target: 77.4%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	428	180	42.1	No
Black or African American	45	21	46.7	--
Hispanic or Latino	163	74	45.4	Yes
White	205	77	37.6	No
Socioeconomically Disadvantaged	292	120	41.1	No
English Language Learners	265	108	40.8	Yes
Students with Disabilities	48	11	22.9	--

2011-2012 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	461	99	Yes
Black or African American	53	52	99	--
Hispanic or Latino	171	169	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	271	100	Yes
Students with Disabilities	50	48	96	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	463	100	Yes
Black or African American	53	53	100	--
Hispanic or Latino	171	170	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	272	100	Yes
Students with Disabilities	50	50	100	--

2012-2013 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 88.9% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	386	158	40.9	Yes
Black or African American	33	17	51.5	--
Filipino	10	-	-	--
Hispanic or Latino	147	73	49.7	Yes
White	185	54	29.2	No
Socioeconomically Disadvantaged	350	133	38.0	Yes
English Language Learners	228	56	24.6	No
Students with Disabilities	33	15	45.5	--

Math Target: 88.7% Met all Proficient rate criteria? Yes				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	385	213	55.3	Yes
Black or African American	32	15	46.9	--
Filipino	10	-	-	--
Hispanic or Latino	147	90	61.2	Yes
White	185	91	49.2	Yes
Socioeconomically Disadvantaged	349	187	53.6	Yes
English Language Learners	228	103	45.2	Yes
Students with Disabilities	33	15	45.5	--

2012-2013 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	449	447	100	Yes
Black or African American	36	36	100	--
Hispanic or Latino	165	164	99	Yes
White	226	226	100	Yes
Socioeconomically Disadvantaged	405	402	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	450	448	100	Yes
Black or African American	36	35	98	--
Hispanic or Latino	166	165	99	Yes
White	226	227	100	Yes
Socioeconomically Disadvantaged	406	403	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

ECVHS has met the participation AYP objective the past three years but did not meet any of the Annual Measurable Objectives in 2011 or 2012 except for the ELL in 2012. In 2013, with the 73-point gain in API, ECVHS made Safe Harbor in all areas except ELA “White” subgroup and “English Language Learner” subgroup.

California English Language Development Test (CELDT)

"Three purposes for the California English Language Development Test (CELDT) are specified in state law (see Education Code Section 60810 (d)(1-3)), including: 1) identify pupils as limited English proficient, 2) determine the level of English language proficiency (ELP) who are limited English proficient, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English."

CELDT Results 2009-10 - All CELDT Tests – 688 were Annual Assessments and 454 were Initial Assessments.

Performance Level	9	10	11	12	Total
Advanced	29 (10%)	10 (3%)	19 (7%)	20 (7%)	78 (7%)
Early Advanced	56 (20%)	62 (21%)	59 (22%)	56 (19%)	233 (20%)
Intermediate	79 (28%)	79 (26%)	64 (24%)	65 (22%)	287 (25%)
Early Intermediate	59 (21%)	52 (17%)	54 (20%)	61 (21%)	226 (20%)
Beginning	57 (20%)	98 (33%)	71 (27%)	92 (31%)	318 (28%)
Number Tested	280 (100%)	301 (100%)	267 (100%)	294 (100%)	1,142 (100%)

CELDT Results 2010-11 – All CELDT Tests – 409 Initials and 688 Annuals

Performance Level	9	10	11	12	Total
Advanced	4 (2.0%)	11 (4.0%)	10 (3.0%)	16 (5.0%)	41 (4.0%)
Early Advanced	22 (12.0%)	53 (18.0%)	49 (16.0%)	50 (16.0%)	174 (16.0%)
Intermediate	56 (29.0%)	76 (26.0%)	66 (22.0%)	62 (20.0%)	260 (24.0%)
Early Intermediate	28 (15.0%)	52 (18.0%)	57 (19.0%)	74 (23.0%)	211 (19.0%)
Beginning	81 (42.0%)	95 (33.0%)	121 (40.0%)	114 (36.0%)	411 (37.0%)
Number Tested	191 (100.0%)	287 (100.0%)	303 (100.0%)	316 (100.0%)	1,097 (100.0%)

CELDT Results 2011-12 - All CELDT Tests – 133 Initials and 880 Annuals

Performance Level	9	10	11	12	Total
Advanced	4 (2.0%)	8 (4.0%)	18 (7.0%)	20 (5.0%)	50 (5.0%)
Early Advanced	30 (16.0%)	41 (21.0%)	57 (23.0%)	68 (18.0%)	196 (19.0%)
Intermediate	53 (28.0%)	41 (21.0%)	59 (24.0%)	81 (21.0%)	234 (23.0%)
Early Intermediate	45 (24.0%)	45 (23.0%)	56 (23.0%)	80 (21.0%)	226 (22.0%)
Beginning	58 (31.0%)	61 (31.0%)	54 (22.0%)	134 (35.0%)	307 (30.0%)
Number Tested	190 (100.0%)	196 (100.0%)	244 (100.0%)	383 (100.0%)	1,013 (100.0%)

ECVHS has decreased the number of ELL students scoring overall beginning but has not increased the number scoring Advanced or Early Advanced. Our ELL population has decreased since 2010 but we still have over 40% of our students considered EL.

SAT/ACT

SAT

Year	Senior Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1500 Number	Total >= 1500 Percent
2009-2010	639	104	16.28%	438	452	440	27	26.0%
2010-2011	662	151	22.8%	435	435	376	19	12.6%
2011-2012	546	134	24.5%	463	463	416	41	30.5%

ACT

Year	Senior Enrollment	Number Tested	Percent Tested	Average Score	Score >=21 Number	Score >=21 Percent
2008-2009	604	86	14.24%	18.38	20	23.26%
2009-2010	639	83	12.99%	17.9	18	21.69%
2010-2011	662	108	16.31%	18.07	27	25.0%

Most ECVHS graduates plan to go to community college. The number of students taking the SAT or ACT is less than a quarter of the senior class. The percentage of students taking the SAT and ACT are up as is the number scoring over 1500/ 21.

Advanced Placement

AP Exam Passage Rates -CDE

Year	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Score=1	Exams Score=2	Exams Score=3	Exams Score=4	Exams Score=5
2007-2008	478	1,023	138	75	64	32	12	9
2008-2009	604	1,132	192	127	70	45	24	19
2009-2010	639	1,224	283	269	92	63	35	22
2010-2011	662	1,244	330	232	181	74	37	16
2011-2012	722	1,228	238	167	121	68	20	6

Passing = Scores of 3, 4, 5

The number of students taking AP exams peaked in 2011. Unfortunately, approximately 70% of the AP exams taken end with a score of a 1. Only 3% of the tests get a score of a 5. For 2012, 39% of the tests taken were passed.

A-G Requirements Met

Year	Percent of Graduates who completed A-G Requirements
2007-2008	27%
2008-2009	52.7%
2009-2010	24.5%
2010-2011	24.4%
2011-2012	29.3%

A-G Requirements: The number of twelfth-grade graduates, for the school year indicated, completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of “C” or better. This represents only a portion of the entrance requirements for UC or CSU.

ECVHS has approximately 29% of students graduating with A-G requirements fulfilled. This is up from 2011. Our population change is evident by the peak in A-G in 2009. The number of students not meeting A-G is directly linked to the number of students in ELD classes. This is not to say that all non-ELL students are meeting the A-G requirements. This is an area that needs to be addressed.

Algebra (by grade level)**2011-12 Algebra Enrollment**

Grade	Algebra 1C/2C	Sheltered Algebra	Algebra 1H/2H	Sheltered Math 1/2
9	249	65	0	55
10	55	58		23
11	5	29		22
12	14	25		9

2012-13 Algebra Enrollment

Grade	Algebra 1C/2C	Sheltered Algebra	Algebra 1H/2H	Sheltered Math 1/2
9	238	52	28	54
10	5	17		46
11	1	15		29
12	0	20		19

2013-14 Algebra Enrollment

Grade	Algebra 1C/2C	Sheltered Algebra	Algebra 1H/2H	Sheltered Math 1/2
9	213	51	28	20
10	0	53		17
11	23	56		21
12	0	25		10

There is only one math class at ECVHS prior to Algebra. It is called Sheltered Math 1/2 and is programmed for new ELL students who have no previous math experience or test into the class. The class is fluid and as student progress, they are moved into Algebra. The majority of freshmen take Algebra 1C/2C while some take Geometry and some the Sheltered Math 1/2.

A, B, C Rates

A, B, C Rates		
2006-2007*	Term 1 72%	Term 2 71.5%
2007-2008*	Term 1 77.5%	Term 2 76.5%
2008-2009*	Term 1 74.5%	Term 2 74.5%
2009-2010*	Term 1 72%	Term 2 74%
2010-2011*	Quarter 1=77%, Q 2= 74%	Q 3= 74%, Q 4= 74%
2011-2012*	Quarter 1=75% Q 2 = 73%	Q 3= 72%, Q4= 72%
2012-2013	Semester 1 = 65%	Semester 2 = 66%

*4x4 Quarter Block Schedule 2000-2012

ABC rates were down from previous years in 2012-13. The change in schedule from the 4x4 Block to the traditional 6-period day was difficult for many students. We have provided interventions to help with re-teaching and grade recovery but more analysis of this is needed during 13-14 to see what more can be done to help students pass classes and be credit current, on track for graduation.

Completion Rates

2009-10 Site Graduation Data* - (CDE Enrollment/ Graduates 639/372 58%)	
Number of seniors enrolled at week 3	622
Number of seniors enrolled on the last day of school	508
Number of students who earned a diploma from the start of the current school year to the start of the following school year	387
	3 year graduates: 2
	4 year graduates: 341
	5+ year graduates: 44
Graduation Rate	76.1%

2010-11 Site Graduation Data* – (CDE Enrollment/ Graduates 538/361 67.1%)	
Number of seniors enrolled at week 3	659
Number of seniors enrolled on the last day of school	535
Number of students who earned a diploma from the start of the current school year to the start of the following school year	419 3 year graduates: 0 4 year graduates: 364 5+ year graduates: 55
Graduation Rate	78.3%

2011-12 Site Graduation Data* – (CDE Enrollment/ Graduates 541/343 63.4%)	
Number of seniors enrolled at week 3	731
Number of seniors enrolled on the last day of school	571
Number of students who earned a diploma from the start of the current school year to the start of the following school year	389 3 year graduates: 1 4 year graduates: 337 5+ year graduates: 51
Graduation Rate	68.1%

2012-13 Site Graduation Data* - (CDE: Enrollment/ Graduates TBD)	
Number of seniors enrolled at week 3	595
Number of seniors enrolled on the last day of school	519
Number of students who earned a diploma from the start of the current school year to the start of the following school year	365
	3 year graduates: 0
	4 year graduates: 312
	5+ year graduates: 53
Graduation Rate	70.3%

Freshmen to Senior Class Comparison				
	Number as Freshmen	Number as Seniors	Cohort	Graduates
Class of 2010	528	639	536	333
Class of 2011	537	662	510	362
Class of 2012	563	722	546	336
Class of 2013	560	604	TBD	TBD

2010 Graduation Data

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Still Enrolled	Cohort Still Enrolled Rate
Hispanic or Latino of Any Race	237	168	70.9	36	15.2	0.8	31	13.1
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Asian, Not Hispanic	*	*	66.7	*	16.7	0.0	*	16.7
Pacific Islander, Not Hispanic	*	*	87.5	*	0.0	0.0	*	12.5
Filipino, Not Hispanic	*	*	85.7	*	14.3	0.0	*	0.0
African American, Not Hispanic	49	31	63.3	11	22.4	0.0	*	14.3
White, Not Hispanic	221	112	50.7	36	16.3	0.9	71	32.1
Two or More Races, Not Hispanic	*	*	0.0	*	100.0	0.0	*	0.0
Not Reported	*	*	33.3	*	33.3	0.0	*	33.3

2011 Graduation Data

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation	Cohort Dropouts	Cohort Dropouts	Cohort Special Ed	Cohort Still Enrolled	Cohort Still Enrolled
Hispanic or Latino of Any Race	206	156	75.7	27	13.1	1.0	21	10.2
American Indian or Alaska Native, Not Hispanic	*	*	25.0	*	25.0	0.0	*	50.0
Asian, Not Hispanic	*	*	83.3	*	16.7	0.0	*	0.0
Pacific Islander, Not Hispanic	*	*	66.7	*	0.0	0.0	*	33.3
Filipino, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
African American, Not Hispanic	53	45	84.9	*	3.8	0.0	*	11.3
White, Not Hispanic	223	142	63.7	25	11.2	0.4	55	24.7
Two or More Races, Not Hispanic	*	*	60.0	*	20.0	0.0	*	20.0
Not Reported	*	*	33.3	*	33.3	0.0	*	33.3

2012 Graduation Data

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation	Cohort Dropouts	Cohort Dropouts	Cohort Special Ed	Cohort Still Enrolled	Cohort Still Enrolled
Hispanic or Latino of Any Race	209	135	64.6	39	18.7	1.0	33	15.8
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Asian, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Pacific Islander, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Filipino, Not Hispanic	12	11	91.7	*	8.3	0.0	*	0.0
African American, Not Hispanic	44	28	63.6	11	25.0	4.5	*	6.8
White, Not Hispanic	253	151	59.7	63	24.9	0.4	38	15.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	0.0	*	0.0
Not Reported	17	*	0.0	*	29.4	0.0	12	70.6

Graduation rate has fluctuated over the last several years. CDE data is different than site kept data as well but it is obvious that graduation rate is an area of concern and need. With the high number of refugee students enrolling as 10-12 graders, our cohort numbers seem skewed. We often have more seniors in a class than we had as freshmen but still fewer graduates. Many students who enroll at ECVHS as seniors or juniors ultimately attend adult school to graduate. Those who do stay have to sign a behavior and attendance contract and be on track for 5th year graduation. Overall, graduation rate is too low and identified as an area for growth.

Process and Perception Data

Survey Results

Surveys were given to stakeholder groups between November and December of 2012. The full set of questions and responses are in the appendix. This is the highlights – both positive and negative from each group. There are more from the staff and student surveys as these two groups were asked more questions than the parents.

Parent Stakeholder group positive highlights:

7. I feel welcomed at ECVHS.

(A) strongly agree =284 = 35.1%

(B) agree =326 = 40.2%

(C) neutral =159 = 19.6%

(D) disagree =27 = 3.3%

(E) strongly disagree = 11 = 1.4%

Blank = 3 = .4%

8. ECV Teachers and staff are respectful to me and my child.

(A) strongly agree =311 = 38.4%

(B) agree =328 = 40.5%

(C) neutral =133 = 16.4%

(D) disagree =27 = 3.3%

(E) strongly disagree = 11 = 1.4%

Blank= 0

9. All students are given an opportunity to learn at ECV.

(A) strongly agree =366 = 45.2%

(B) agree =312 = 38.5%

(C) neutral =97 = 12%

(D) disagree =22 = 2.7%

(E) strongly disagree = 10 = 1.2%

Blank = 3 = .4%

12. ECV meets the academic needs of the students.

(A) strongly agree = 227 = 28%

(B) agree = 367 = 45.3%

(C) neutral = 170 = 20.9%

(D) disagree = 34 = 4.2%

(E) strongly disagree = 9 = 1.2%

Blank= 3 = .4%

22. I am satisfied with the variety of classes at ECVHS.

(A) strongly agree = 220 = 27.2%

(B) agree = 344 = 42.5%

(C) neutral = 182 = 22.5%

(D) disagree = 45 = 5.5%

(E) strongly disagree = 11 = 1.3%

Blank= 8 = 1%

Parent stakeholder group negative highlights:

13. The school work my child is asked to do is challenging.

(A) strongly agree = 189 = 23.3%

(B) agree = 343 = 42.3%

(C) neutral = 194 = 24%

(D) disagree = 60 = 7.4%

(E) strongly disagree = 17 = 2.1%

Blank= 7 = .9%

14. I know what courses my child needs to take to get into college.

(A) strongly agree = 209 = 25.8%

(B) agree = 279 = 34.4%

(C) neutral = 167 = 20.6%

(D) disagree = 110 = 13.6%

(E) strongly disagree = 32 = 4%

Blank= 13 = 1.6%

16. My child is encouraged to take college prep (A-G) courses by his/her teachers and counselors.

(A) strongly agree = 249 = 30.7%

(B) agree = 250 = 30.8%

(C) neutral = 209 = 25.8%

(D) disagree = 62 = 7.7%

(E) strongly disagree = 29 = 3.6%

Blank= 11 = 1.4%

21. I know where I can get extra homework help/ tutoring for my child if needed.

(A) strongly agree = 247 = 30.5%

(B) agree = 315 = 38.9%

(C) neutral = 134 = 16.5%

(D) disagree = 79 = 9.8%

(E) strongly disagree = 19 = 2.3%

Blank= 16 = 2%

23. I use EngradePro to check my child's grades.

(A) strongly agree = 174 = 21.5%

(B) agree = 218 = 26.9%

(C) neutral = 209 = 25.8%

(D) disagree = 113 = 14%

(E) strongly disagree = 82 = 10.1%

Blank= 14 = 1.7%

From these negatives it seems as though we need to do a better job of communicating - college requirements, the tutoring and support programs we have, and letting parents know about Engrade. Additionally, we need to look at how we are encouraging students to take classes as well as the level of rigor/ the challenge of assignments.

Student Stakeholder group positive highlights:

8. I am confident that I am being prepared well for college and the real world.

(A)strongly agree = 374 = 23.1%

(B) agree = 689 = 42.6%

(C) neutral = 430 = 26.6%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 27 = 1.6%

Blank = 6 = .4%

19. My family believes I can do well in school.

(A)strongly agree = 1000 = 61.8%

(B) agree = 430 = 26.6%

(C) neutral = 130 = 8%

(D) disagree = 35 = 2.2%

(E) strongly disagree = 18 = 1.1%

Blank = 5 = .3%

30. My homework assignments are directly related to classroom activities.

(A)strongly agree = 516 = 31.9%

(B) agree = 724 = 44.7%

(C) neutral = 297 = 18.4%

(D) disagree = 59 = 3.7%

(E) strongly disagree = 15 = .9%

Blank = 7 = .4%

31. I understand my teachers' expectations for student behavior in the classroom.

(A)strongly agree = 670 = 41.4%

(B) agree = 726 = 44.9%

(C) neutral = 172 = 10.6%

(D) disagree = 24 = 1.5%

(E) strongly disagree = 18 = 1.1%

Blank = 8 = .5%

32. I know where I can go to get help with my homework.

(A)strongly agree = 656 = 40.5%

(B) agree = 629 = 38.9%

(C) neutral = 220 = 13.6%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 27 = 1.7%

Blank = 8 = .5%

35. Instruction in my classrooms encourages an understanding of diverse opinions, values, and cultures.

(A)strongly agree = 323 = 20%

(B) agree = 653 = 40.3%

(C) neutral = 501 = 31%

(D) disagree = 90 = 5.6%

(E) strongly disagree = 35 = 2.2%

Blank = 16 = .9%

36. Overall, my teachers use a variety of instructional materials (i.e., textbooks, video, computer, etc.) to present academic material.

(A)strongly agree = 569 = 35.2%

(B) agree = 722 = 44.6%

(C) neutral = 247 = 15.3%

(D) disagree = 54 = 3.3%

(E) strongly disagree = 13 = .8%

Blank = 13 = .8%

38. I believe there are a reasonable number of tests given in my classes. (For example, at the end of chapter, end of unit, weekly vocabulary, etc.)

(A)strongly agree = 541 = 33.4%

(B) agree = 697 = 43.1%

(C) neutral = 245 = 15.1%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 45 = 2.9%

Blank = 12 = .7%

50. I try my best when I take CST and CAHSEE.

(A) always = 1044 = 64.5%

(B) often = 335 = 20.7%

(C) sometimes = 152 = 9.4%

(D) seldom = 40 = 2.5%

(E) never = 25 = 1.5%

Blank = 22 = 1.4%

Student stakeholder group negative highlights:

5. I use the school's library.

(A) daily = 130 = 8%

(B) weekly = 354 = 21.9%

(C) monthly = 515 = 31.8%

(D) never = 597 = 36.9%

E and Blank = 22 = 1.4%

6. I use EngradePro to check my grades.

(A) daily = 225 = 13.9%

(B) weekly = 659 = 40.7%

(C) monthly = 326 = 20.2%

(D) never = 392 = 24.2%

E and Blank = 16 = 1%

11. I am aware of ECV's mission statement and Expected School-wide Learning Results.

- (A)strongly agree = 187 = 11.6%
- (B) agree = 421 = 26%
- (C) neutral = 468 = 28.9%
- (D) disagree = 249 = 15.4%
- (E) strongly disagree = 283 = 17.5%
- Blank = 10 = .6%

14. ECV students are respectful towards teachers and other staff.

- (A)strongly agree = 149 = 9.2%
- (B) agree = 318 = 19.7%
- (C) neutral = 736 = 45.5%
- (D) disagree = 308 = 19%
- (E) strongly disagree = 102 = 6.3%
- Blank = 5 = .3%

17. There is at least one adult I can go to if I have a problem on campus.

- (A)strongly agree = 619 = 38.3%
- (B) agree = 493 = 30.5%
- (C) neutral = 211 = 13%
- (D) disagree = 174 = 10.8%
- (E) strongly disagree = 118 = 7.3%
- Blank = 3 = .1%

21. ECV staff encourages me to take college prep (A-G) classes.

(A)strongly agree = 366 = 22.6%

(B) agree = 483 = 29.8%

(C) neutral = 462 = 28.6%

(D) disagree = 213 = 13.2%

(E) strongly disagree = 92 = 5.7%

Blank = 2 = .1%

25. I know what classes I need to take to get into college.

(A)strongly agree = 574 = 35.5%

(B) agree = 511 = 31.5%

(C) neutral = 318 = 19.7%

(D) disagree = 147 = 9.1%

(E) strongly disagree = 62 = 3.8%

Blank = 6 = .4%

26. Writing is taught in most of my classes – “Not just in my English class.”

(A)strongly agree = 376 = 23.2%

(B) agree = 659 = 40.7%

(C) neutral = 369 = 22.8%

(D) disagree = 161 = 10%

(E) strongly disagree = 43 = 2.7%

Blank = 10 = .6%

46. When my tests show a low score, my teachers give me a chance to learn again and take another test to raise my score.

(A) always = 268 = 16.6%

(B) often = 471 = 29.1%

(C) sometimes = 486 = 30%

(D) seldom = 238 = 14.7%

(E) never = 131 = 8.1%

Blank = 24 = 1.5%

There are many pieces of information here that need to inform decisions moving forward. Even though staff feel like we encourage students to take A-G, maybe we do not. Communication is an issue with letting students know what classes they need for college but conversely many students feel like they are being prepared for college and the real world. The ESLRs need to be a big focus in the coming year. Students did not feel like they knew them.

Staff Stakeholder group positive highlights:

2. ECVHS is a safe place to attend school.

(A) strongly agree = 27 = 29%

(B) agree = 53 = 57%

(C) neutral = 9 = 9.7%

(D) disagree = 3 = 3.2%

(E) strongly disagree = 1 = 1.1%

3. ECVHS has clean and functional facilities.

(A) strongly agree = 28 = 30.1%

(B) agree = 52 = 55.9%

(C) neutral = 11 = 11.8%

(D) disagree = 1 = 1.1%

(E) strongly disagree = 1 = 1.1%

4. ECV's faculty and staff are highly qualified to do their respective jobs.

(A)strongly agree = 34 = 36.5%

(B) agree = 45 = 48.4%

(C) neutral = 13 = 14%

(D) disagree = 1 = 1.1%

(E) strongly disagree = 0

13. ECVHS is a welcoming place for students and parents.

(A)strongly agree = 26 = 27.9%

(B) agree = 52 = 55.9%

(C) neutral = 14 = 15.1%

(D) disagree = 1 = 1.1%

(E) strongly disagree = 0

15. ECV's staff encourages students to take college prep (A-G) classes.

(A)strongly agree = 26 = 27.9%

(B) agree = 51 = 54.8%

(C) neutral = 14 = 15.1%

(D) disagree = 2 = 2.2%

(E) strongly disagree = 0

27. I have learning goals/objectives and explain the purpose(s) of the lessons I teach.

(A)strongly agree = 27 = 43.5%

(B) agree = 28 = 45.2%

(C) neutral = 6 = 9.7%

(D) disagree = 1 = 1.6%

(E) strongly disagree = 0

Blank = 31**From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

28. Homework assignments I assign are directly related to classroom activities.

(A)strongly agree = 37 = 59.7%

(B) agree = 18 = 29%

(C) neutral = 7 = 11.3%

(D) disagree = 0

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

33. I use a variety of instructional materials (i.e., textbooks, video, computer, etc.) in my classroom.

(A)strongly agree = 33 = 53.2%

(B) agree = 23 = 37.1%

(C) neutral = 6 = 9.7%

(D) disagree = 0

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

35. I use formative assessments to plan/modify instruction and pacing for students.

(A)strongly agree = 18 = 29%

(B) agree = 33 = 53.2%

(C) neutral = 10 = 16.2%

(D) disagree = 1 = 1.6%

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

Staff stakeholder group negative highlights:

1. I am confident that we are preparing students well for college and the real world.

(A)strongly agree = 5 = 5.4%

(B) agree = 26 = 27.9%

(C) neutral = 25 = 26.9%

(D) disagree = 33 = 35.5%

(E) strongly disagree = 3 = 3.2%

Blank = 1 = 1.1%

8. ECV's administration provides good leadership.

(A)strongly agree = 12 = 13%

(B) agree = 38 = 40.8%

(C) neutral = 23 = 24.7%

(D) disagree = 16 = 17.2%

(E) strongly disagree = 4 = 4.3%

11. ECV students are respectful towards the faculty and staff.

(A)strongly agree = 5 = 5.4%

(B) agree = 40 = 43%

(C) neutral = 31 = 33.3%

(D) disagree = 16 = 17.2%

(E) strongly disagree = 1 = 1.1%

19. Classes at ECVHS are challenging.

(A)strongly agree = 7 = 7.5%

(B) agree = 37 = 39.8%

(C) neutral = 32 = 34.4%

(D) disagree = 15 = 16.1%

(E) strongly disagree = 2 = 2.2%

21. I have sufficient time to collaborate with others.

(A)strongly agree = 4 = 4.3%

(B) agree = 16 = 17.2%

(C) neutral = 17 = 18.3%

(D) disagree = 29 = 31.2%

(E) strongly disagree = 26 = 27.9%

Blank = 1 = 1.1%

25. ECV classes of the same subject are consistent in pacing and content, regardless of the teacher.

(A)strongly agree = 4 = 6.4%

(B) agree = 24 = 38.7%

(C) neutral = 20 = 32.3%

(D) disagree = 12 = 19.4%

(E) strongly disagree = 2 = 3.2%

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

34. Students in my class are asked to do a variety of assignments (aside from testing) to show proficiency such as power point presentations, projects, portfolios, or performances.

(A)strongly agree = 22 = 35.5%

(B) agree = 21 = 33.9%

(C) neutral = 6 = 9.7%

(D) disagree = 13 = 20.9%

(E) strongly disagree = 0

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

36. I use standardized test scores to inform my teaching and pacing for students.

(A)strongly agree = 7 = 11.3%

(B) agree = 27 = 43.5%

(C) neutral = 18 = 29.1%

(D) disagree = 9 = 14.5%

(E) strongly disagree = 1 = 1.6%

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

39. I use rubrics to give students feedback on their learning.

(A)strongly agree = 17 = 27.4%

(B) agree = 21 = 33.9%

(C) neutral = 17 = 27.4%

(D) disagree = 6 = 9.7%

(E) strongly disagree = 1 = 1.6%

Blank = 31 **From #25-48 the questions were only for teachers and the percent is out of 62 total instead of 91.**

ECVHS Staff has dissention over whether we are preparing students for college and the real world, the level of challenge of classes, and whether students are respectful to staff. The need for collaboration time is evident as is the need for common pacing.

Chapter 2 Title Page

Chapter 2

Analysis of Profile Data

El Cajon Valley High School has had numerous changes in the past six years. Some of them have been steps forward, while others feel like steps back. Close and careful examination of our data and programs show some accomplishments, as well as opportunities for growth.

ECVHS is very proud of our system of interventions for students in need of social and emotional support through our guidance department and Family Resource Center. Our program was able to successfully close (meeting clinical goals of the therapy) 75-92% of cases in the last three years. Our Drop-Out Prevention Specialist has “recovered” students who were not connected to school well (which represent about 15% of the school’s total population.) Our attendance rate is up 1.09% in 2012-13 over 2011-12 and is our highest in the last four years. We started a calling-home program for students absent during period 1 called Plus Eight. This has helped cut down on truancies and keep parents informed in real time. We also run multiple Saturday programs that help with attendance recovery.

Our number of suspensions and expulsions was down in the 2011-12 and 2012-13 school years from previous years. Additionally, anecdotal evidence shows that climate on campus is changing in a positive direction with less trash in the lunch areas and more involvement in some activities.

An area of need that we have addressed throughout 2012-13 was having staff come together to create, vote, and stand behind a common vision, mission, and set of ESLRs. We had a large turn-over in administrative staff as well as the loss some teaching staff in the past two years and had a hard year in 2011-12 with the changing of the schedule and hard feelings over some different issues. Our previous vision, mission, and ESLRs were in need of updating which made this the perfect opportunity to get staff to start having hard conversations about who we are and what we stand for. We are now in the position of asking, “How do we live our vision and mission?” More work and conversations will be continuing in this area.

There were a few major points from Chapter 1 and the ensuing conversation that stood out as Critical Academic Needs:

1. Proficiency rates as measured by the CAHSEE and CST (soon Common Core)

ESLR: Meet or Exceed Standards in all content areas.

California High School Exit Exam (CAHSEE)

Tenth Grade First Time Testers

ELA	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	550	321	57%	28%	229	43%
2011	509	297	58%	32%	209	42%
2012	460	273	59%	31%	187	41%
2013	433	256	59%	35%	177	41%

Math	Number Tested	Number Passed	Percent Passed	Percent Proficient	Number Not Passed	Percent Not Passed
2010	531	374	68%	37%	157	32%
2011	502	351	70%	34%	151	30%
2012	456	345	76%	41%	111	24%
2013	430	321	75%	50%	109	25%

California Standards Test (CST)

Subgroup: Economically Disadvantaged												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	371	32%	447	31%	312	27%	509	32%	419	29%
Mathematics	430	50%	369	48%	452	41%	314	39%	502	34%	414	31%
STAR												
ELA-9	463	34%	414	31%	418	36%	356	33%	477	33%	402	30%
ELA-10	347	31%	297	27%	418	24%	297	23%	500	19%	412	16%
ELA-11	399	29%	330	25%	441	17%	320	16%	537	21%	434	18%
General Math	100	0%	99	0%	2	*	1	*	70	1%	69	1%
Algebra	339	33%	300	33%	501	28%	415	26%	608	26%	519	25%
Integrated Math	177	7%	149	7%	1	*	1	*	-	-	-	-
Geometry	298	17%	255	16%	457	15%	336	17%	449	13%	361	13%
Algebra II	177	19%	141	19%	210	10%	144	10%	179	9%	128	7%
Summative H.S. Math	69	42%	54	44%	54	15%	35	3%	57	34%	39	31%
World History	365	41%	310	38%	413	30%	282	26%	422	35%	342	32%
U.S. History	412	37%	344	34%	458	25%	334	21%	478	31%	379	26%
10 th Life Science	345	44%	296	40%	422	36%	302	31%	489	30%	404	27%
Biology	423	49%	358	46%	387	37%	267	35%	448	36%	358	31%
Chemistry	160	37%	124	35%	216	25%	147	22%	225	21%	165	18%
Earth Science	164	20%	142	15%	181	10%	130	8%	193	11%	166	10%
Physics	4	*	4	*	3	*	2	*	5	*	2	*
Integrated/Coordinated Science	213	42%	179	39%	34	29%	27	26%	50	44%	41	51%

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.

Subgroup: Hispanic or Latino												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	158	45%	447	31%	164	34%	509	32%	207	32%
Mathematics	430	50%	159	57%	452	41%	166	45%	502	34%	203	35%
STAR												
ELA-9	463	34%	164	44%	418	36%	158	43%	477	33%	177	38%
ELA-10	347	31%	145	32%	418	24%	147	33%	500	19%	201	19%
ELA-11	399	29%	149	38%	441	17%	159	19%	537	21%	200	24%
General Math	100	0%	9	*	2	*	-	-	70	1%	4	*
Algebra	339	33%	145	30%	501	28%	175	22%	608	26%	239	25%
Integrated Math	177	7%	76	8%	1	*	-	-	-	-	-	-
Geometry	298	17%	109	18%	457	15%	182	16%	449	13%	194	12%
Algebra II	177	19%	77	19%	210	10%	90	14%	179	9%	67	9%
Summative H.S. Math	69	42%	30	43%	54	15%	13	8%	57	34%	23	39%
World History	365	41%	149	40%	413	30%	154	36%	422	35%	183	33%
U.S. History	412	37%	157	48%	458	25%	168	28%	478	31%	188	30%
10 th Life	345	44%	144	47%	422	36%	149	46%	489	30%	196	31%
Biology	423	49%	176	53%	387	37%	150	39%	448	36%	198	36%
Chemistry	160	37%	71	38%	216	25%	92	24%	225	21%	95	21%
Earth Science	164	20%	57	32%	181	10%	62	18%	193	11%	68	12%
Physics	4	*	3	*	3	*	-	-	5	*	1	*
Integrated/Coordinated Science	213	42%	108	41%	34	29%	15	27%	50	44%	26	50%

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.

Subgroup: Black or African American												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	23	48%	447	31%	51	33%	509	32%	47	34%
Mathematics	430	50%	21	43%	452	41%	52	48%	502	34%	45	24%
STAR												
ELA-9	463	34%	49	49%	418	36%	27	44%	477	33%	55	31%
ELA-10	347	31%	19	32%	418	24%	45	24%	500	19%	47	17%
ELA-11	399	29%	36	44%	441	17%	39	13%	537	21%	38	26%
General Math	100	0%	1	*	2	*	-	-	70	1%	2	*
Algebra	339	33%	39	26%	501	28%	33	27%	608	26%	62	21%
Integrated Math	177	7%	9	*	1	*	-	-	-	-	-	-
Geometry	298	17%	27	26%	457	15%	51	8%	449	13%	41	10%
Algebra II	177	19%	18	6%	210	10%	18	6%	179	9%	13	0%
Summative H.S. Math	69	42%	6	*	54	15%	4	*	57	34%	4	*
World History	365	41%	22	52%	413	30%	47	30%	422	35%	40	29%
U.S. History	412	37%	40	45%	458	25%	41	22%	478	31%	37	32%
10th Life	345	44%	19	58%	422	36%	47	38%	489	30%	46	33%
Biology	423	49%	34	59%	387	37%	48	46%	448	36%	39	33%
Chemistry	160	37%	18	33%	216	25%	13	38%	225	21%	15	13%
Earth Science	164	20%	14	14%	181	10%	25	8%	193	11%	19	21%
Physics	4	*	-	-	3	*	1	*	5	*	1	*
Integrated/ Coordinated Science	213	42%	36	39%	34	29%	4	*	50	44%	7	*

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.

Subgroup: English Learners												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	200	10%	447	31%	192	9%	509	32%	259	15%
Mathematics	430	50%	200	30%	452	41%	195	25%	502	34%	256	26%
STAR												
ELA-9	463	34%	222	10%	418	36%	182	11%	477	33%	190	9%
ELA-10	347	31%	147	7%	418	24%	175	5%	500	19%	267	7%
ELA-11	399	29%	167	3%	441	17%	252	7%	537	21%	295	5%
General	100	0%	81	0%	2	*	2	*	70	1%	60	0%
Algebra	339	33%	152	28%	501	28%	283	23%	608	26%	319	22%
Integrated	177	7%	93	3%	1	*	1	*	-	-	-	-
Geometry	298	17%	129	6%	457	15%	189	4%	449	13%	226	7%
Algebra II	177	19%	39	10%	210	10%	81	6%	179	9%	40	5%
Summative H.S. Math	69	42%	13	31%	54	15%	17	12%	57	34%	11	27%
World	365	41%	154	24%	413	30%	164	11%	422	35%	214	19%
U.S. History	412	37%	176	9%	458	25%	255	11%	478	31%	244	11%
10th Life	345	44%	145	19%	422	36%	175	14%	489	30%	260	13%
Biology	423	49%	158	21%	387	37%	153	16%	448	36%	217	18%
Chemistry	160	37%	37	11%	216	25%	89	7%	225	21%	69	10%
Earth Science	164	20%	97	9%	181	10%	121	7%	193	11%	139	4%
Physics	4	*	1	*	3	*	2	*	5	*	-	-
Integrated/ Coordinated Science	213	42%	49	24%	34	29%	3	*	50	44%	4	*

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores. A (-) appears when no data was available.

Subgroup: Reclassified-Fluent English Proficient (RFEP)

	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	103	66%	447	31%	87	62%	509	32%	72	67%
Mathematics	430	50%	104	84%	452	41%	87	71%	502	34%	73	59%
STAR												
ELA-9	463	34%	59	73%	418	36%	107	63%	477	33%	93	66%
ELA-10	347	31%	100	45%	418	24%	84	56%	500	19%	74	48%
ELA-11	399	29%	100	54%	441	17%	68	41%	537	21%	91	49%
General	100	0%	-	-	2	*	-	-	70	1%	1	*
Algebra	339	33%	44	59%	501	28%	77	35%	608	26%	79	53%
Integrated	177	7%	30	20%	1	*	-	-	-	-	-	-
Geometry	298	17%	78	19%	457	15%	103	32%	449	13%	76	27%
Algebra II	177	19%	75	21%	210	10%	60	12%	179	9%	66	9%
Summative H.S. Math	69	42%	27	52%	54	15%	21	14%	57	34%	26	38%
World	365	41%	101	53%	413	30%	84	55%	422	35%	71	65%
U.S. History	412	37%	97	69%	458	25%	71	58%	478	31%	91	57%
10th Life	345	44%	100	62%	422	36%	84	64%	489	30%	72	60%
Biology	423	49%	122	69%	387	37%	78	64%	448	36%	83	61%
Chemistry	160	37%	62	40%	216	25%	59	49%	225	21%	74	27%
Earth Science	164	20%	20	50%	181	10%	10	*	193	11%	11	36%
Physics	4	*	2	*	3	*	-	-	5	*	1	*
Integrated/Coordinated Science	213	42%	40	48%	34	29%	15	40%	50	44%	25	56%

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Subgroup: Students with Disabilities												
	2012-13				2011-12				2010-11			
	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above	# of ALL students	% Proficient and Above	# of SUBGROUP students	% Proficient and Above
CAHSEE Grade 10 (March)												
ELA	432	35%	24	17%	447	31%	38	11%	509	32%	41	5%
Mathematics	430	50%	22	23%	452	41%	40	13%	502	34%	30	13%
STAR												
ELA-9	463	34%	9	*	418	36%	16	31%	477	33%	44	5%
ELA-10	347	31%	12	17%	418	24%	20	5%	500	19%	42	2%
ELA-11	399	29%	16	19%	441	17%	23	9%	537	21%	25	4%
General	100	0%	-	-	2	*	1	*	70	1%	1	*
Algebra	339	33%	11	9%	501	28%	18	28%	608	26%	54	4%
Integrated	177	7%	7	*	1	*	-	-	-	-	-	-
Geometry	298	17%	9	*	457	15%	23	0	449	13%	35	3%
Algebra II	177	19%	4	*	210	10%	2	*	179	9%	1	*
Summative H.S. Math	69	42%	-	-	54	15%	1	*	57	34%	-	-
World	365	41%	28	23%	413	30%	42	17%	422	35%	41	10%
U.S. History	412	37%	39	23%	458	25%	44	7%	478	31%	23	13%
10 th Life	345	44%	12	42%	422	36%	21	24%	489	30%	42	7%
Biology	423	49%	25	24%	387	37%	43	9%	448	36%	39	8%
Chemistry	160	37%	3	*	216	25%	3	*	225	21%	1	*
Earth Science	164	20%	31	16%	181	10%	36	11%	193	11%	20	15%
Physics	4	*	-	-	3	*	-	-	5	*	-	-
Integrated/Coordinated Science	213	42%	2	*	34	29%	1	*	50	44%	-	-

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These have been ongoing areas of need in which our teams have been trying different interventions and methods in order to help students be successful. The approach we have most recently tried in 2012-13 is Saturday Scholars programs. These programs are “boot camps” for CAHSEE preparation (called Diamonds Saturdays) and CST review and preparation (called STAR Saturdays.) These intervention programs will be continued in the 2013-14 school year as they, along with the Be BRAVE Incentive Program have made an impact on student achievement. As we move into Common Core, we have lined up the *ECV Way* common directive verb and writing component that is schoolwide as well as Block Day Writing. Block day writing is a new component, since we now have block days, in which students are writing in every class using the *ECV Way* directive verbs in prompts. Additionally we have the NWEA Map assessment which all 9th-11th students take in order to inform us of their lexile levels. These levels are available for teachers to use to know exactly where students are, to differentiate curriculum, and to create flexible groupings.

2. The number of students passing classes and graduating

ESLRs: Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college; Manage time and workloads efficiently and avoid procrastination; Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college

Another area of need is raising our A, B, C rates and students being credit current as they progress towards graduation. Our current A, B, C rate is 65% which is down from 2011-12 by 10%. We can speculate that this is due to the change from the 4x4 block ECVHS had from 2000 to 2012. The 6-period day schedule for the 2012-13 school year has been very different for both students and teachers. (We have voted on a new schedule for the 2013-14 school year which will be a 7-period modified block which we hope is the best compromise of the 4x4 and traditional.) Additionally, the lack of alignment in some subject areas and the need for common formative and benchmark assessments has affected teams’ abilities to create interventions. We did pilot Brave School with some subject area teams- an after school program in which teams request students who have done poorly on benchmarks to attend re-teaching sessions which provides an opportunity for test retakes. There are mixed results to date.

A, B, C Rates

A, B, C Rates		
2006-2007*	Term 1 72%	Term 2 71.5%
2007-2008*	Term 1 77.5%	Term 2 76.5%
2008-2009*	Term 1 74.5%	Term 2 74.5%
2009-2010*	Term 1 72%	Term 2 74%
2010-2011*	Quarter 1=77%, Q 2= 74%	Q 3= 74%, Q 4= 74%
2011-2012*	Quarter 1=75% Q 2 = 73%	Q 3= 72%, Q4= 72%
2012-2013	Semester 1 = 65%	Semester 2 = 66%

*4x4 Quarter Block Schedule 2000-2012

ABC rates were down from previous years in 2012-13. The change in schedule from the 4x4 Block to the traditional 6-period day was difficult for many students. We have provided interventions to help with re-teaching and grade recovery but more analysis of this is needed during 13-14 to see what more can be done to help students pass classes and be credit current, on track for graduation.

Completion Rates

2009-10 Site Graduation Data* - (CDE Enrollment/ Graduates 639/372 58%)	
Number of seniors enrolled at week 3	622
Number of seniors enrolled on the last day of school	508
Number of students who earned a diploma from the start of the current school year to the start of the following school year	387 3 year graduates: 2 4 year graduates: 341 5+ year graduates: 44
Graduation Rate	76.1%

2010-11 Site Graduation Data* – (CDE Enrollment/ Graduates 538/361 67.1%)	
Number of seniors enrolled at week 3	659
Number of seniors enrolled on the last day of school	535
Number of students who earned a diploma from the start of the current school year to the start of the following school year	419 3 year graduates: 0 4 year graduates: 364 5+ year graduates: 55
Graduation Rate	78.3%

2011-12 Site Graduation Data* – (CDE Enrollment/ Graduates 541/343 63.4%)	
Number of seniors enrolled at week 3	731
Number of seniors enrolled on the last day of school	571
Number of students who earned a diploma from the start of the current school year to the start of the following school year	389 3 year graduates: 1 4 year graduates: 337 5+ year graduates: 51
Graduation Rate	68.1%

2012-13 Site Graduation Data* - (CDE: Enrollment/ Graduates TBD)	
Number of seniors enrolled at week 3	595
Number of seniors enrolled on the last day of school	519
Number of students who earned a diploma from the start of the current school year to the start of the following school year	365
	3 year graduates: 0
	4 year graduates: 312
	5+ year graduates: 53
Graduation Rate	70.3%

Freshmen to Senior Class Comparison				
	Number as Freshmen	Number as Seniors	Cohort	Graduates
Class of 2010	528	639	536	333
Class of 2011	537	662	510	362
Class of 2012	563	722	546	336
Class of 2013	560	604	TBD	TBD

We have had a large number of students come into school, mostly our refugee population, as 16 or 17 year olds who are not able to complete graduation requirements and graduate with diplomas within the time they have here. Many go on to adult school and try to complete their diplomas there. We do keep between 40-80 students, who are close to meeting graduation requirements, as fifth year seniors. Many of them do graduate from ECVHS. In the past some of the fifth year seniors that stayed were attendance and behavior problems so now students and parents meet with an administrator and do a contract in order stay at ECVHS.

3. The English Language Learner program

ESLR: Apply complex problem-solving processes and critical thinking to school and real-life scenarios; Meet or exceed the Standards in all content areas

A final area of concern that affects the entire campus is how to provide for our large percentage of EL students a schedule that is rigorous, yet provides enough support beyond their ELD classes. Teachers of “sheltered” (English Learner Students outside of their ELD classes) are often frustrated with the mix of beginning and advanced in the same section. Students need to be in classes commensurate to their abilities, but at which point do they move between classes, how is their progress monitored, and who has the final say as to which class or section in which they are enrolled? There is not any specific data that we use well and/or on a regular basis to help facilitate these moves nor is there a standardized procedure. These issues are beginning to be addressed in the 2013-14 school year with the Language Academy.

API Data by Subgroups

API Report 2010-11

	2010 Base	2011 Growth	Growth Target	10-11 Growth	Met Target
Schoolwide	658	644	7	-14	No
African-American	625	629	9	4	No
Hispanic	655	655	7	0	No
White	661	622	7	-39	No
Socioeconomically Disadvantaged	647	625	8	-22	No
English Language Learners	613	580	9	-33	No
Students with Disabilities	491	489	15	-2	No

API Report 2011-2012

	2011 Base	2012 Growth	Growth Target	11-12 Growth	Met Target
Schoolwide	642	634	8	-8	NO
African-American	632	658	8	26	Yes
Hispanic	655	670	7	15	Yes
White	618	595	9	-23	No
Socioeconomically Disadvantaged	623	617	9	-6	No
English Language Learners	578	588	11	10	No
Students with Disabilities	490	518	16	28	Yes

API Report 2012-2013

	2012 Base	2013 Growth	Growth Target	12-13 Growth	Met Target
Schoolwide	634	707	8	73	Yes
African-American	660	739	7	79	Yes
Hispanic	670	746	7	76	Yes
White	595	652	10	57	Yes
Socioeconomically Disadvantaged	618	696	9	78	Yes
English Language Learners	588	635	11	47	Yes
Students with Disabilities	518	561	14	43	Yes

In 2010-11, the subgroups that had the biggest decrease overall were “White” and “English Language Learners” – which at ECVHS is the same population. In 2011-12, the subgroups with the only decrease were “White” and “Socioeconomically Disadvantaged.” In 2012-13, all subgroups went up significantly – the increases were, for the most part, 30-70 points more than the target.

Adequate Yearly Progress (AYP)

2010-2011 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 66.7%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	462	166	35.9	NO
Black or African American	41	15	36.6	--
Hispanic or Latino	201	71	35.3	NO
White	194	65	33.5	NO
Socioeconomically Disadvantaged	377	126	33.4	NO
English Language Learners	266	54	20.3	NO
Students with Disabilities	53	13	24.5	--

Math Target: 66.1%		Met all Proficient rate criteria? NO		
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2011 AYP Criteria
Schoolwide	465	170	36.6	NO
Black or African American	41	12	29.3	--
Hispanic or Latino	203	75	36.9	NO
White	195	69	35.4	NO
Socioeconomically Disadvantaged	379	129	34.0	NO
English Language Learners	267	76	28.5	NO
Students with Disabilities	53	16	30.2	--

2010-2011 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1 st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	522	96	Yes
Black or African American	52	51	99	--
Hispanic or Latino	219	214	98	Yes
White	242	229	95	Yes
Socioeconomically Disadvantaged	441	427	97	Yes
English Language Learners	280	274	98	Yes
Students with Disabilities	67	56	84	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1 st Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria
Schoolwide	542	526	97	Yes
Black or African American	52	50	97	--
Hispanic or Latino	220	217	99	Yes
White	241	231	96	Yes
Socioeconomically Disadvantaged	442	431	98	Yes
English Language Learners	281	277	99	Yes
Students with Disabilities	67	56	84	--

2011-2012 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 77.8% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	425	139	32.7	No
Black or African American	44	16	36.4	--
Hispanic or Latino	162	55	34.0	No
White	204	61	29.9	No
Socioeconomically Disadvantaged	291	84	28.9	No
English Language Learners	264	72	27.3	Yes
Students with Disabilities	46	11	23.9	--

Math Target: 77.4% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2012 AYP Criteria
Schoolwide	428	180	42.1	No
Black or African American	45	21	46.7	--
Hispanic or Latino	163	74	45.4	Yes
White	205	77	37.6	No
Socioeconomically Disadvantaged	292	120	41.1	No
English Language Learners	265	108	40.8	Yes
Students with Disabilities	48	11	22.9	--

2011-2012 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	461	99	Yes
Black or African American	53	52	99	--
Hispanic or Latino	171	169	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	271	100	Yes
Students with Disabilities	50	48	96	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	465	463	100	Yes
Black or African American	53	53	100	--
Hispanic or Latino	171	170	99	Yes
White	226	225	100	Yes
Socioeconomically Disadvantaged	324	322	99	Yes
English Language Learners	272	272	100	Yes
Students with Disabilities	50	50	100	--

2012-2013 Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts Target: 88.9% Met all Proficient rate criteria? NO				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	386	158	40.9	Yes
Black or African American	33	17	51.5	--
Filipino	10	-	-	--
Hispanic or Latino	147	73	49.7	Yes
White	185	54	29.2	No
Socioeconomically Disadvantaged	350	133	38.0	Yes
English Language Learners	228	56	24.6	No
Students with Disabilities	33	15	45.5	--

Math Target: 88.7% Met all Proficient rate criteria? Yes				
Group	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2013 AYP Criteria
Schoolwide	385	213	55.3	Yes
Black or African American	32	15	46.9	--
Filipino	10	-	-	--
Hispanic or Latino	147	90	61.2	Yes
White	185	91	49.2	Yes
Socioeconomically Disadvantaged	349	187	53.6	Yes
English Language Learners	228	103	45.2	Yes
Students with Disabilities	33	15	45.5	--

2012-2013 Participation

English-Language Arts Target: 95%		Met all Proficient rate criteria? YES		
Group	Enrollment- 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	449	447	100	Yes
Black or African American	36	36	100	--
Hispanic or Latino	165	164	99	Yes
White	226	226	100	Yes
Socioeconomically Disadvantaged	405	402	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

Math Target: 95%		Met all Proficient rate criteria? Yes		
Group	Enrollment 1st Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Schoolwide	450	448	100	Yes
Black or African American	36	35	98	--
Hispanic or Latino	166	165	99	Yes
White	226	227	100	Yes
Socioeconomically Disadvantaged	406	403	99	Yes
English Language Learners	236	236	100	Yes
Students with Disabilities	34	34	100	--

ECVHS has met the participation AYP objective the past three years but did not meet any of the Annual Measurable Objectives in 2011 or 2012 except for the ELL in 2012. In 2013, with the 73-point gain in API, ECVHS made Safe Harbor in all areas except ELA “White” subgroup and “English Language Learner” subgroup.

Areas of Strength and Growth (In Order of Need)

STRENGTHS	AREAS for GROWTH
1. The number of support services available to students and families (ex: Family Resource Center and On-Campus Community Liaison)	1. Graduation Rate
2. The <i>ECV Way</i> – Schoolwide Academic Vocabulary Program	2. ELL (Sheltered) Class Placement, Evaluation, and Movement
3. Emerging Prevention and Intervention Programs (Brave School, Saturday Scholars, etc.)	3. Systematic use of assessments to inform decisions and place students in interventions (in real time) and to provide instructional staff with timely knowledge of students progress on curriculum objectives (Common Core, CAHSEE, etc.) and effective instructional practices
4. Large Amount of Student Choice in Pathways and Courses	4. Common assessments (formative and summative) and pacing for common courses including the development and implementation of the Common Core Curriculum
5. Diverse student body	5. CAHSEE Proficiency/Passage Rate and when implemented improvement in the Measurement of Academic Performance and Progress as related to the Common Core Standards
6. Dedicated, conscientious staff	6. Collaboration between and in departments particularly to integrate reading and writing skills for Common Core into classes
7. New Schoolwide Vision and Mission	7. Communication between Administration and Staff

Chapter 3 Title Page

Significant Developments at ECVHS

Over the past several years since the last full WASC in 2007 and 2010, there have been noteworthy changes at ECVHS. These changes have had an impact on both the progress of students and the look of the school.

Administration

ECVHS has had a change of administration since the last full WASC visit and Three Year Mid-term Review. The previous administration was comprised of mostly former ECVHS teachers who had moved into administrative positions, which some felt was a strength of theirs, while others felt it was not. Currently, the new administrative team has been consistent for two school years (save for a fifth member of the team who moved on to a principalship in 2012.) It is important to note a few things about ECVHS's history in regards to administration. We have had four principals in the last 15 years along with 17 different Vice Principals. There is a feeling among some staff that ECVHS is used as the "training" high school because all of these principals, whether they stayed in their positions one year (as one did) or six years (as another did), they have all been new principals with no prior principal experience before ECVHS. This along with the fact that the last two principals were assigned and not interviewed with input from staff led to a more contentious feeling among many staff and the need for a lot of trust building between admin and staff. This process has been slow but steady the past two years.

Staff Development – Vision, Mission and Culture

In the summer of 2012 a group of teachers and administrators went to a very powerful event held by the San Diego County Office of Education called Project Achieve for schools in Program Improvement. This group of attendees participated in a three day training event in which they were asked to analyze our school's culture. They came back to the Professional Development Days and continued the process of getting staff all "on the same page" in terms of understanding the need for a cohesive vision and mission as well as improving our school culture to where we want it to be. It was a healing process in a sense because the previous spring approximately 15 teachers were laid off or removed from our site along with other changes and there were many hurt feelings.

Grants and Programs

ECVHS was granted the Quality Education Investment Act (QEIA) grant in 2007. This grant had a major impact on a number of programs serving students as it was \$1,000 per pupil, roughly a \$2.2 million allocation per school year. Under the guidance of the School Site Council, QEIA funds hired up to 20 teachers per year along with an additional VP, purchased equipment for computer labs, ran tutorials, and allowed for increased professional development activities. Initially, as an alternative application school, QEIA only asked ECVHS for a yearly gain in API which we had for 2008, 2009, and 2010. However, in 2009, we were asked to create sub-goals in which to be monitored. We complied but then met none of the six sub-goals. As a result, in 2012, we were informed that we would no longer receive the QEIA grant. This meant 14 temporary teachers were laid off and there was a need to change the bell schedule from the 4x4 block which was established in 2000-2001 to a traditional six period day because the QEIA grant would no longer be available to supplement the cost of the block schedule. In 2008, the district ceased supporting the 4x4 block financially. These changes caused emotional strife for staff as teachers were released who had worked at ECVHS for up to five years and were really talented. Many of these individuals were integral members of teams – some even in leadership positions. The schedule debate was also very difficult and ended up dividing many staff members. This division was a major catalyst for negative school culture particularly in adult interactions. The 2011-2012 school year was a low in most staff's opinion. In the spring of 2012, the district, along with members of staff, went to the state board to appeal the end of the QEIA grant and ECVHS was granted a year extension with the understanding that the API must improve. The State Board recognized the unique situation at ECVHS with the number of Iraqi refugee students enrolling between 2007 and 2012. Unfortunately, ECVHS's API decreased in 2012 and the QEIA funds ceased after the 2012-2013 fiscal year. With the QEIA fund sunset in June 2013 ECVHS learned in August 2013 that our API score dramatically improved with an increase of 73 points for an all time high of 707. The Be BRAVE incentive program, implemented in 2012-13, which will be noted many times throughout the WASC report, is significantly responsible for the increase of API. Other contributors to the API increase are the addition of freshmen science, which the absence had historically impacted the API negatively and the specific and targeted interventions for students in 10th grade for CAHSEE (Saturday Diamonds) and CST (STAR School).

From 2007 until 2012 ECVHS received the ASSETS (After School Safety and Enrichment for Teens) grant. Numerous after-school tutorials and enrichment classes were funded during this time period. ECVHS did not get picked up with the 2012-13 cohort but applied again with the San Diego County Office of Education Consortia and was approved for funds in 2013-14. This newest agreement is in the form of 5, 1-year grants that are dependent on attendance of 139+ students per day for 180 days over the course of the fiscal year. Planning is in place with the Student Voices Youth Advisory Board to make programs for 2013-2014.

ECVHS is in Program Improvement (PI). At the time of this writing, there is uncertainty as to whether we have met AYP and will stay in year 4 or if we will move into year 5, despite the API growth. Being in PI forced ECVHS to diligently follow the federal guidelines and sanctions. ECVHS has SES tutoring, SES choice for students to move to non-PI schools, and delineated funds for Parent Involvement and Professional Development. Since the last full WASC visit, we have worked on collecting data, revising and improving our SPSA action plans. This process has had its moments where things fell apart and data was not collected and analyzed but has been more consistent in the last four years. With the introduction of a new format for SPSAs, the current SPSA has fewer goals and more focus than previous SPSAs.

Facilities Improvements/Modernization

State Propositions H and U have led to major upgrades in infrastructure as well as facilities for almost the entire campus. Prop H began in 2005 and lasted until 2008 when Prop U replaced the upgrades in 2009. All student classrooms and hallways have been remodeled. The new Title IX compliant PE facilities are in progress with an estimated completion date of summer 2014. As bond funding available, the event center (theater, band, dance, ASB) and cafeteria will be redone and with the administration and library buildings following. Considering the small janitorial support staff, the school grounds are well taken care of despite the ongoing use of the facilities by adult school and other community organizations.

School Population Change

As mentioned in chapter one, El Cajon is also the largest resettlement area of Iraqi refugees in the county which numbered approximately 10,000 people from 2007-2010 and an additional 9,000 in 2011 alone. The East County Refugee Center estimates that there are 40,000 Iraqis now living in East County (El Cajon and surrounding unincorporated areas) and up to 90% of them are refugees. Current estimates from our resettlement partners in the community indicate that the number of refugees arriving in the area will be consistent with last year – roughly 200 people per month. Not all of these families have high school age children, but many do. We will continue to see refugee students enroll for the 2013-2014 school year and likely beyond. In 2007 we had 628 EL Students at ECVHS. In following four years the number of EL students enrolled increased every year and peaked in 2011. 2008 that increased to 679 and in 2009 it increased again to 875. In 2010 the number was 838 EL students (36% of the total enrollment). In June 2011, we had 1,050 EL students enrolled (49% of the total enrollment). Fall 2012 enrollment indicates that we had 862 EL students enrolled; this was 46.4% of our enrollment. This has been a challenging experience for the school community as well as the greater community as the population has changed so dramatically over the five years in which (current) refugee families have settled in El Cajon. El Cajon has had, since the 1980's a Chaldean (Catholic Arabic) population as well as a small Kurdish population – some of these families were refugees while others immigrants during that time period. El Cajon is second, at this point, only to Detroit, Michigan in Iraqi refugees and family moves between the two locations are not uncommon.

In response to this enrollment and community change, ECVHS has created a number of programs and practices that facilitate the positive involved of our newest community members. One of these, starting in 2013-14, is Language Academy (LA). The Language Academy is designed to meet our newly arrived immigrant students or newcomers who are English Language Learners. Students in the LA will be enrolled as a cohort in Beginning ELD and ESL, Social Science Language, and Science Language. Students will take mathematics (based on their mathematics placement) and another elective course. The cohort teachers will collaborate on teaching the California ELD standards and developing students' language proficiency. In addition, teachers will work closely with our Community Liaison to connect families to school in helping the students acculturate to El Cajon Valley High School and to understand the ELL programs and graduation requirements. During the spring of 2013 ECVHS received the Refugee School Impact Grant (RSIG) and was notified the grant needed to be expended by August 2013. As a response, a summer program was developed, HOPE (Happiness, Opportunity, Perseverance/ Prosperity/ Personal safety and Education.) The purpose of HOPE summer program was to acculturate students new to the United States in a way that left them empowered yet connected to ECVHS. The program was reviewed very positively by the teachers and approximately 80

students that were involved. We received year two of the RSIG and plan to run the summer program again in the summer of 2014. If funding is available, we would like to continue beyond summer 2014. ECVHS also has in place monthly orientations for new students. In 2011-12 and 2012-2013, these orientations were just for students. Starting in 2013-14, orientations will be for students and parents once a month on Saturdays. We hope this will assist students with the transition to ECVHS and the United States more successfully.

Procedure for Implementation and Monitoring of the Schoolwide Action Plan

The schoolwide action plan is monitored on an ongoing basis as part of the SPSA. The SPSA is updated/ revised and voted on twice yearly – in May as a first edition and November as a final. The SPSA then goes to the GUHSD School Board to be ratified.

As new data becomes available the Instructional Leaders Team, the Department Chair Council and the Administrative Team analyze and make decisions about interventions to run as well as the direction of programs. The process of how this is reported to the School Site Council has changed over the years. From 2007-2011, departments were asked to do yearly write-ups of their goals and accomplishments to the SSC. This information was then analyzed by the SSC and added to the SPSA as part of the body (2007-2010) or an appendix (2011.) This format allowed the SSC to have access to all of this information but those outside the SSC did not (unless they read the SPSA which was not common.) So, in 2012, administration had all departments give their reports in the back-to-school professional development days. This allowed all staff members to hear the reports but it was time consuming and then had to still be given to the SSC. For the 13-14 school year, the plan is for departments to give their presentations, a few at a time, during the monthly staff meetings. They will also be given to the SSC the month following that. Additionally, for 13-14, all staff will be writing collective commitments in departments, in order to have succinct plans on how we are all working towards our common vision and ESLRs through our mission. The SSC then takes all reported information along with schoolwide data (ex: CST, CAHSEE, graduation rates, ABC rates, etc.) and develops the SPSA. This process takes two to three months every spring with the first draft being voted on in May. Over the summer and into early fall as things change and budgets are firmed, changes are made by the SSC and the final SPSA is voted on in November. The SPSA is then posted on the school website and available in hard copy in the front office. Brave News, our parent and community newsletter, has articles regarding our progress (although not specifically the SPSA.) This will be addressed in 2013-14 by adding specific information regarding the SPSA in the newsletter.

Each department is responsible for monitoring their own goals as well as the schoolwide goals that directly pertain to them. As a team the Department Chair Council and Instructional Leadership Team in conjunction with administration, monitor and analyze the data and make recommendations to the SSC. The Title 1 and Grants Coordinator coordinates all of this information being shared with the SSC and helps facilitate the implementation of decisions made by SSC with the administration and department chair council.

Report on Schoolwide Action Plan Progress

While progress was noted by the 2010 WASC visit on the Critical Areas of Follow-up from 2007, no changes were recommended. ECVHS has continued to work on these same identified Critical Areas of Follow-up.

All Critical Areas of Follow-up were incorporated into the SPSA. The SPSA was consistently reviewed and revised to set goals meeting the current needs of student achievement while still addressing these Critical Areas of Follow-up.

Schoolwide Critical Area A: The leadership and instructional staff employ a consistent and systematic use of student performance assessment strategies that will measure the effects of the school's programs and services, guide staff development, modify instruction, and therefore result in aligning student achievement among the standards, ESLRs, and grade distributions.

Comments from Mid-Status Visit: "ECVHS has made a good-faith effort to respond to this recommendation by setting ambitious, but appropriate goals, to increase student achievement and attendance. Numeracy, literacy, and writing strategies have been adopted schoolwide. Teachers analyze CST, CAHSEE, and district-approved common assessments in history, Algebra 1, Geometry, and writing using the PLC model. Led by department chair and outside consultants, content area departments use PLCs both as a means of monitoring progress and implementing active learning strategies. ELD students are placed in mainstream English and math courses based on benchmark data."

Current: Department Chair Council and Instructional Leaders Team in conjunction with the Administrative Team continually look at data to drive programs. This is how programs such as Plus 8 in attendance, Saturday Scholars Diamonds (CAHSEE prep), and READ 180 all became programs at ECVHS.

Schoolwide Critical Area B: The school leadership, in collaboration with the staff and other stakeholders refine the schoolwide action plan sections, especially in relation to the impact of actions on student achievement.

"ECVHS has responded to this recommendation by incorporating the Visiting Team's 2007 recommendations into its Single Plan for Student Achievement and Staff Development plans. It has made literacy, student engagement, and effective instructional practices a focus both for professional development days and the PLC meetings. Student achievement as measured by the school's own indicators is mixed, and the school recognizes that continued work is needed to improve achievement."

Current: Schoolwide action plan is directly linked with the activities that we, as a SSC and staff, employ to positively impact student achievement and well-being. All action items are centered on our goals. Goals are written based on analysis of data and critical areas of follow-up from the previous WASC visit.

Schoolwide Critical Area C: The leadership, instructional staff, and other stakeholders increase the use of results from analyzing student achievement data in the modification of instruction, particularly in areas of reading, writing, and math.

"English and Math PLCs are actively analyzing CST scores and CAHSEE pass rates and developing plans to target instruction to standards that are not being met. Math results have shown significant improvement; schoolwide English results have been flat. The increased numbers of EL students (now at 40%) is a major factor for slow improvement in ELA. Science and Social Studies have shown marked improvement in CST scores. The Special Education CAHSEE passing rate has improved from 14% to 51%."

Current: Data is analyzed on an ongoing basis. It is fundamental to our work in improving our CAHSEE and CST proficiency rates. See chapter 1 data analysis.

Schoolwide Critical Area D: The school’s leadership, in collaboration with all stakeholders, develops and implements plans to actively engage the parent population, thereby connecting parents and the community with the school to meet the academic and personal needs of all students.

“The school has responded to the previous Visiting Committee’s recommendation through the development of a Family Resource Center and hiring three part-time parent mentors who are able to assist parents in their own languages. This is effective and welcoming response to a significant number of refugee parents unfamiliar with the U.S. school system. The FRC and Guidance Department collaborate with student and familial support groups. The school is also a member of a community-based organization, the El Cajon Collaborative, which is able to expand the school’s ability to respond to students’ needs beyond the academic.”

Current: The Family Resource Center, re-established in 2008, still continues to provide two bilingual parent mentors as well as a manager and two bilingual case workers. We continue to have Coffee Talks as parent education and have contracted with Parent Institute for Quality Education to educate parents on how to navigate the school system. There are also student and family support groups as well. We have recently reorganized our front offices in order to provide families/ students with more confidentiality. We have placed our FRC as the first office that many parents will enter on school grounds and have added signs in an effort to make the parents and community feel welcome to ECVHS. The addition of the Bilingual Community Liaison is to help our newest refugee families also feel welcome and connected to ECVHS. We have plans to implement monthly orientations for families (whereas in the past we just had them for students.)

Schoolwide Critical Area E: The ECVHS Faculty increase their participation and consistency with instructional strategies that lead to increased student performance.

“The school has made a concerted effort to target literacy. They have gained district support in this effort. Records indicate all teachers are either CLAD or SDAIE certified. Classroom observations and meetings with stakeholders indicate that the implementation of SDAIE across the curriculum in mainstream courses is not consistent; this is a concern due to the high EL and RFEP student population entering the mainstream class.”

Current: There is a continued schoolwide movement to target literacy. The *ECV Way*, vocabulary and writing focus, is the newest version of this movement. In 2012, thirty teachers participated in a Wilda Storm professional development which got many revitalized in literacy strategies. In 2013 a team of nine teachers went the County Office of Education Advanced SDAIE training of trainers in order to become the support team on campus for moving all teachers into using Advanced SDAIE strategies. More description of specific strategies employed is in section C of chapter 4. ECVHS’s teachers use a wide variety of strategies to try to improve student understanding and achievement.

Schoolwide Critical Area F: The faculty and administration address the disconnection between learned

teaching strategies and their implementation within the classroom to improve student performance.

“The administration has dramatically increased its ability to monitor the implementation of the school goals through the weekly classroom visitations and concrete expectations of seeing effective teaching strategies and assessments. Administration, staff, and students acknowledge that a majority of teachers are implementing more effective and engaging instructional practices. Classroom observations by the Visiting Committee confirm this. Committee observations revealed diverse instructional strategies including marking and charting the text, note-taking, pre-writing instruction, graphic organizers, small group work, pair shares, laboratory experiments, differentiated instruction, SMART boards, PowerPoint presentations, and reciprocal teaching.”

Current: Administration is continuing with walk-throughs to establish the use of strategies. Their support of the *ECV Way* and Advanced SDAIE are making these two sets of strategies the focal point for 2013-14. Further expectations need to be set as teams write their collective commitments, administration will write their expectations and commitments as well.

Schoolwide Critical Area G: Increase the number of ALL students (with special attention towards EL students) engaging in rigorous academics with the goal of post-secondary opportunity and provide additional support for students and families.

“The English Learner Program has significantly expanded to meet the needs of English Learners, especially the large influx of refugees coming from Iraq and Afghanistan and other mid-eastern countries. The new curriculum that was adopted has been successful in providing more access to the core curriculum and grade-level standards for English Learners. More students are completing A-G coursework and are enrolled in Advanced Placement courses, although the AP pass rates have not increased significantly. Classroom observations and meetings with stakeholders indicate that many teachers are incorporating AVID and SDAIE strategies and differentiated instruction in their classrooms to support student achievement of the standards.”

Current: As the number of ELL students has increased at ECVHS, the need to correctly place and provide challenging learning experiences for these students has become a focal point. The current ELD classes all use the EDGE curriculum which is leveled according to the students’ needs and standards based. There is a rigorous writing component added as well. A newly established ELL Task Force is monitoring placement of students within sheltered classes and compliance with federal regulations.

Special Education (SE) students have access to the general education classes as determined by the IEP. Within SE classrooms instruction mirrors the general education with the appropriate modifications. The GUHSD has established a Least Restrictive Environment (LRE) Committee for each school in order to monitor and expand students’ ability to be in the best possibly learning situation. Additionally, there is a new Coordinating Early Intervening Services (CEIS) position in order to monitor students at risk of being identified as Special Education. The task the CEIS is charged with is helping to get students interventions that do not require SE services – a task the district as a whole is working to accomplish.

All students are engaging in rigorous academics. The analysis of data from chapter 1 indicates that the

number of students scoring proficient and advanced has increased.

Students are also offered the intervention programs that meet their needs. See Chapter 4 section A. There are numerous interventions to help students master the rigorous curriculum of their classes.

Chapter 4 Title Page

Focus Group A: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Finding/Narrative	Evidence/Data
<p>Our staff started the year by getting involved in rewriting our vision and mission statements. A small cross-section of staff participated in a summer (2012) training with Dr. Luis Cruz, a former principal who helped raise test scores and transform school culture at Baldwin High School in the Los Angeles area—a school with a population similar to ECVHS’s. Dr. Cruz instructed us on how he and his staff approached the formation of their vision and mission, and he shared his staff’s struggles and successes. He also cited current educational research that demonstrates how other schools have used the process of rewriting vision and mission statements to transform school culture. Additionally, in collaboration with the San Diego County Office of Education (SDCOE), members of ECVHS’s Instructional Leadership Team (ILT) participated in Project Achieve, a nation-wide initiative developed to help schools in Program Improvement. ILT members then met and developed a plan for sharing Project Achieve strategies with the rest of the staff during the three days of pre-school professional development meetings; a strong focus was on developing genuine staff buy-in and consensus about strategies that would work with our students at ECVHS.</p> <p>In the fall of 2012, an invitation was extended to all ECVHS staff to meet with Dr. Cruz. At that presentation, Dr. Cruz discussed the kinds of sociological approaches he uses, along with Dr. Anthony Muhammad—author of <i>Transforming School Culture</i> (2009)—to identify the range of personalities present on a school campus and use that information to build consensus among the staff regarding schoolwide change. Dr. Cruz addressed the ECVHS vision and mission statements that existed at that time, asking if staff members could recite them. It was clear that our mission and vision had <u>not</u> been incorporated into the day-to-day work of staff and students.</p> <p>Going into this process, these were the ECVHS vision and mission statements, and our ESLRs:</p> <p><i>(Former) El Cajon Valley High School Vision Statement</i></p> <p>El Cajon Valley High School is an educational environment that increases student achievement by integrating rigorous, relevant core curriculum, facilitating collaboration, offering diverse career pathways, establishing connections within the community, sustaining a student, parent/guardian and teacher support system and strengthening accountability and assessment. El Cajon Valley High School is a place with excellent teachers who engage students as creative learners and thinkers where learning is valued and meaningful, thereby creating lifelong learners and responsible citizens prepared for the 21st century.</p>	<p><i>List of ILT members who participated in Project Achieve</i></p> <p><i>List of staff in attendance at Dr. Cruz trainings</i></p> <p><i>Former ESLRs, vision, and mission statements (as of the start of the 2012-2013 school year)</i></p>

Finding/Narrative	Evidence/Data
<p>(Former) EL Cajon Valley High School Mission Statement</p> <p>The mission of El Cajon Valley High School is to improve students’ literacy, numeracy and connectivity so that they will become productive members of society.</p> <p>(Former) EL Cajon Valley High School Expected Schoolwide Learning Results (ESLRs)</p> <p>Improve Literacy Students progress toward improvement in literacy skills by:</p> <ul style="list-style-type: none"> Practicing reading, writing, listening, and speaking daily in every class Become effective communicators Striving to reach grade-level competency on performance standards <p>Improve Numeracy Students progress toward improvement in numeracy skills by:</p> <ul style="list-style-type: none"> Identifying problems and using various strategies to reach solutions Collecting and analyzing data Using technology to access a variety of resources and solve problems Creating graphical representations and interpreting results <p>Improve Connectivity Students/ Parents progress toward improvement in connectivity by:</p> <ul style="list-style-type: none"> Using effective study skills and collaboration Accessing various support services offered by ECVHS and the community Contributing positively to ECVHS and the community <p>At the meeting, participants noted that our previous administrative team spoke to staff in terms of goals, projects, and initiatives; the vision and mission were rarely addressed, and were not posted as a visual reminder on campus. There were also conversations about the importance of establishing a process for developing our new vision, mission, and ESLRs that provided multiple opportunities for staff to have meaningful input. Here is an overview of the process we followed as we established a new vision, mission, and ESLRs for ECVHS:</p> <ul style="list-style-type: none"> • Spring 2012 – ECVHS WASC Coordinator and principal began preparing staff for process of developing vision, mission, and ESLRs for our school by presenting informative overviews at staff meetings, and emailing WASC resources to all staff. • April, May 2012 – Staff met to begin initial conversations about the WASC process and our personal and collective vision for our students and our school. • August 2012 – Small group of staff and administrators participated in a 	

Finding/Narrative	Evidence/Data
<p>workshop with Dr. Luis Cruz on the process of developing a meaningful school vision and mission.</p> <ul style="list-style-type: none"> • August-October 2012 – WASC meetings began in the form of pre-school staff development and monthly staff meetings (all staff, Focus Groups, and Home Group meetings); conversations continued about vision, mission, ESLRs. • October 6, 2012 – In September, principal Richison invited all staff members to participate in an all-day Saturday workshop with Dr. Cruz held on October 6th. Participants discussed ways to bring all staff together around a meaningful school vision and mission that all own and work to achieve. Approximately 65 staff members attended the workshop. • November 2012 – Staff were asked to contribute suggestions for a school vision, based on work done since spring 2012; these suggested vision statements were discussed at all-staff meeting, and on November 29, 2012, an email was sent to all staff asking for a vote on one of four vision statements, with a space for submitting alternatives. So many staff members wrote to the WASC Coordinator with additional suggestions for a vision, that another email was sent to staff on the evening of 11/29/13 noting that in order to honor additional submissions, staff who wished to submit new vision statements should do so by December 5, 2013. • December 17-19, 2012 – A list of all vision statements submitted was emailed to all staff on December 17th. Staff met in Home Groups on December 19th and voted for top 3 vision statement choices. • January 2, 2013 – WASC Coordinator emailed staff with Excel spreadsheet showing results of December 19th vote on ECVHS vision. Top three vote-getters, in order of most to least votes were: 1) "Working together, learning together, succeeding together"; 2) "Working together for success for all students"; 3) "TEAM: Together Everyone Achieves More." Staff notified that vision would be finalized at next staff meeting on January 23rd. • January 15, 2013 – All staff received an email notifying them that they had been added to a Google Group for the purpose of providing input regarding the development of the ECVHS mission statement. In the email, and on the Google Group's home page, all staff were invited to attend a meeting on January 25th to begin developing the mission statement. Staff who were unable to attend were encouraged to lend their voice to the Google Group and assured that those comments would be shared at the January 25th meeting. • January 23, 2013 – At all-staff meeting, staff voted on top three vision statements. Email sent to staff on January 24th, identifying the statement chosen to represent our ECVHS vision. • January 25, 2013 – Small group of 12 staff members met to begin developing ECVHS mission statement, based on staff conversations, our work with Dr. Cruz, and staff submissions to Google Group. A draft mission statement was developed. 	<p><i>List of staff in attendance at mission statement draft development day</i></p>

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • January 28, 2013 – The draft mission statement was posted to the Google Group and an email was sent out to all staff outlining the process that took place on January 25th, and encouraging additional suggestions, comments, revisions. In the email, it was also noted that the process of developing the ECVHS ESLRs was beginning, and encouraging staff to get involved in that process, as well. • January 28, 2013 – An email was sent to all staff announcing that the first “ESLRs Party” would take place on Friday, February 1st after school. The teacher organizing the development of the ESLRs wanted to get more involvement by making the process fun, while keeping the purpose serious. Participants met at a local restaurant instead of at the school campus. • February 1, 8, 22, 2013 – Staff members met to develop ECVHS ESLRs; those not in attendance could email coordinator with suggestions/input. • February 26, 2013 – Email sent to all staff with first draft of ESLRs developed by sub-group; all staff encouraged to give input/suggestions. • March 1, 2013 – Final ESLRs, incorporating staff suggestions, emailed to all staff. • March 19, 2013 – Department Chair council ratified ECVHS mission and ESLRs. • March 20, 2013 – Document sent to all staff containing final ECVHS vision, mission, and ESLRs, as well as the ECVHS Keys. <p>As a result of our work, here are ECVHS’s current vision, mission, and ESLRs:</p> <p><u>Current ECVHS Vision Statement</u></p> <p>"ECVHS - Working Together- Learning Together - Succeeding Together"</p> <p><u>Current ECVHS Mission Statement</u></p> <p>“ECVHS is a gateway to opportunity where everyone works together to graduate all students with high levels of critical thinking, academic achievement, and personal excellence. ECVHS will provide clear, relevant, rigorous instruction and a collaborative system of support, while helping students identify their strengths and achieve their goals, maximizing success after graduation.”</p>	<p><i>Draft mission statement on Google Drive</i></p> <p><i>Email and other communication methods used to extend invitation to stakeholders to participate in development of mission, vision, and ESLRs</i></p> <p><i>Final ECVHS vision statement</i></p> <p><i>Final ECVHS mission statement</i></p>

Finding/Narrative	Evidence/Data
<p>Current ECVHS Expected Schoolwide Learning Results (ESLRs)</p> <p>We expect our students to “Be BRAVE”:</p> <p>Bold lifelong learners who:</p> <ul style="list-style-type: none"> • Adapt proactively to varied roles, job responsibilities, schedules, and contexts • Manage time and workloads efficiently and avoid procrastination • Meet or exceed the California State Standards in all content areas <p>Resourceful users of technology who:</p> <ul style="list-style-type: none"> • Utilize technology as a tool to research, evaluate, and communicate information in a learning environment • Expand the use of technology to employ different learning modalities in all content areas • Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college <p>Analytical thinkers who:</p> <ul style="list-style-type: none"> • Apply complex problem-solving processes and critical thinking to school and real-life scenarios • Use unconventional problem-solving skills in both academic and work environments • Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas <p>Valuable members of society who:</p> <ul style="list-style-type: none"> • Participate in civic life by staying informed and aware of the impact their actions have on the community • Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world • Exhibit self-discipline, integrity, and socially responsible behavior <p>Effective Communicators who:</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral or written skills • Demonstrate ability to exchange ideas effectively and respectfully with diverse teams • Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college <p>The process used to develop/refine our vision, mission, and ESLRs also involved members</p>	<p><i>Final ECVHS ESLRs</i></p>

Finding/Narrative	Evidence/Data
<p>of the school community beyond ECVHS staff. To include students and parents in the process, we took the list of suggested vision statements to the School Site Council and received input from the parents involved. We also had a social science teacher use our vision process to facilitate a lesson through which we received student input. While it was primarily certificated staff members who volunteered to develop the vision, mission, and ESLRs, the invitation to be involved was widely distributed through staff communications, the school website, and school organizations such as School Site Council, ASB, and PTSA.</p> <p>As a school community, we understand that it is essential that we all work together to create a gateway of opportunity for students to graduate. We learn together, not only best practices for teaching and learning, but with students. We create opportunities for high levels of critical thinking through clear, relevant, rigorous curriculum. And for those who need additional support, we have created and will continue to refine systems to support them. Through these actions we will succeed. Together.</p> <p>We intentionally tied our ESLRs to our Be BRAVE incentive program, in which students are rewarded for showing academic excellence, primarily on standardized tests, but also for benchmarks or other standards of achievement decided on by subject area teams. This program was developed to encourage, recognize, and reward student success.</p> <p>Our Be BRAVE program was inspired by a visit made by a team of ECVHS teachers and administrators to West High School in Bakersfield, California in February 2012. The school had an outstanding student incentive program based on academic achievement. The idea of introducing a similar program at ECVHS was introduced to staff at a prep period meeting on February 21, 2012; out of these meetings, a volunteer team was formed to develop the components of the program for ECVHS. The Be BRAVE team met for an all-day session on March 2, 2012, and on March 9th the team performed a skit for all sophomore students to let them know about incentives they could earn by doing well on the upcoming California High School Exit Exams (March 12-13, 2012). The skit focused on the “380 Tribe” (described below), encouraging students to achieve a 380 or higher on <i>both</i> sections of the CAHSEE. On April 16, 2012—two weeks prior to the start of California Standards Test administrations—an all-school assembly was held to introduce the entire Be BRAVE program to our students.</p> <p>The Be BRAVE program encompasses three Zones, a Hall of Fame, and a 380 Tribe. Described below are the requirements, rewards, and timelines for each:</p> <p>I. Zone 1</p> <ol style="list-style-type: none"> 1. Requirement <ul style="list-style-type: none"> Student receives a score of Proficient or Advanced on TWO or more CSTs (California Standards Test) 2. Rewards <ol style="list-style-type: none"> a. Special ID Card b. Party in November and February c. Express Lunch Pass 	<p><i>Be BRAVE program description sheets</i></p>

Finding/Narrative	Evidence/Data
<p>3. Timeline Express Lunch Pass from the middle of 1st semester until the end of the school year</p> <p>II. Zone 2</p> <p>1. Requirement</p> <ol style="list-style-type: none"> a. Student shows a net improvement of two or more performance bands on current CSTs over their CSTs last year at El Cajon Valley High School b. Must be the same subject CSTs between the years c. Not applicable to current 9th graders, since they did not take a CST at ECVHS last year <p>For example, Monty received a Below Basic in Algebra and a Far Below Basic in English last year in 9th grade. This year, as a 10th grader, Monty has to do <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Get a Basic in Geometry (+1) and Below Basic in English (+1) • Get a Proficient in Geometry (+2) and Far Below Basic in English (+0) • Get a Below Basic in Geometry (+0) and Basic in English (+2) • Get a Far Below Basic in Geometry (-1) and Proficient in English (+3) <p>2. Rewards</p> <ol style="list-style-type: none"> a. Special ID Card b. Party in February (with Zone 1 students) c. Express Lunch Pass <p>3. Timeline Express Lunch Pass from the beginning weeks of 2nd semester until the end of the school year</p> <p>III. Zone 3</p> <p>1. Requirement</p> <ol style="list-style-type: none"> a. Student performs well on a department-chosen assessment <p>2. Reward Express Lunch Pass</p> <p>3. Timeline</p>	

Finding/Narrative	Evidence/Data
<p>a. Express Lunch Pass one day per department per semester b. In addition to being in one of the Zones, a student can ALSO be a member of the following groups.</p> <p>IV. Hall of Fame</p> <p>1. Requirement Student receives a TOP 3 Advanced score on a CST</p> <p>2. Rewards</p> <ul style="list-style-type: none">a. Be BRAVE “Hall of Fame” Shirtb. Be BRAVE “Hall of Fame” Wristbandc. Assembly/Ceremonyd. Lunch or Dinnere. Student name on the “Hall of Fame” poster, which will be seen in every single classroom <p>3. Timeline Ceremony and lunch sometime during the school year</p> <p>V. 380 Tribe</p> <p>1. Requirement As a 10th grader, student receives scores of Proficient (380 or higher) on the California High School Exit Exam (CAHSEE) for Math and English</p> <p>2. Rewards</p> <ul style="list-style-type: none">a. Be BRAVE “380 Tribe” Shirtb. Be BRAVE “380 Tribe” Wristbandc. Lunch Partyd. Express Lunch Pass <p>3. Timeline Express Lunch Pass from the first couple weeks of school until the middle of 1st semester. The 380 Tribe members will be the ONLY students with the Express Lunch Pass at the beginning of the year</p> <p>One of the main rewards of the Be BRAVE program is the Express Lunch Pass. All of the students who have earned this reward will be allowed to go to lunch 5 minutes early.</p> <p>In order to use this reward a student MUST:</p> <ul style="list-style-type: none">1. Show their Special ID Card2. Request permission from his/her teacher <p>Although we are only a couple of years into implementation of the Be BRAVE program, student achievement trends on the CAHSEE and CST exams have been very encouraging.</p>	

Finding/Narrative	Evidence/Data																								
<p>The table below shows the number of students who have earned Zone 1 and 380 Tribe privileges in the first two years of the Be BRAVE program.</p> <p>Reflected as a percentage of all ECVHS students (grades 9-11) taking the CST exams in spring 2012—after initial introduction of the Be BRAVE incentive program—25.3% of those students scored proficient or advanced on two or more CSTs (as compared with 24.3% of test-takers the year before); the trend continued upward in spring 2013, when 33.5% of test-takers scored proficient or advanced on their CSTs.</p> <p>Reflected as a percentage of grade 10 students taking the CAHSEE for the first time in spring 2012—after initial introduction of the Be BRAVE incentive program—25.5% of those students scored 380 or higher on <i>both</i> the English and Math sections of the CAHSEE (as compared with 20.2% of test-takers the year before); the trend continued upward in spring 2013, when 31.8% of test-takers scored 380 or higher on both sections of the CAHSEE.</p>																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Be BRAVE DATA – ZONE 1</th> </tr> <tr> <th colspan="4" style="text-align: center;"><i>Number of students who scored proficient or advanced on 2 or more CSTs.</i></th> </tr> <tr> <th style="text-align: center;">Year of CST Test Administration</th> <th style="text-align: center;">Spring 2011</th> <th style="text-align: center;">Spring 2012 1st year of implementation</th> <th style="text-align: center;">Spring 2013 2nd year of implementation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Total Number of Students Who Took CSTs</td> <td style="text-align: center;">1531</td> <td style="text-align: center;">1362</td> <td style="text-align: center;">1271</td> </tr> <tr> <td style="text-align: center;">Number of ECVHS Students Earning ZONE 1 Privileges</td> <td style="text-align: center;">372*</td> <td style="text-align: center;">344</td> <td style="text-align: center;">426</td> </tr> <tr> <td style="text-align: center;">Percentage Who Earned ZONE 1 Privileges</td> <td style="text-align: center;">24.3%*</td> <td style="text-align: center;">25.3%</td> <td style="text-align: center;">33.5%</td> </tr> </tbody> </table> <p style="text-align: center;"><i>*(Year prior to Be BRAVE incentive program—used as comparison data only)</i></p>	Be BRAVE DATA – ZONE 1				<i>Number of students who scored proficient or advanced on 2 or more CSTs.</i>				Year of CST Test Administration	Spring 2011	Spring 2012 1 st year of implementation	Spring 2013 2 nd year of implementation	Total Number of Students Who Took CSTs	1531	1362	1271	Number of ECVHS Students Earning ZONE 1 Privileges	372*	344	426	Percentage Who Earned ZONE 1 Privileges	24.3%*	25.3%	33.5%	<p style="text-align: center;"><i>Be BRAVES data analysis sheet</i></p>
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Finding/Narrative				Evidence/Data
<p>Be BRAVE DATA – 380 TRIBE <i>Number of students who scored 380 or higher on both the English and Math sections of the CAHSEE.</i></p>				
Year of CAHSEE Test Administration	Spring 2011	Spring 2012 1 st year of implementation	Spring 2013 2 nd year of implementation	
Total Number of Students Who Took CAHSEE	495	444	437	
Number of Students Earning 380 TRIBE	100*	113	139	
Percentage Who Earned 380 TRIBE Privileges	20.2%*	25.5%	31.8%	
<p><i>*(Year prior to Be BRAVE incentive program—used as comparison data only)</i></p>				
<p>ECVHS’s Be BRAVE program is truly an embodiment of our school vision of working together, learning together, succeeding together. In a survey of ECVHS staff conducted in February 2013, over 96% of respondents indicated that they either “like” or “love” the Be BRAVE program. When staff was asked to evaluate student response to the program, over 86% of staff members felt confident that most students “like” or “love” the program. Initial anecdotal evidence seems to indicate that the Be BRAVE program has provided a mechanism for staff and students to make a genuinely meaningful connection on the importance of doing one’s best in all endeavors, and working hard to reach high levels of academic achievement.</p>				<p><i>Be BRAVES staff survey results</i></p>
<p>As part of the process of developing our new school vision and mission, we wanted to learn more about how aware our parents and students were of our (then) existing vision and mission. The results of ECVHS’s Parent survey (810 respondents), completed in December 2012, indicate that approximately 50% of ECVHS parents knew our school’s (now former) mission and vision, while 40% answered “no” to whether they knew the school’s mission and vision statements. Additionally, in the student survey completed in October and November 2012 (1618 respondents), in response to the question, “I know ECVHS’s mission statement and ESLRs,” the student responses were as follows:</p> <ul style="list-style-type: none"> • 12% Strongly Agreed • 26% Agreed • 30% Neutral • 15% Disagreed • 17% Strongly Disagreed 				<p><i>Parent survey results</i></p> <p><i>Student survey results</i></p>
<p>In the above-referenced student survey, responding to the question, “Students are respectful towards teachers and other Staff,” 28% of students responded, “Strongly</p>				

Finding/Narrative	Evidence/Data
<p>Agree” or “Agree.” Furthermore, 75% of parents surveyed in the December 2012 survey “Strongly Agreed” or “Agreed” that they felt welcomed at ECVHS and 83% of parents “Strongly Agreed” or “Agreed” that all students are given an opportunity to learn at El Cajon Valley High School, seeming to show a respect and a commitment to El Cajon Valley’s overall vision and Expected Schoolwide Learning Results.</p>	

A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Finding/Narrative	Evidence/Data
<p>El Cajon Valley High School is an urban comprehensive Title I school. The School Site Council is the committee that approves the Single Plan for Student Achievement (SPSA.) The SPSA is developed through input from: school administration, staff, students, and parent groups per federal guidelines. The SPSA supports the ESLRs and includes goals and action plans based on student achievement data. This plan is then approved by the School Site Council and sent to the governing board for approval twice yearly – in May/ June for the coming school year and again in November.</p> <p>Our SPSA essentially serves as our WASC Action Plan, as schoolwide critical areas of follow-up from our most recent WASC visitation have been incorporated into the SPSA in the form of action plan items and resource allocation.</p>	<p><i>SPSA</i></p> <p><i>Minutes and Agendas from ECVHS School Site Council</i></p> <p><i>Governing Board portion of the GUHSD website.</i></p> <p><i>Board policies and by-laws</i></p>
<p>Board member duties include defining educational policies, and setting graduation requirements and standards of proficiency. The governing board meets in public session once a month. The media relations personnel have a variety of methods to publicize governing board meetings and actions taken by the governing board. Local newspapers, radio and television reports, including the GUHSD website, advertise to the public when board meetings occur and what actions are taken by the governing board. Board meetings are open to all community members. Community members who wish to speak to the board fill out a speaker card. Records of community members who have spoken and subject matter are kept at the district.</p>	<p><i>Governing Board portion of the GUHSD website.</i></p> <p><i>Board policies and by-laws</i></p>
<p>THE GUHSD Board of Trustees supports ECVHS in many ways. Our Single Plan for Student Achievement is sent to the board annually for approval, and it has been approved each time without reservation. Our most recent SPSA was revised on May 2, 2013, to reflect our new vision, mission, and ESLRs, and was approved by the board on June 13, 2013. The board requires that all purchase requests made by our school contain a justification statement that makes specific reference to the ways in which the expenditure of funds is supported by the action plan outlined in our SPSA; this is also true for resources spent on staff professional development. In this way, the board monitors and approves our work on behalf of all students and staff at ECVHS.</p>	<p><i>GUHSD Goals and Objectives Workshop (March 2, 2013)</i></p> <p><i>GUHSD Strategic Plan</i></p>
<p>GUHSD is the employer of record. The governing board’s responsibility is to set policy for the schools. It is the responsibility of each site’s administration and staff members to carry out these policies at the site level. GUHSD maintains an extensive district website;</p>	<p><i>Board policy regarding performance of ECVHS</i></p>

Finding/Narrative	Evidence/Data
<p>board policies and administrative regulations are posted and updated regularly on the governing board section of the site. When a change in board policy is considered “significant” by the board and/or superintendent, staff is notified via email or through the superintendent’s newsletter. These notifications are usually disseminated within a 1-3 days of board action. Other policy changes, however, usually require that staff members attend board meetings or regularly check the governing board website to stay abreast of current information.</p>	<p><i>students</i></p> <p><i>Board complaint and conflict resolution policies</i></p>

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Finding/Narrative	Evidence/Data
<p>The schoolwide action plan, updated twice yearly (or more often based on need) in the SPSA is monitored by the Instructional Leadership Team (ILT) as well as by the School Site Council. The main focus of the ILT is the implementation of interventions and monitoring of student achievement which are the basis of our schoolwide goals. Interventions are based on the diagnostic tools we have available (EEMAP – math CAHSEE diagnostic, District English CAHSEE diagnostic, NWEA Measure of Academic Progress MAP Test , as well as department made and district provided benchmarks.) The results of these testing tools are analyzed and students are then placed in appropriate classes and/ or into a myriad of interventions available.</p> <p>At ECVHS all departments are involved in working with students to provide ongoing tutorials for both current curriculum study and standardized test preparation, in addition to remediation programs for students that have fallen behind. A query of all departments revealed that in every case, students have access to structured tutorials or remediation sessions held during lunch, before school, or after school.</p> <p>Students are able to take advantage of both formal and informal tutoring opportunities. Many subject-area teachers offer informal tutorial sessions during student lunch and before and after school. Formal tutorials—funded through the ASSETS, Title I, and Supplemental School Instruction programs—are offered in classrooms and through our Night Library program.</p> <p>Night Library is a traditional program at ECVHS. It has been running since 2000. Night Library is open to all students from 3:00 - 5:00 p.m., Monday through Thursday. Students have access to one or two teachers who serve as tutors, as well as 2-3 bilingual, cross-cultural adult aides and college tutors. The purpose of the Night Library is to provide a safe, studious environment for students to get help with homework, complete projects, and study for exams.</p> <p>We offer a number of academic support programs to ensure that students are meeting all requirements of their classes and succeeding on high-stakes test such as the CAHSEE. These programs include Night Library, Saturday Scholars, and Brave School. Additionally,</p>	<p><i>Records of attendance at English tutorial and remediation sessions.</i></p> <p><i>Records of attendance at science tutorials and lab makeup sessions.</i></p> <p><i>Night Library, Brave School, Saturday School, and After-School Tutorial Sign-in Sheet</i></p>

Finding/Narrative	Evidence/Data
<p>the Diamond Program and STAR School are sub-programs of Saturday Scholars. For all of these programs the students’ parents are asked for permission for student participation, ensuring parent awareness and notification.</p> <p>ECVHS has created an outside-the-school-day program titled Saturday Scholars. Saturday Scholars is based on the idea that some students need additional targeted intervention in specific skills or simply more time to learn skills needed to do well in high stakes testing. An additional purpose of Saturday Scholars is to provide enrichment opportunities for all students in areas of interest. Saturday Scholars has been used to support 11th and 12th graders in preparing for the CAHSEE which they had not previously passed as well as for our 3D-Design Jewelry students to have more time to complete their art pieces at a more proficient level. Our social science department has used these sessions as opportunities to focus on re-teaching their class standards and learning objectives. Our science department has offered sessions to understand how to create robotics and computer programming skills, as well as an engineering club known as KidWind where students create a wind turbine and compete against other schools.</p> <p>Saturday Scholars happens two Saturdays a month for four hours each session. Students, teachers, and support staff are on campus from 8:30-12:30 on these days. Students receive a mid-morning luncheon thanks to a federally funded food program. There is always campus security, a lead teacher, and an administrator on campus for these Saturday Scholars sessions.</p> <p>The ECVHS Diamonds Program, a sub-program of Saturday Scholars, was created to address the number of ECVHS students not passing or scoring proficient on the 10th grade administration of the CAHSEE. The ECVHS Diamonds program primarily utilizes two assessment pieces to identify students for homogeneous grouping on during these Saturday session: the EEMAP math CAHSEE diagnostic and the NWEA MAP reading assessment. Both of these tests are administered in the students’ freshman year to properly identify students who need remediation, further support, and to identify students’ potential success on the CAHSEE. Students who don’t demonstrate full proficiency on the diagnostics are identified and invited to participate in the Diamonds Program, which provides four Saturday sessions full of opportunities for the students to get additional support, review materials, and targeted skill building on Saturdays. Students are placed in groups based on their highest need – math or English and each session is broken into strands to focus the learning. This program was offered in the 2011-12 school year; however, the program at that time only targeted students on the border of demonstrating proficiency – about 80 students. In the 2012-13 school year the program was widened to include all 10th grade students interested in attending – about 210 students. To support our high achieving students not included in the Diamonds program (as they show proficiency on the diagnostic exams), we created a “450 Challenge” session, a one Saturday class. The 450 Challenge provided a short review of materials and a large amount of spirit building to encourage our top performing students to achieve a perfect 450 score on the CAHSEE.</p> <p>Spring 2013 data indicates that 50% of ECVHS sophomores scored proficient in math while 35% scored proficient in English. This is up from 41% in math and 31% in English in 2011-12. This was a 7.89% increase in proficiency in Math (in fact half of the math scores were Proficient) and a 3.94% increase in proficiency in English. In 2012 we had two</p>	<p><i>Biology benchmark test</i></p> <p><i>Earth Science benchmark test</i></p> <p><i>Science 1C benchmark test</i></p> <p><i>Diamond Saturday Scholars program attendance records</i></p>

Finding/Narrative	Evidence/Data
<p>students get 450 scores on both parts of the CAHSEE, while in 2013 we had five. In addition, almost 32% of students made it into the 380 Tribe (proficient in BOTH math and English). This is a 6.36% increase from 2012 whereas in 2011 only 20% of students reached proficiency.</p> <p>Another sub-program of Saturday Scholars that has been created is STAR School. STAR school is similar to Diamonds in that it targets groups of students who are not showing proficiency on their CST exams. STAR school was offered the four Saturdays prior to the start of CST testing. STAR School was piloted in 2013 by the World History team. Approximately 120 students attended all four Saturdays. This helped increase the number of students scoring proficient and advanced on the World History CST – 41% were proficient in 12-13 over the 30% in 11-12. Other teams are interested for 2013-2014. As momentum for these programs grow, students are benefitting.</p> <p>Brave School, which occurs after school between 3pm and 5:30pm, is another intervention we utilize. Brave school provides targeted re-teaching of material that students have not mastered. Students are given formative or benchmark assessments in their classes. If a student does not score proficient based on the content area team’s definition, that student is asked to attend Brave School. Students typically are asked to attend 3-5 hours of re-teaching and then are given a chance to demonstrate mastery through a retest for a higher grade. The math teams and English 11 team piloted Brave School in 2012-2013. They offered twice weekly sessions to students in English 11, algebra, geometry, integrated math and algebra II. Brave School has been challenging for teachers to manage. As a new program, we are looking at ways to make Brave School more streamlined and efficient so students can continue to gain skills in an after-school setting.</p> <p>Trained peer tutors are placed in general education classrooms to help students with special needs with simple accommodations and modifications, and tutoring with reading and comprehension of class curriculum and instructions.</p> <p>Bilingual, cross-cultural adult aides are placed in ELD classrooms to assist with translation needs for students whose English skills are in the early stages of development.</p> <p>Students are allowed remediation for physical education by making up time missed after school by running laps or performing other physical activities.</p>	<p><i>Brave School attendance records</i></p> <p><i>List of trained special education peer tutors and training curriculum</i></p> <p><i>List of bilingual, cross-cultural adult aides.</i></p> <p><i>Records of physical education makeup times offered.</i></p>
<p>From 2004-2012, all departments met in collaborative groups to work on Academic Standards and make sure that schoolwide learning results are being met. During the 2012-13 school year, the bell schedule did not have collaboration time built in, so only certain groups met in collaboration during the school day. Some other groups met during lunch or on their own time but while some others did not meet at all. However, the staff voted in the spring of 2013 and for the 2013-14 school year, collaboration is once again built into the schedule.</p>	<p><i>ECVHS bell schedules</i></p> <p><i>2012-2013 Collaboration Rotation</i></p>

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Finding/Narrative	Evidence/Data
<p>All staff are highly qualified per NCLB/ ESEA requirements. Additionally, all GUHSD teachers are CLAD (or BCLAD) certified. Only one teacher at ECVHS was teaching outside of their credentialed area of the 2012-2013 school year and no teachers are in the 13-14 school year.</p> <p>Staff communicates through emails, Department Chair minutes, and departmental meetings. ECVHS holds monthly staff meetings in which all staff has input to the planning and operations at the school as well as receiving information about issues pertaining to our school.</p>	<p><i>Department Chair minutes</i></p> <p><i>Staff meeting minutes</i></p>
<p>Any aide or classified staff member who works in the classroom is NCLB qualified. College tutors are required to complete ECVHS Professional Development training prior to beginning their respective positions although with no new college tutors in the last two years, the trainings have not been held. AVID tutors are required to complete AVID Tutor Training prior to beginning employment as AVID tutors.</p>	<p><i>Aide/classified staff qualifications (NCLB-compliant)</i></p> <p><i>ECVHS Professional Development curricula for college tutors</i></p> <p><i>AVID tutor training curricula for AVID tutors</i></p>
<p>Staff has the ability to consult with administration and union representation about issues that arise at the school site between staff. Generally, staff members find that they can resolve issues through informal means by working directly with school administrators. Staff members can also receive advice and counsel through both their site and district union representatives. For more serious situations, our district and all of our employee unions have developed a formal grievance process that is outlined in employee contracts and in board policy.</p>	<p><i>GEA website (contract issues)</i></p> <p><i>List of ECVHS GEA representatives</i></p>
<p>The staff at ECVHS is involved in shared responsibility and accountability to support student learning in the following ways: Department Chairs have done presentations to the staff about their departments and programs. Staff has had the ability to shadow other teachers and view best teaching practices. Through departmental meetings teachers have input and the ability to have shared responsibility in the curriculum and delivery of subject matter.</p> <p>Core Department Chairs collaborated and developed a common directive verb vocabulary word of the week program designed for all students and all classes entitled <i>ECV Way</i>. The goal of this program is to get academic vocabulary to be used across disciplines and to get students more exposure and experience with the use of directive verbs in different academic settings. This validated teams that already had content specific vocabulary that all team members taught and prompted other teams to create content specific vocabulary to use across their team.</p>	<p><i>ECVHS Professional Development agendas/minutes</i></p> <p><i>List of staff who have shadowed peers</i></p> <p><i>ECV Way - Word of the Week vocabulary program</i></p>

Finding/Narrative	Evidence/Data
<p>Some of the staff meet at various locations on and off campus to work on curriculum or tasks such as designing ESLRs. Staff has been involved in a restructuring survey and process to design and implement a new schedule at ECVHS. Staff has the ability to participate in committees such as the Instructional Leadership Team (open to all staff), which designs and develops curriculum, interventions, and gives input on policies at ECVHS. Also staff participates on the Discipline Committee and the Safety Committee that deal with the culture and climate on campus as well as safety procedures. Staff is even consulted on which song to choose for the monthly song that plays as a “scurry” reminder one minute before each period; songs are tied to the ECVHS Keys, which emphasize character education.</p> <p>In the six years since our last WASC self-study, the subject of formal collaboration time has been a topic of considerable conversation and debate on the ECVHS campus. From 2007 through the spring of 2012, the ECVHS bell schedule included a formal collaboration block at the beginning of the school day, one day a week. This block was primarily used by PLC teams to collaborate. During these years, much of the discussion about collaboration time centered around activities being teacher-directed vs. administrator-directed. Some staff members also questioned whether carving out formal collaboration time from our schedule was more valuable than adding those minutes back into our instructional time with students. This discussion was part of a larger conversation that culminated in the spring of 2012, when the ECVHS staff was unable reach a 70% threshold of support for restructuring the school’s bell schedule. This resulted in our school going to the “default” contractual schedule of a standard six-period day for the 2012-2013 school year. The 2012-2013 schedule did not have a provision for dedicated formal collaboration time; the administration did, however, provide support and a formal structure for subject area teams and PLCs to meet during two-hour blocks of time on a regular basis throughout the school year. In spring 2013, ECVHS staff underwent restructuring again, reaching consensus on a new schedule for the 2013-2014 school year that includes a formal collaboration block at the end of the day, one day a week.</p>	<p><i>ECVHS’s Keys</i></p> <p><i>ECVHS Schedules from 2007-2013</i></p>
<p>Staff team-building activities at ECVHS include:</p> <ul style="list-style-type: none"> • Professional Development Days (pre-school) Staff Potluck • Tribal Feast, an annual event held in the library the week before winter break • Ice Cream Social, an annual event held in the library each June • Staff dodgeball tournament • Be Brave t-shirts and activities • Staff shave-a-thon, a fundraiser for the CARE club • Faculty Follies, our renowned staff “talent” show—a 30-year tradition • Staff happy hours • Tennispalooza • Staff retirement party at the end of each school year 	<p><i>Communications about these and other staff events</i></p>

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Finding/Narrative	Evidence/Data
<p>The Grossmont Union High School District has provided professional development focused on the understanding and implementation of California’s Common Core Standards. During the 2012-2013 school year, training was provided for teachers of English, math, library science, and Career Technical Education pathways. In 2013-2014, this PD will focus on teachers of English, math, science, and social science. The district provides professional development for school administrators 4-6 times a year, focusing on PBIS, CCSS, and analysis of site data.</p> <p>ECVHS has provided site-based professional development on Common Core, NWEA, READ 180, schoolwide literacy strategies, English Language Learners, cultural sensitivity, and various content-specific topics. Professional development has also been offered on site for staff working with students on targeted intervention strategies designed to help struggling students.</p>	<p><i>District professional development calendar/offerings</i></p> <p><i>ECVHS professional development calendar/offerings</i></p>
<p>District PD days on Common Core 2012-13 English, Math and CTE; 2013-2014 English, Math, Science and Social Science</p> <p>District PD for Admin 4-6 times a year regarding PBIS, CCSS, Data Analysis</p> <p>Site PD days on NWEA and READ 180 for select teachers</p> <p>Site PD pull out days and 2012-2013</p> <p>Focus for Saturday Scholar Diamonds and CSTs, strategic and specific interventions</p>	<p><i>Biology – HIV/AIDS training</i></p> <p><i>Biotechnology – medical biology training and partnership with Cuyamaca College</i></p> <p><i>Physics (interschool)PLC – Modeling Physics training, ninth grade team</i></p> <p><i>Achieve3000</i></p> <p><i>ROP/CTE are required to participate in job shadowing, curriculum writing, and professional conferences each year</i></p> <p><i>Teachers are provided one paid day to be used on their choice of professional development</i></p> <p><i>Counselors attend</i></p>

Finding/Narrative	Evidence/Data
	<p><i>college conferences</i></p> <p><i>Dr. Luis Cruz trainings on school climate</i></p> <p><i>Dr. Wilda Storm trainings on effective instruction</i></p> <p><i>ECV Way</i></p> <p><i>Librarians engage in various professional development activities each year</i></p> <p><i>ECVHS professional development log/spreadsheet</i></p> <p><i>All first year Special Education teachers are trained for 5 days in IEP compliance</i></p> <p><i>Special Ed staff are PROACT trained</i></p> <p><i>All staff participates in general professional development the first 3 days of school.</i></p>
<p>ECVHS does not have different or additional policies on supervision and evaluation of certificated or credentialed staff. All schools follow GEA and CSEA contracts for evaluation and supervision procedures.</p>	<p><i>GEA contract— Article 17</i></p> <p><i>CSEA contract— Article 9</i></p>

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Finding/Narrative	Evidence/Data
<p>Over the last six years, through the use of Proposition H and U funds, the ECVHS campus</p>	<p><i>Construction binder in</i></p>

Finding/Narrative	Evidence/Data
<p>has gone through a major overhaul. The projects began with all new infrastructure including electrical, water, plumbing, and data, moving on to the remodeling of the 500s, 100s, 200s, 600s/Welding, 700s, and the 400s building; in addition to building a new 800s Science building. Many of the old bungalow style classrooms have been removed to provide the footprint for the new Science building. The last of our academic classroom buildings, the 300s, is now remodeled.</p>	<p><i>office of Manager of School Facilities</i></p> <p><i>GUHSD website</i></p> <p><i>CBOC oversight committee website</i></p> <p><i>ECVHS website</i></p>
<p>With the remodel of classrooms, new HVAC and technology has been added to each classroom. The 700s building houses three CTE programs (Photo, Video Production, and Graphics), three Art classes (3-D Design, Art, and Jewelry), and two computer labs equipped to provide on-line alternative education and business programs. The 100s, 200s, 300s, and 400s house core and elective classrooms, with the 400s being the home of the CTE WigWam Restaurant. The 600s building is unique in that the building houses the CTE Welding program and provides a wing for the Special Needs students on our campus. We feel that the renovations to our campus have provided not only a modern facility, but a beautiful academic setting in which students can feel safe and comfortable while learning.</p>	<p><i>Photographs of newly-constructed and newly-remodeled facilities</i></p>
<p>In addition, (using deferred maintenance funds) several of the buildings not scheduled for immediate renovation have received exterior paint. Landscaped areas have been improved, with an emphasis on not only the interior of the campus, but the areas on First and Madison Avenue. An identifying sign and new landscaping has been added to fully identify the front door of ECVHS on Madison Ave. The entrance off Mollison Ave., on what is known as Braves Lane, has been enhanced with a mural painted to clearly define the “Home of the Braves” with pride.</p>	<p><i>FIT inspection</i></p> <p><i>Work order log</i></p> <p><i>Photographs of Braves Lane mural</i></p> <p><i>Photographs of new fencing and signage</i></p>
<p>ECVHS custodians and day crew work hard to maintain the school to provide a clean and safe environment. Sometimes, this is a struggle for the day crew of two grounds men and a night crew of six. We are lucky that our maintenance team care about the school and their efforts are evident to anyone coming on campus. Each person has an assigned area and does their best to maintain that area. We also are a very busy school; the same people providing the maintenance and cleaning do all of the facility set ups for the many events held on this campus. Finding a reasonable balance of work load is challenging, but each day the school opens with clean restrooms, trash cans emptied, graffiti removed, and rooms ready to receive the students and staff.</p>	<p><i>FIT inspection</i></p>
<p>At El Cajon Valley High School we follow strict District and site guidelines for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.</p>	<p><i>Williams settlement report</i></p> <p><i>List of Approved Texts-see appendix</i></p> <p><i>Approximately 850 computers at ECVHS</i></p> <p><i>One full-time</i></p>

Finding/Narrative	Evidence/Data
	<p><i>computer technician</i></p> <p><i>Textbooks are funded through instructional material allocation</i></p>
<p>In terms of materials, our school board has approved the purchase of textbooks aligned with the California Content Standards to ensure all core areas have up-to-date textbooks. El Cajon Valley High School also has the support of many categorical funds to meet the supplemental needs of our diverse student population. Some of these supplemental materials and supplies to assist students who need additional support to learn may include reading skills software programs, interactive ancillary materials aligned to standards, dictionaries, test preparation materials (print and online), etc.</p> <p>Other supplemental funds are spent to fund the purchase of locally-adopted standards-aligned instructional materials and in-service training related to the use of educational materials.</p> <p>District financial support has not kept pace with the needs as it relates to technology, special education population, ELL population, and general inflation. To supplement areas of need ROP/CTE allocations, grants, categorical funds help support ECVHS's programs.</p>	<p><i>Arabic-English dictionaries</i></p> <p><i>Test preparation materials, both print and online. District recently purchased the Testing and Education Reference Center (TERC) test preparation database from Gale</i></p> <p><i>Edge supplemental materials: interactive practice books and grammar books</i></p> <p><i>Basic reading skills software such as READ 180, Read Naturally, Achieve 3000, IXL Basic Math Program, Read & Write Gold, NWEA, etc.</i></p> <p><i>School budget</i> <i>FITT computers</i> <i>BTSA training</i></p>
<p>ECVHS is committed to providing student access to technology on our campus. Many students do not have access to computers at home, yet are required to use technology to meet their basic class requirements. Along with our grants, which have purchase equipment for three computer labs and multiple mobile labs, we have been able to use funding from Proposition U (General Obligation Bond) passed in November, 2008 to provide the following specific upgrades:</p> <ul style="list-style-type: none"> • Provide classrooms and equipment for Career Technical Education training. • Modernize classroom, labs and equipment. • Upgrade classrooms, libraries, labs and computers to keep pace with advancing technology. 	<p><i>850 computers at ECVHS</i></p> <p><i>5 stand-alone computer labs</i></p> <p><i>Library has classroom-style cluster of 34 student computers and computer station for the teacher</i></p> <p><i>1 alternative</i></p>

Finding/Narrative	Evidence/Data
<p>Through the end of the 2011-2012 school year, ECVHS was able to fund a full-time computer lab facilitator who helped create and manage lab sign-ups and basic computer upkeep. That position was eliminated in the summer of 2012. Now our stand-alone computer labs are designated for specific departments and programs—currently geography/technology foundations, math, English, and READ 180. Departments/programs work internally to develop lab scheduling that meets their students’ needs. Students only use these stand-alone labs when accompanied by a teacher, usually during whole-class visits. At all other times, students use computers available in the library.</p>	<p><i>education lab</i></p> <p><i>3 ROP/CTE labs</i></p> <p><i>700+ NETbooks and laptops on carts (COWS)</i></p> <p><i>Each classroom has an ELMO (docucam)</i></p> <p><i>All classrooms have computer and Internet access</i></p>
<p>Resources have been widely available via our previous QEIA grant and (still current) Title I and with District Title II Part A funds. We conduct a minimum of one professional development for all staff a month as well as have available to content and interdisciplinary teams funds from the District for formative and summative evaluation development, curriculum alignment, and scoring of student work to calibrate. We have also benefitted from our English Curriculum Alignment project, working in conjunction with college and high school mentors to horizontally and vertically align our ELA courses with a rhetorical approach for the past 5 years. Additionally, our math department attended and has access to ongoing math support with our Holt textbooks as well as support from our English Language Learner District office for the unique needs of our refugee and immigrant populations. This support extends far beyond math as does the professional development opportunities.</p>	<p><i>ROP/CTE are required to participate in job shadowing, curriculum writing, and professional conferences</i></p> <p><i>Common Core training for math, English, librarians, the visual and performing arts,</i></p> <p><i>All first year Special Education teachers are trained for 5 days in IEP compliance</i></p> <p><i>Special Ed staff are PROACT trained</i></p> <p><i>All staff participates in general professional development the first 3 days of school.</i></p>
<p>The district distributes funds based on ADA using the formula on the spreadsheet provided, and then the site budget committee determines the formula for distribution at the site level (formula provided at the bottom of the site distribution sheet). The budget committee may have to meet next year, because the state will be distributing the money differently to the district, so the district may allocate to sites using a different formula.</p>	<p><i>ECVHS budget allocation and formula for distribution</i></p>

Finding/Narrative	Evidence/Data
	<p><i>ECVHS categorical program budget amounts and description of distributions</i></p> <p><i>District budget distribution to sites</i></p>
<p>Implementation of Be BRAVE incentive program to motivate students to achieve on standardized tests. (See A1 for a description of our Be BRAVE program).</p>	<p><i>Be Brave program literature</i></p>
<p>Per the California Department of Education, the district must adhere to an ongoing schedule of reporting budget information to the state (Financial Reporting Calendar). Reports are due beginning July 1 to June 1 for each school year.</p>	<p><i>CDE website</i></p>
<p>In order to monitor against mishandling of funds the district has a position of an internal auditor.</p>	<p><i>GUHSD website</i></p>
<p>Section A Conclusion</p> <p>At El Cajon Valley High School, our vision of “working together, learning together, succeeding together” reflects our collective belief that only through strong collaborative partnerships among students, staff, and community members can we fulfill our mission of serving as a gateway to opportunity for the students and families we serve. ECVHS has a highly qualified staff that provides rigorous instruction and outstanding support programs that go well beyond the classroom walls to make sure that all students are given the opportunity to achieve at high levels and reach their personal and academic goals. Our work is supported by our district governing board, and guided by subject-area standards, ECVHS Expected Schoolwide Learning Results, varied student learning needs, best instructional practices, and our analysis of relevant student performance data.</p> <p>Programs we want to continue and build upon include our Be BRAVES student incentive program, and our newly-developed Positive Behavior Intervention Program; these programs are founded on the principal that a positive school culture has a powerful positive impact on student achievement and student well-being. We are fortunate to have a wonderfully diverse student body who show respect for one another—we intend to continue to nurture that respectful atmosphere on our campus. We are also committed to building on our extensive network of student support programs, including our Family Resource Center, Brave School, Saturday Scholars, dropout prevention program, and Night Library.</p> <p>Programs we intend to grow all have a common theme: communication and collaboration. The restructuring work we have done over the past few years has culminated in the implementation, this year, of a redesigned bell schedule. In addition to better serving student learning needs, a primary rationale for the design of this schedule was to better support professional development, communication, and collaboration among staff. It is imperative that we demonstrate, through our use of time allocated for these purposes, that the work we do contributes to an even more open, collaborative environment that ultimately allows every staff member to live our vision and mission; only by doing this can we truly meet the needs of the students we serve.</p>	

WASC Focus Group A

ECVHS Strengths & Areas of Growth

STRENGTHS	AREAS OF GROWTH
1. Highly qualified staff members who share a common vision and purpose, work well together, and demonstrate mutual respect for one another. (100% of teachers are highly qualified according to NCLB and are all teaching within their credential area.)	1. A bell schedule that supports professional development and collaboration among staff. (Staff voted in spring of 2013 to implement a new modified block bell schedule for 13-14 with this as one of the factors.)
2. A diverse student body who show respect for one another. (70% of students stated agree or strongly agree to “In general, I enjoy my time and feel welcome at ECVHS.” While only 9% stated disagree or strongly disagree.)	2. We need to plan, as a staff, how we can live our vision, mission, and connect our ESLRs as student outcomes to our daily activities as well as our various interventions. (The vision, mission, and ESLRs are new as of spring 2013 – much work is needed to integrate them into our school community.)
3. Excellent and plentiful support programs for our students. (See Brave School, Saturday Scholars, Night Library, Family Resource Center, Dropout Prevention, new CEIS position, and new Positive Behavior Intervention Program.)	3. Lack of communication between administration and staff. (In December Of 2012, when responding to survey statement, “ECVHS’s administration provides good leadership.” Responding staff marked: 13% strongly agree, 41% agree, 25% neutral, 17% disagree and 4% strongly disagree.)

Focus Group B: Standards-Based Student Learning: Curriculum

B1: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Findings/Narrative	Evidence/Data
<p>El Cajon Valley High School provides a challenging, rigorous and relevant curriculum for each student. Our site provides a variety of courses in each subject matter that prepare students for college and beyond, which include college preparatory, honors and AP courses.</p> <p>ECVHS also provides a range of programs and elective courses to teach students specific skills and knowledge in certain career pathways.</p> <p>To help support the achievement of academic standards and schoolwide learner outcomes, the Guidance team reviews high school graduation requirements and college requirements with all students at least once every school year through classroom guidance lessons and/or programming presentations. This information is also received at enrollment meetings for new students, and individual meetings with students and/or parents, including one-on-one programming meetings.</p> <p>Students are encouraged by their counselor and other staff to take the most challenging classes appropriate for them based on different assessment results and previous grades earned. Students choose their classes individually with their counselor and can be modified based on parent input.</p> <p>82.7% of staff feel that students are encouraged to take A-G required classes while 52.4% of students feel that way. This is an area where more information to students may be needed.</p> <p>Guidance staff encourages students to complete their A-G requirements; however not all students want to go directly to a university right after high school. Many of our students go to community college or choose other post graduation paths such as the military, vocational programs and/or work so not all of our students complete the A-G requirements. However, the majority of our students are taking all college preparatory courses. Our English Language learners and students in our special education program may not complete their A-G requirements due to limited English and skills.</p> <p>Based on a senior survey given to seniors by guidance in May of school year 2012-2013, we were able to collect some data on their post secondary plans. We found out that 7% of our seniors were attending a 4-year university, 72% were enrolling in a community college, 3% were enrolling into a Vocational/Technical program, 4% were going into the military and 7% were going directly into the work force.</p> <p>ECVHS articulates with other schools and programs to bridge relationships and work together to make transition easier and accessible. The Guidance department goes to the feeder middle schools to meet with the 8th graders who are planning on attending ECVHS</p>	<p>A-G UC approved list</p> <p>List of electives with description of courses</p> <p>CTE courses and brochures</p> <p>Graduation Requirements Handout</p> <p>A-G Requirements Handout</p> <p>Programming PowerPoint</p> <p>9th Grade Lesson Plan</p> <p>Programming Sheet</p> <p>Freshman Handbook 9th grade</p> <p>Programming Sheet</p> <p>Articulation Meetings for Spring 2013</p> <p>List of students who are members of each program.</p> <p>List of students who took Grossmont College assessment on April 27, 2013</p> <p>List of students who took part in FastTrack program with Cuyamaca College.</p>

in the Spring. Students are provided with information such as graduation requirements, A-G requirements, 9th grade class options with descriptions of each elective, and school involvement (sports, clubs, and extracurricular activities).

El Cajon Valley High School makes deliberate decisions and creates action steps to ensure the proper placement of students and provide the support for their post-secondary plans. These actions are detailed below.

- Every spring the Guidance team meets with incoming 9th grade students at their middle school to discuss high school information and expectations. Guidance staff gives 8th grade students a freshman handbook that outlines information such as graduation requirements, college requirements, electives and descriptions, as well as school rules and school involvement (sports, clubs, and extracurricular activities). Together they go over the classes that will be required as part of their 9th grade course schedule. The Spring 2013 articulation meeting dates at area middle schools were as follows:
 - (1) February 28, 2013 Emerald Middle School
 - (2) March 4, 2012 Greenfield Middle School
 - (3) March 7, 2013 El Cajon Valley Middle School
 - (4) March 12, 2013 Montgomery Middle School

Towards the end of spring semester, middle schools then provide us with class recommendations for their students for proper placement based on their 8th grade achievement. We look at the teacher recommendations, CST scores, grades in 8th grade classes and other assessment results to help place students in their 9th grade classes. For example, the ECVHS math department provides our feeder schools with a placement exam each year, aligned to the standards of the 9th grade Algebra and General Math courses. The results are used to ensure proper placement in the respective math classes.

Another important effort at appropriate placement is made for many of our incoming high-risk students. They have the opportunity to attend a bridging program called “Brave Adventure,” during which students complete a formal assessment of their reading skills, using the Northwest Evaluation Association (NWEA) test. The Lexile levels generated from this computer program are used to place students in their English classes as well as reading support classes.

Furthermore, our class lists are submitted to the District which articulates those course expectations with both the Cal-State University and University of California system to ensure that the courses we provide to our students meet the A-G requirements.

The Guidance Department collaborates with colleges, universities and other programs to expose our students to educational opportunities, careers and preparation for college. Programs such as Cal-SOAP, UCSD Talent Search, SDSU Upward Bound and our partnership with Grossmont and Cuyamaca College allows our students to gain knowledge about college process, financial aid and assist our students with applying to college.

ECVHS offers extensive courses that fulfill ‘A-G’ requirements (also known as subject requirements). All College Prep, Honors, AP, and Sheltered classes meet the A-G requirements. (Only ELD and some special education classes do not.) It should be noted that courses appear on school transcripts with a notation of a “C” for college prep courses; “H” for Honors courses; or “AP” for Advanced Placement courses. Please see Appendix for a list of ECVHS course offerings that satisfy A-G requirements.

We utilize defined academic standards schoolwide in specific areas. All core academic courses align with California State Standards. Elective courses, when applicable, include the content or standards that students should be mastering at the end of the class.

English, social science, mathematics, and world language courses are all available online. Approximately 85 percent of these courses meet A-G requirements. The courses that are available must be approved on an annual basis by the University system. An example of courses that are not A-G approved, however, that are also offered online are Health and Earth Science.

Based on a recent staff survey taken during the 2012-2013 school year, when asked whether or not El Cajon Valley High School creates programs that support students' learning, 53.7% of staff agreed and 26.9% strongly agreed. However, when looking at the variety of course offerings that meets students' needs, 31.2% of staff agreed that this is occurring while 20.4% disagreed. This has been addressed in part for the 13-14 school year with the addition of the Language Academy for new EL students. A parent survey was also conducted in December 2012 in which 42.5% of parents agreed that they are satisfied with the variety of course offerings while only 5.5% disagreed. Additionally, when students were asked to respond to the same statement, "I am satisfied with the variety of classes at ECVHS." 23% strongly agreed, 37% agreed, 9% disagreed and 4% strongly disagreed.

The content and skills that students practice and achieve in our classes are consistently aligned to the California State Standards, as recommended by the California Board of Education. In many classes teachers write the daily learning objective on the board for students to see. This may look different with some teachers using the starter of, "Students will be able to..." or, "All students will understand...". Not all classrooms at El Cajon Valley High School use this method and instead the teacher may verbally state what the learning target is. According to our classroom observations done in February 2013 (in which 110 classes were visited by staff members), 76% of classes observed had a learning objective posted or presented in the lesson. When students were surveyed and asked if the teachers explain the learning goals and purposes of the lessons they teach 42.4% agreed, 28.4% strongly agreed, and only 6.4% disagreed.

Some of the ways in which ECVHS teachers communicate learning objectives to students, and assess whether or not students clearly understand those objectives, include:

- Ticket Out the Door
- Formal, Informal, and Summative Assessments
- Interactive/Portfolio Notebooks
- Quick writes
- Journal Writing
- Think Pair Share
- Checking for Understanding → Various methods

Furthermore, we have a nationally recognized AVID program which has earned the honor of being a distinguished demonstration program. This program supports the needs of our

college-going students by providing 11 AVID college tutors, of which 10 are ECVHS alumni. Every year, AVID seniors fill out a survey/questionnaire and indicate the college/university they will be attending after high school completion. Our AVID students have achieved a 100% acceptance rate to a 2 or 4 year college or university setting. (There were 57 AVID graduates in 2010, 92 in 2011, 71 in 2012, and 56 in 2013.) In order to properly recruit and inform incoming students of this program, the ECVHS AVID coordinator meets with all Middle School AVID coordinators and students to encourage them to sign up for AVID in high school and let them know about interview process.

Another way we provide connections with college and career experiences is by inviting ECVHS Alumni to return and share their college and career experiences. For the past decade, ECVHS has located students who have attended college or are currently working in a career and invite them to share their experiences with our students by visiting classrooms and completing presentations. In these presentations, Alumni share their views of their high school and college experiences and how these relate to their current or future careers.

Collaboration time is a useful tool for ensuring that all students participate in a rigorous, relevant, and coherent standards-based curriculum. All departments' collaboration time is spent determining which standards are taught, in what order they are taught, what selections, lessons, and activities will be utilized to teach the concepts, and how the students will be assessed. We create pacing guides, common lessons, and common assessments. During collaboration, teachers review common assessment data, discuss pacing of the curriculum, and assess the effectiveness of the lessons and student activities.

Each department is able to cover a majority of the California State Standards, in the following percentages:

- Algebra 96%
- Geometry 100%
- Algebra II 100%
- Geography 70%
- World History 70%
- World Languages 80%
- Visual and Performing Arts 95%
- Science 90%
- Physical Education 90%
- Freshman Physical Education 100%
- U.S. History 80%
- Government 82%
- Economics 87%
- English 74-80%

All subject department chairs work in concert with the governing board and district personnel to develop, review, and evaluate curriculum. El Cajon Valley High School department chairs work with the teachers in their departments to develop, review, and evaluate curriculum for each program area. Starting in the 2013-2014 school year, Algebra and Geometry are integrating the Common Core Standards into their curriculum.

The 2012-2013 school bell schedule did not allow for PLC collaboration within the school

day. As a solution, to give teachers time to collaborate within the school day, we created a special Thursday collaboration schedule. Every Thursday teams were given two periods during the day (either periods 1 and 2, 3 and 4, or 5 and 6) to meet on campus. The content teams were rotated every week and periods so that the same team is not meeting every week at the same time. One drawback to the schedule was that not every team was given time for collaboration due to time constraints. Only the main core subjects (English, science, math, history/social science, world languages) were slotted for this schedule. For example, classes like art and AVID were not part of this schedule. However, all teams were given opportunities to have pull-out day curriculum time. Pull-out days are days in which a team meets on campus all day, within the school day, to discuss curriculum and pacing guides, student data, and class policies such as grading and homework policies. This form of collaboration has its positives and negatives as well. One positive thing is that the collaboration time is lengthy and a lot can be accomplished however a big negative is teacher time away from classes. Not every team took advantage of this but some teams did.

In addition to Thursday collaboration and pull-out days, we also have summer curriculum writing time. PLC teams were allotted 20 hours per person (during the years we had the QEIA grant) during the summer to meet and prepare for the new school year. Currently we are using our Title 1 funds to provide 7 hours per person to work with their content area team during one of the two days before the pre-school professional development in August. Some other teachers working on specials projects like the new Language Academy have been allotted extra curriculum writing time to get programs up and running.

A strength of the PLC teams at El Cajon Valley is that they continually assess curriculum based on student performance and test scores. The teachers are able to pace their curriculum to meet the needs of students; they are flexible and make necessary changes based on their students' needs as assessed by informal or formal formative assessments. Reteaching occurs in after school interventions or is embedded into daily lessons.

In order to assess student engagement, the staff participated in classroom observations to collect "snapshots" of student learning. Twenty-five students were randomly selected, including students from college prep, ELD and special education. Each staff member was assigned one period of a student's schedule and given an observation form. 110 classes were observed. The areas observed were:

1. Student Engagement - "Student Engagement in learning demonstrating the implementation of a curriculum defined by current research."
2. Student Involvement in Learning - "The degree to which all students are involved in learning to assist them in achieving the academic standards and ESLRs."
3. Evidence that students "know beforehand the standard/expected performance level for each area of study."

For student engagement, there was a rating scale from 1-5 for the observer to mark. "1" being that no students were engaged in the lesson while "5" indicated that every student in the room was engaged. The data broke down as:

Class Observation Data - Engagement

Focus on Learning: WASC Self-Study

Rating	5	4	3	2	1	No mark
Number of Classes	52	40	12	3	1	2
<p>For student involvement in learning, the following statement was evaluated, "The degree to which all students are involved in learning to assist them in achieving the academic standards and ESLRs."</p> <p>Observers were to mark all that occurred in a class period:</p>						
Type of Student Involvement	Oral Presentation/ performances	Individual Work	Group Work	Investigations/ Experiments	Dis	
Number of Classes	39	90	77	35		
Percent of Classes	35%	82%	70%	32%		
<p>For evidence that students "know beforehand the standard/expected performance level for each area of study." The following was observed:</p>						
Type of Information	Learning Objective Posted/ Presented	Standard Posted/ Presented in Lesson	Students Following an Observed Predetermined Routine	ESLRs Post Room or R to in Lessc		
Number of classes	84	48	88	50		
Percent of Classes	76%	44%	80%	45%		
<p>Some classes had more than one way in which students knew beforehand the expected level of performance of the area of study.</p>						

B2: All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Findings/Narrative	Evidence/Data
<p>As mentioned in B1, Each student’s personal learning plan is created during the student’s ninth-grade year and revisited every year. Each student meets with his/her counselor and discusses post-high school options, including college, the military, and vocational programs. Career Cruising is a website that students use to think about their interests and research possible post-high school options that match their interests. This plan is continually updated and revisited by students throughout their 4 years to help them identify the proper courses and pathways they should be enrolled in to facilitate their entry into appropriate post-high school destinations.</p> <p>Each student’s personal learning plan is started during the student’s ninth-grade year and revisited every year thereafter. Each student meets with his/her counselor several times in their 4 years of high school to discuss post-high school options, including college, the military, vocational programs, work, etc.</p> <p>Every year the guidance department teaches guidance lessons using an on-line program Career Cruising. Each student has their own free on-line account where they can log-in at school or at home anytime. With the help of counselors and guidance information specialists, students take different assessments on interests and skills and match the results with potential careers based on students’ answers. In addition, students are then able to explore different careers and colleges on Career Cruising and save information to their portfolio.</p> <ul style="list-style-type: none"> • In the 9th grade, students are introduced to Career Cruising. Counselors and academic advisors review graduation and college requirements with students. Students take a Career Matchmaker Assessment of 39 questions, take a Learning Styles Assessment, and save one career they are interested in to their portfolio. • In the 10th grade, students answer more Career Matchmaker questions to complete 116 questions. Students explore more careers and save at least 2 careers the student may be interested in. Students retake their Learning Styles Assessment to see if there are any changes from 9th to 10th grade. Students also go to the website California Reality Check at www.californiarealitycheck.com to help students determine the life they want to live after high school, the cost of that life, and what type of jobs they need to have to earn the money needed to live that life. • In the 11th grade, student review their Career Matchmaker results. They complete a My Skills Assessment of 45 questions. Students then explore more careers and save at least 3 careers of interests. In addition, students explore colleges that have the program/major they are interested in and they save 3 colleges to their portfolio • In the 12th grade, counselors meet individually with each senior to discuss graduation status as well as post-graduation plans (college, military, vocational training, etc.). Counselors provide each student with information they need to pursue their goal (i.e. college application deadlines, financial aid information, military recruitment, etc.). Both counselor and student complete the Post-Secondary Plan on Career Cruising indicating the senior’s plans after high school <p>Students revise their post graduation plan every year when we do guidance lessons. Students</p>	<p>Lessons Plans for each grade</p> <p>Samples of assessment results for each grade level</p>

<p>retake assessments and their results may change based on their new responses to the questions. This leads to students exploring new careers and colleges. In addition, when students choose their classes for the following year, they revise their 4 year graduation plan depending on their current career goals. Counselors meet with all students individually to help them choose their classes and during that time they discuss their post secondary plans. Interventions are discussed during this time if students need to retake courses for graduation or to meet their A-G requirement. The counselors provide students with information about summer school, on-line credit retrieval courses, after school APEX classes, adult school classes and other alternative programs that would be helpful for the student.</p>	<p>Transcript Evaluation Form</p> <p>Senior Transcript</p> <p>Senior Check Sheet</p>
<p>The <i>Course Planner</i> is a feature of Career Cruising that students use to sign up for the classes they want to take the following school year. Through course planner, students create their Individual Graduation Plan and can make changes every year.</p>	<p>4 year plan</p>
<p>Each year, during the Spring semester, the guidance team meets with students to plan for the next school year. First, they give a class presentation to all students to review the graduation and A-G requirements, and answer any general questions that students have about course planning. Students take this information home to share with their parents and can begin signing up for their classes on their own. Then the counselors meet with each student individually to review the student’s transcript and discuss the student’s post-high school plans in order to determine which classes are appropriate for the student the following school year. Together they will select the classes and input them on course planner.</p>	<p>Course Planner Information Sheet</p> <p>Sample of completed Course Planner</p>
<p>For seniors, the counselors complete a “senior check” with all seniors. Starting in September this one-on-one meeting consists of a transcript review, determining graduation status, and a discussion of post-graduation plans. The counselor then provides each students with useful and helpful information to help them prepare for plans after high school such as college application deadlines, admission test dates, financial aid information, military recruiter name and contact information, etc.</p>	
<p>At these individual senior meetings, counselors will determine if students need to be placed in appropriate alternative programs to meet their needs with the ultimate goal that they graduate on time. If a student will not be able to graduate on time, counselors work together with the administrative staff to evaluate how close that student is to graduation, so they can possibly return for another year of school as a fifth-year senior. If a student is too far behind in credits, he/she is provided with alternative education options to complete requirement for their diploma or equivalency.</p>	
<p>The programs that facilitate transitions to post high school options are attempting to address the achievement gap in academic areas that will prepare them for college, and providing certification in trades to assist in placing them in post-high school entry level job and training programs.</p>	<p>Adult School Brochure (Adult School Diploma, GED)</p>
<p>In addition to the counseling department’s efforts, there are many other programs that provide assistance, direction, advice, and training in how and when to submit college applications, apply for scholarships and financial aid, and prepare personal statements for college applications. AVID is one of ECVHS’s most successful programs, and as a member of an elite group of schools in the United States that has achieved the status of AVID Demonstration School (only 118 out of 4500 schools have qualified), we boast one of the highest enrollments and the most sections in the district and even the state. We boast one of the highest enrollments and the most sections in the district and even the state. AVID provides</p>	<p>Description of Learning Center program</p>

opportunities for students “in the middle” to prepare for both academic and social aspects of a university setting, from research projects, college trips, SAT/ACT test-taking strategies and preparation, to mentoring support for all classes, commitment hours that help expose students to non-academic pursuits, and weekly meetings with AVID tutors who, as university students themselves, can help guide and connect students to their dreams and goals. Teachers guide students in how to write personal statements for college applications, how to apply for scholarships and financial aid and how and when to submit college applications. Our AVID students are able to visit at least one university every year. In 2012-2013, all 10th graders were taken to visit San Diego State University.

In addition to academically preparing students through content-area classes, El Cajon Valley High School also maintains the Career and Technical Education Pathway (CTE) to help transition students into traditional and nontraditional post-high school options. For example, The Welding and Fabrication program has met with great success in providing industry-standard American Welding Society certification and even job placement. The program includes field trips to see what welding jobs may entail, a minimum of two guest speakers, and 10 hours of Career Searching to facilitate locating available jobs. The Welding and Fabrication Pathway has broadened its scope to reach both those students interested in immediately entering the workforce following high school and to those students interested in post-secondary education. The program now incorporates design and higher level math and geometry for students interested in architecture, manufacturing and engineering careers. Other Pathways at ECVHS with similar goals and achievements include: Biotech; Art, Media & Entertainment; Restaurant Services; and Media Design. Each Pathway helps prepare students with entry-level job experience, certification, and internships in various fields. The Art, Media, & Entertainment Pathway offers vertically-aligned classes in Photography, Media, and Video Tech. Although it is not a CTE career pathway, the we also offer a Health and Biotechnology Medical Pathway where science classes are catered towards the human body, common diseases and laboratory skills. This is a three year pathway where students take Medical Biology in 10th grade, Medical Chemistry in 11th grade and Biotechnology in the 12th grade. They have opportunities for internships, field trips, guest speakers and obtain college credits. These courses are intended to spark students’ interest in careers in life science and prepare them for the rigor of college science courses. Pathway programs at El Cajon Valley High School are an essential tool to connect students to real-world careers and help set goals for their future.

In order to prepare students for the rigor of college level courses, the CSU system and local junior colleges have teamed up with Grossmont District high school English Departments, including El Cajon Valley High School. The ECAP (see C2) team worked for 5 years to address gaps in standards-based curriculum, focusing on areas that would help students prepare specifically for college classes in Rhetoric and Writing. After hundreds of hours of trainings, curriculum re-design, and implementation of units and courses that satisfy college requirements, local colleges are reporting that newly enrolled students are beginning their college career taking higher levels of classes than before, and passing at a greater rate.

When it comes to measuring the success of the various programs not in terms of awards or enrollment but in terms of where they lead our students, we have unfortunately been lax. We have recently learned that we have access to the National Clearing House which we could use to track all students through college, trade, or military settings, which enables us to effectively monitor the success of our programs. In certain areas we have been successful, but our greatest weakness lies in using evaluative tools to guide us in our present day decision-making.

There is a new district initiative to help students - CEIS: Coordinated Early Intervening Services. This program put into place an Interventions Coordinator to oversee the process and progress of the district CEIS action plan to help students at-risk. The coordinator will have a case load of 70-100 students that he will meet with regularly, monitor their grades and performance, make contact with teachers and parents regarding vital student information, and support staff with additional strategies to help engage these students. 2013-14 is the first year of a five-year implementation plan. At ECVHS, we are integrating this as another layer of support for students to be successful.

Students who have not been successful in the traditional learning environment are provided support classes during the standard school day in math and/ or reading.

- Math: struggling students are assigned an extra period of math for Algebra I and Geometry;
- English: Beginning, High Beginning, and Intermediate ELD students, and Freshmen identified as reading 2 or more levels below grade are enrolled in two hour "blocks" of English with the same teacher;
- Reading: students who fall below a certain Lexile level, as determined by a number of tests, including the NWEA (mentioned earlier), are assigned a reading support class

To support our large EL population ECVHS offers an extra period of ELD for beginning to Intermediate EL students and reading classes for other struggling students. Students with extreme credit deficiencies can regain credits by taking online classes through Ed 2020 (Edgenuity is a computer based program that provides engaging online *education* for students grades 6-12.) for one or more periods during the school day. Students are provided these support classes based on the triangulation of test scores (NWEA Map for reading, CST, CAHSEE, and CAHSEE diagnostics), grades, Student Success Team (SST) recommendations, and the recommendations of subject area teachers and counselors. Necessity of students continuing in support classes is evaluated individually on a semester and or yearly basis and is based on test scores, performance in class, and teacher and counselor recommendation.

Parents are involved in many different decision making processes. For RFEP, parents have to agree in order for students to be re-designated. Parents are involved in the Student Success Team (SST) process and they are always invited to participate in the IEP process. Parents can sign up to use the Parent Portal online tool which is to view attendance, discipline, and grades that have been posted. Many teachers call and meet with parents to discuss progress and/or concerns. There are online gradebooks used, such as engradepro.com in which parents can access student grade information online. The district offers a 3- week monitoring online tool to send pre-progress to parents and other teachers, but not all teachers participate.

Special Education and Transition Programs

The process used to allow students to make appropriate choices and pursue a full range of educational options within Special Education are as follows:

All Incoming-Freshman in Special Education participate in an individual incoming 9th grader meeting with teams from both the middle school and high school. This meeting is to help facilitate a smooth transition from middle school to high school. From there the pathways within special education will vary based on the student individual needs. Most students participating in Mild/Moderate Special Education will follow the same pathways as their general education peers (exceptions are those on a Certificate of Completion vs. Diploma

track).

All students in Special Education have an IEP (Individualized Education Program). Students within the Moderate/Severe Program are not Diploma Bound and instead receive a Certificate of Completion; finishing their 220 required units within an educational program that meets their Individual needs.

Students receiving a Certificate of Completion continue on to Transition Education after age 18. Transition Education is the 4-year program for students age 18-22 that focuses on adult living and work readiness. A great deal goes into the preparation for that move at ECVHS.

These students participate in the following:

- Transition goals are addressed in all IEP's starting at age 15.5. These goals address the areas of: Education and Training, Employment and Independent Living. Students work towards increasing independence in the area of life skills, social skills, and vocational skills.
- Community Based Instruction: A component of the student's education that involves practicing purchasing skills, community safety, taking public transportation, and social skills in public places.
- Students participate in the IEP process and course selection annually, and Planning for the Future and Person Centered Planning (PCP) as an ongoing process.
- Person Centered Planning (PCP) : Is a process of facilitating the identification of student interests, needs, and desires for their future in the above mention areas: Education, Employment and Independent Living and helping them to prepare a presentation in where they invite invested parties and share their vision for their future. This is not the IEP meeting but is held by the student specifically to present their PCP's.
- Prior to PCP: Throughout high school students participate in lessons about realistic career and living options and work to develop their independence in all areas. Teams work together to accommodate students varying ability levels to gather choice/interest information. Ex: Using an iPad communication device with non-verbal students.
- Student's in the Moderate Program (within Mod/Severe Sped.) - Participate in Pre-Vocational Education course (which incorporates School-Based Enterprise), ROP Career Tech. Pathway (if able), and prepare a Senior Portfolio, that includes training completed in Work Readiness and Safety, PCP, Planning for the Future, Awards and Recognitions, and selected work samples from their high school career, etc. They present this at their Transition Planning Meeting.
- School Based Enterprise: Braves Brew (a coffee delivery service) is a small business ran by students in special educational that allows them real world experience to practice workplace skills.
- Transition Planning and Meeting: Each year students, teachers and parents discuss and begin to prepare for students' transition from Childhood-to-Adulthood and share transition program information. During student's senior year, a formal transition meeting is held and transition teachers present the program. Students visit the program at least once prior to graduation and also accompany the group to SD Transit to get a disabled bus pass, so that they are ready to begin just after graduation.

Findings/Narrative	Evidence/Data
<p>Counselors spend a significant amount of time analyzing individual student data to ensure proper placement in classes. They also evaluate student progress towards graduation. This is done several times a year. First, before the school year begins, counselors evaluate each student’s transcript to ensure students are placed in the proper courses. At every progress report (every 6 weeks) counselors and academic advisor meet with students who receive a grade of D or F in an academic classes to discuss reasons for the low grade(s) and provide interventions for improvement such as tutoring. At the beginning of spring semester, counselors re-evaluate students transcript to ensure proper placement in second semester classes.</p> <p>They meet with students individually at least once a year to review progress and plan for classes for the following school year as well as summer school. All students have a 4 year individual graduation plan that is started in the 9th grade and revisited every year. Students can make adjustments as they complete each school year to make sure they are meeting graduation requirements and A-G requirements.</p> <p>When students need to make up credits for graduation, counselors provide students with other options to help them meet their graduation requirements. Those alternative programs are:</p> <ul style="list-style-type: none"> • Credit Recovery classes: Students who have failed a course, can take on-line classes using the ED2020 program during the school day. • Adult School classes: Students can take classes afterschool through our Grossmont Online Academy Learning (GOAL) project using APEX learning program on-line. Students can also take classes through the traditional continuing education option at Adult School. • Summer School: Students are signed up for summer school course by their counselor if needed. • Alternative programs: Students are also referred to alternative programs within our district to help students meet their graduation requirements or equivalent (such as Learning Center, Phoenix Independent Study, GED Preparation courses) <p>El Cajon Valley High School offers various academic support programs such as:</p> <ul style="list-style-type: none"> • The math department at ECVHS has support built into the school day for students needing additional support for the High School Exit Exam and students not at standard in their algebra and geometry class. We currently have 4 classes of Integrated Math for 10th graders who need additional support to pass the High School Exit Exam. This class has built in time for preparing students to pass the High School Exit Exam. In addition to the pure 10th grade class, we offer Sheltered Integrated Math for our English Learners. Although this class is not a pure 10th grade class, this class uses the same material and follows the same pacing as the regular class. This year we offered 5 classes of Algebra support and 1 class of Geometry support. The class supports the core class with pre-teaching/review of topics/homework support/online practice using www.ixl.com. 	<p>List of courses in ED2020</p> <p>List of courses in APEX Adult School Concurrent Enrollment Form</p> <p>List of summer school courses</p> <p>Description of alternative programs</p>

- The ECVHS library program is dedicated to supporting students in their quest to meet all GUHSD graduation requirements. The ECVHS library is staffed by a certificated teacher librarian and a classified library technician; this staffing model makes it possible for the teacher librarian to collaborate with classroom teachers on curriculum writing, development, and implementation. The information literacy standards that guide the librarian’s work are aligned with Common Core subject area standards; ECVHS’s librarian works to help students meet both sets of standards. This past year, the ECVHS librarian launched an initiative to work with 9th grade geography teachers to develop curriculum designed to help students meet the GUHSD Technology Foundations graduation requirement.
- The students have access to 34 computers to word process or work on digital/formal presentations; this is essential at our school, since many of our students do not have computer and/or Internet access at home, or do not have the computer software programs necessary to complete class projects. The library allows students to print out all school work free of charge. The library is open before school and during lunch, and teachers may send students to the library on a pass during instructional hours.
- Link Crew is a mentorship program that connects incoming freshman with upper-classmen during a Freshman Orientation Day. All Link Crew members undergo three training days and are then “linked” with a group of up to fifteen freshman. These Link leaders also coordinate a variety of activities throughout the school year to ensure their freshman group is supported both socially, academically and build connectivity to ECVHS. The activities offered include a Homecoming Tailgate, Co-Co and Cram (a finals week preparation group study session), Link It Up days, and phone calls and lunch meeting check-ins by Link Leaders to their freshman. Evidence of activities exists, no data correlating activity involvement and higher academic achievement exists.
- AVID (Advancement Via Individual Determination) is an academic support program designed to provide AVID strategies, such as Philosophical Chairs, Socratic Seminars, writing as a process for inquiry, Cornell-style notes, etc. As an AVID demonstrations school, the AVID tutorial process has been an implementation instilled in all grade levels. In our tutorials, we guide the students to challenge themselves to ask higher level critical thinking questions in order to think beyond their actual question. The students are able to rehearse, paraphrase, reteach, and/or summarize the material they have in their core classes and/or foreign language. The support provided in AVID would also entail the test prep strategies, SAT vocabulary, and EXPLORE and PLAN assessments to expose the students to the skills needed for the exit exam, ACT, SAT and entrance exams to

certain universities.

- Our Career Center is open every day at lunch with a counselor to assist with scholarships/financial aid/college applications/essays/career options, etc. Students are provided with opportunities to meet with college representatives from Grossmont and Cuyamaca College, SDSU, and UCSD. These representatives meet with students to discuss their pathways they may be following and to guide them to stay on track. Many students seek out practice from the entrance exams which assess their Math and English skills and they utilize these to find out where they place and what improvements need to be made. Through the guidance of the financial aid process, parents are able to attend the workshops that are available after school with translators to assist in explaining the essential steps and guidelines that they have a crucial role on the application.
- With the high numbers of English Learners, providing them with the tools they need to access the curriculum and prepare for the CAHSEE is of paramount importance. The textbook chosen for the ELD program is District approved and aligned to the California ELA 9/10 Standards. Additionally, the formative assessment-based writing program is specifically designed to prepare students for the writing portion of the CAHSEE.
- The ECVHS library collection provides students with test preparation materials in print and online. The recent acquisition of the Gale Testing and Education Reference Center gives students 24-hour access to test preparation booklets and practice tests for a wide variety of high-stakes exams, including CAHSEE, PSAT, SAT, ACT, AP, and ASVAB. Nearly all of the ECVHS library’s online resources have language translation tools available.
- The science department holds after-school tutorials, test correction remediation, and benchmark reviews. In addition, make-up time for labs and assignments are offered to students who fall behind. Benchmark tests in the science department are scheduled to be given within the first six weeks and the second six weeks of the semester. The assessment is used to measure mastery of learning over time. The essential standards are tested. After the test, teachers look at the most missed questions and re-teach those topics. Re-teaching may happen over one to two days. Students who score below 70% must take the exam again. Both scores are averaged together and make up 5% of the student’s grade.

We offer a number of academic support programs to ensure that students are meeting all requirements of their classes and succeeding on high-stakes test such as the CAHSEE. These programs include Night Library, Saturday Scholars, and Brave School. Additionally, the Diamond Program and STAR School are sub-programs of Saturday Scholars. For all of these programs the students’ parents are asked for permission for student participation, ensuring parent awareness and notification.

See A3 for additional information.

To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

Students are able to apply real world applications in school. We have students who become peer tutors, working directly with our special education students as tutors and mentors. Our students can also choose to become bilingual peer tutors working with our newcomer students in the classroom. We also have students who are teacher assistants and office aides and learn clerical skills such as filing, sorting, alphabetizing. As AVID tutors, our upperclassmen help the 9th and 10th graders with their academics.

Our school offers a variety of programs to help students learn a skill or trade while in high school. We have many electives and Career Technical Education pathways that students can choose that will teach them real world applications. We have CTE courses such as Restaurant Services for students interested in pursuing a career in culinary arts and/or business or to learn what it takes to work in a restaurant. We have our Welding pathway that allows students to learn the skills needed to become a welder and students become certified. In addition, we have an Arts, Media and Entertainment Pathway allowing students to learn different aspects of art from photography, digital media and video production. In our medical pathway students learn about the medical field through class instruction, activities, internships, fieldtrips and guest speakers.

Section B Conclusion

ECVHS has a variety of programs designed to meet the needs of students. Our after school intervention programs – Brave School, Saturday Scholars, and Night Library along with our in-school interventions –SST process, READ 180 and System 44 classes, math support, ELD/ ESL, Long-Term ELL class, and so on – are all working in conjunction to get students to meet the ESLRs and Common Core Standards . As we move forward with meeting the Common Core Standards, we are integrating the ESLRs into our daily practice.

Programs we want to continue and build upon for all students include: after school interventions – refining the process and targeting students more efficiently, The *ECV Way* – schoolwide vocabulary and writing focus needs to continue momentum to truly be effective, collaboration in departments – as we again have a schedule that has collaboration built in we need to focus on using our time to build our teams once again.

Programs to build include: The Language Academy – the ELL school within a school that gives ELL students access to all core subject areas in the form of literacy science and literacy social science. This was lacking prior to this school year. The EL Task Force (a new group on campus) also places students within their academic classes based on clear entrance and exit criteria. This is new procedure in 2013-14 and needs to continue to be developed to no longer be an area of weakness at ECVHS.

STRENGTHS	AREAS for GROWTH
Intervention Programs (Brave School in teams, Saturday Scholars for test preparation and enrichment, READ 180 and System 44 for reading, Study Success Teams, the new CEIS position, and Language Academy.)	ELL (Sheltered) Class Placement, Evaluation, and Movement (Prior to 2013-14, there was no set entrance/ exit criteria for sheltered classes outside of English Language Development.)
Large Amount of Student Choice in Pathways and Courses (AME pathway, BioTech courses, elective courses, and AP/Honors as well as college prep academic choices.)	Collaboration between and in departments particularly to integrate reading and writing skills in classes (<i>ECV Way</i> is our first step in our approach to Common Core in every class. This is emerging and needs development.)
The <i>ECV Way</i> (Emerging Schoolwide Academic Vocabulary and Writing Focus.)	EL students do not have access to all core classes (Students in ELD beginning were not previously given a science or social science class. As of the 13-14 school year, this is happening in the Language Academy.)

C1: To what extent do students achieve the academic standards and the expected schoolwide learning results? To what extent are all students involved in challenging learning experiences?

Finding/Narrative	Evidence/Data
<p>ECVHS students are daily actively engaged in a wide variety of learning experiences involving all aspects of literacy, numeracy, and connectivity, the previous ECVHS ESLRs, which are what the information in C is referencing.</p> <p>Our old ESLRs</p> <p>Improve Literacy Students progress toward improvement in literacy skills by:</p> <ul style="list-style-type: none"> Practicing reading, writing, listening, and speaking daily in every class Become effective communicators Striving to reach grade-level competency on performance standards <p>Improve Numeracy Students progress toward improvement in numeracy skills by:</p> <ul style="list-style-type: none"> Identifying problems and using various strategies to reach solutions Collecting and analyzing data Using technology to access a variety of resources and solve problems Creating graphical representations and interpreting results <p>Improve Connectivity Students/ Parents progress toward improvement in connectivity by:</p> <ul style="list-style-type: none"> Using effective study skills and collaboration Accessing various support services offered by ECVHS and the community Contributing positively to ECVHS and the community <p>Our new ECVHS Expected Schoolwide Learning Results as of Spring 2013 inform our entire community that we expect our students to “Be BRAVE”.</p> <p>Bold lifelong learners who:</p> <ul style="list-style-type: none"> • Adapt proactively to varied roles, job responsibilities, schedules, and contexts • Manage time and workloads efficiently and avoid procrastination • Meet or exceed the California State Standards in all content areas <p>Resourceful users of technology who:</p> <ul style="list-style-type: none"> • Utilize technology as a tool to research, evaluate, and communicate information in a learning environment • Expand the use of technology to employ different learning modalities in all content areas 	<p>Additional Evidence</p> <ul style="list-style-type: none"> *California Standards *Small group discussions *Cooperative Group work *Drafts, peer editing, and revisions *Research projects *Written Assessments *Formative Assessments *Benchmark Assessments *Student Power point presentations *Webquests *READ 180 data *Why Try? Brochures *Got Plans? College Fair *CAHSEE Diagnostic *RFEP Redesignation Forms/ Process *Course Syllabi *Learning Goals/ Targets *Classroom Norms/

Finding/Narrative	Evidence/Data
<ul style="list-style-type: none"> • Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college <p>Analytical thinkers who:</p> <ul style="list-style-type: none"> • Apply complex problem-solving processes and critical thinking to school and real-life scenarios • Use unconventional problem-solving skills in both academic and work environments • Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas <p>Valuable members of society who:</p> <ul style="list-style-type: none"> • Participate in civic life by staying informed and aware of the impact their actions have on the community • Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world • Exhibit self-discipline, integrity, and socially responsible behavior <p>Effective Communicators who:</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral or written skills • Demonstrate ability to exchange ideas effectively and respectfully with diverse teams • Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college <p>Our new ESLRs incorporate our old ESLRs but have expanded to define character education pieces as well as challenging students to meet literacy and math standards and be connected to the ECVHS community.</p> <p>ECVHS teachers have been involved in extensive training in literacy strategies over the last few years during monthly prep period meetings These trainings were conducted by highly trained teachers and have been teacher -led and driven. Trainings were done in a collaborative setting working with teachers across the curriculum.</p> <p>For the 2013-2014 school year, many teachers, from all subjects, are committed to Advanced SDAIE training with the District’s EL Specialist. Besides specific core strategies (like Marking the Text, Writing in the Margins, etc.) the literacy environment was addressed by increasing knowledge of collaborative learning and student engagement strategies.</p> <p>This school year every class has participated in a new program developed by the four core department chairs called the <i>ECV Way</i>. The <i>ECV Way</i> is based on the idea that academic directive verbs need to be taught across content areas. These words are so important to accessing rigorous curriculum and are necessary to be successful not only on high stake tests but they are also foundational to developing stronger literacy skills. The department chairs, with input from others, decided on a word a week. All teachers were given the words and asked to use the word daily as much as possible in the course of lessons. This</p>	<p>Expectations</p> <ul style="list-style-type: none"> *Grading Rubrics *Posted Objectives/ Standards *Daily Agendas *Be Brave *Special Education - spectrum of services * ELD Classes *Sheltered Classes

Finding/Narrative	Evidence/Data
<p>approach showed students how important these words are but also gave rise to “teachable” moments in which social science teachers got to explain how a word such as “describe” is used specifically in their discipline as opposed to math or English use of the same word. Teams were also encouraged to make content specific vocabulary to use in the same manner as the directive verbs.</p> <p>AME</p> <p>For the Arts Media and Entertainment Pathway classes, students are daily engaged in project based learning activities that prepare them with skills they can use in industry. These classes are Career Technical Education classes that meet rigorous curriculum standards set by the state. Students in video production can be seen creating a wide variety of video projects ranging from public service announcements, in school activities, community events, and school guidelines (ESLRs, Be BRAVE, etc.). These include logo design, stationary design, t-shirt design, as well as printing these using a variety of processes. Students in Media and Graphics are daily busy working on a wide scope of graphics projects. Photo students are daily working on learning photo skills and producing photos.</p> <p>Counseling Department</p> <p>The counseling department promotes equity and access to rigorous educational experiences for all students by providing meaningful classroom lessons, college and career planning and helping students in need of socio-emotional support.</p> <ul style="list-style-type: none"> • <u>School Guidance Curriculum</u> – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills to meet their desired goals such as graduation and post secondary plans. During the guidance lessons, the counselors and academic advisor help students explore career and college options through Career Cruising and provide students the opportunity to think about their future goals and create a plan on how to achieve those goals. School guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by the counseling staff in collaboration with classroom teachers. • <u>Individual Student Planning</u> – The counseling department coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans. Every year in the Spring semester, students have the opportunity to meet with their counselor individually to choose their classes for their following year, update their post secondary plan and to discuss personal interests and skills. • <u>Responsive Services</u> – Responsive services consist of prevention and/or intervention activities to meet students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and the school climate and culture, and may require any of the following: <ul style="list-style-type: none"> • individual or group counseling • consultation with parents, teachers and other educators • referrals to other school support services or community resources <p>Students are provided with these services so that they are able to get the help they need</p>	

Finding/Narrative	Evidence/Data
<p>to be successful. In individual and group counseling for instance, students do self reflection, verbalize thoughts and feeling. Students are taught to advocate for self and make right choices.</p> <p>English</p> <p>Students are provided many rigorous learning opportunities in all English classes. All students read, write, and speak daily. On each grade level team or PLC, the teachers have agreed to teach the same skills and, in many cases, the same assignments to ensure equity for students. All students are challenged to demonstrate the skills taught throughout the English Department, from beginning ELD, through Senior AP Literature; tests, essays, and student presentations are utilized to measure reading, writing, language, speaking, and listening proficiency. Students may demonstrate these skills in a wide variety of ways. For instance, the use of grouping levels (from 2, to 4, to 6, etc.), checks for comprehension, note taking, graphic organizers, meaningful discourse, non-verbal cues and responses, using mini-white boards, technology (COWs), TPR, Red card/Green card, “ticket out the door”, and interactive notebooks. However, all students are expected to demonstrate competency to successfully complete the class. There are systems to assist students who are struggling to meet the expected outcome (Brave School, tutorials, Night Library, etc.) Students are often paired or grouped to encourage original thought processes.</p> <p>Library</p> <p>The ECVHS Library Program emphasizes the teaching of information literacy skills and the promotion of schoolwide literacy. The ECVHS teacher librarian regularly collaborates with classroom teachers to infuse lessons with information literacy skills training, and works directly with students on the development of these skills. Statewide studies, including a large-scale California study, have repeatedly shown that a well-staffed, well-funded school library program has a direct positive impact on student achievement.</p> <p>Math</p> <p>All student are exposed to challenging learning experiences at their appropriate level. Such experiences may include:</p> <ul style="list-style-type: none">*Honors classes offered – projects in certain subjects, higher level type questions*CST, CAHSEE standards based multiple choice subject based questions*Use district-approved textbook*Vocabulary incorporated in lessons*Analyze database on assessments (formative/summative) to meet student’s needs- modify, adapt, re-teach*Same assessments/assignments across each subject area*Use of collaboration to reflect on student’s needs*Support classes to help struggling students*Manipulatives used to present concept	

Finding/Narrative	Evidence/Data
<p>*www.IXL.com used in all math support classes and Math I</p> <p>*Brave School (targeted after-school reteaching) allows students to have the opportunity to achieve proficiency on chapter tests</p> <p>* After school tutorials (in addition to Brave School)</p> <p>Performing Arts</p> <p>Teachers from the Performing Arts Department have worked as part of a district-wide VAPA (Visual And Performing Arts) team to create standards and benchmarks that align with state standards. Teachers have received staff development in Common Core, and are in the process of creating new guidelines for implementation.</p> <p>PE</p> <p>In PE, students are challenged daily to improve their fitness levels, health and lifestyle. Students are challenged through leadership opportunities, peer evaluations in skill development, goal setting, conflict resolution, individual competitive sports and team competitive sports.</p> <p>Additionally, students are challenged through with a framework set forth by the state in the form of fitness gram exam. These tests measure aerobic capacity, body composition, upper body strength, lower body strength/ flexibility, and abdominal strength. Students are challenged to remain consistent throughout the year on a daily basis in order to reach levels necessary to succeed in passing the fitness gram exam.</p> <p>Science</p> <p>The science curriculum offered consists of General Science, Biology [College Prep, Medical, Honors, Sheltered], Chemistry [College Prep, Honors, Medical], Earth Science [College Prep, Sheltered], Physics [College Prep, Honors], Microbiology/Biotech, and AP Environmental.</p> <p>The Science Department has established pacing guides, standards based common unit summative assessments [with test corrections and retake opportunities], standards based common benchmark exams [2 per semester, with opportunities to re-teach and retake], common grading policies, common lab write up format [scaffolded for grades 9 – 12, and EL students]. The Science Department uses extensive literacy strategies focused on reading comprehension, vocabulary and developing scientific writing skills. Within Science PLC groups similar materials, activities and labs are used to engage students in similar experience to ensure equity and access to the science content.</p> <p>Levels of challenging learning experiences in science look different depending upon course level and student skill and experience level. Challenging writing assignments for sheltered, for example, are at a different level than for an honors class, both in content and concept. For example, honors students receive open-ended assignments, college prep classes receive an outline or template or other assistance, and sheltered (EL) may receive directed reading and writing assignments with vocabulary lists and sentence starters.</p> <p>Students enrolled in AP science courses are involved in challenging learning experiences around social, ethical, political and economic issues to promote understanding of current</p>	

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<p>environmental struggles that forces them to think of solutions for the future. These learning experiences include Socratic seminars, problem solving activities, research projects, paper and presentations, webquests, small group discussions, laboratory activities, online threaded discussions, critical analysis of scientific articles, debates, challenge based activities around creating a water filter and solar oven. Microbiology Biotech students are involved in challenging learning experience daily by conducting experiments, writings, collaborative groups in school and outside of school.</p> <p>Students enrolled in honors and college prep science courses are also involved in challenging learning experiences. These students are often presented with real world problems or situations such as bioethics, the controversial issue over labeling genetically modified foods (GMO), obesity, the diabetes epidemic and climate change. Students are expected to use the knowledge gained to find a solution to a problem, create presentations or projects, engage in online, threaded discussions and analyze data collected during laboratory assignments. The honors students take things a step further and develop their own procedures as well as hypotheses and present models that they have developed which are then critiqued by peers, and corrected as needed.</p> <p>In chemistry class students are challenged in a project to analyze how and where chemical elements appear in our daily life. While studying the digestive system students keep track of their eating habits, caloric intake, fat, protein, good calories/bad calories and serving sizes. In medical biology class students research drug addictions and how the nervous system responds to the drug's presence. Students use biotechnology techniques to simulate how the children of a father affected by a rare disease may have inherited that disease.</p> <p>To engage and challenge students to think critically, all courses employ literacy strategies such as marking the text, writing in the margins, summarizing, scan for vocabulary, on demand writing (quick writes), peer review, Achieve 3000 [lexile reading assessment and practice], interactive notebooks, think pair write, (read one, speak two, write three), marking the text, writing in the margins, TPR, choral reading, choral response, sentence starters, writing templates, and the <i>ECV WAY</i>, a schoolwide vocabulary initiative. SDAIE techniques are used extensively, especially in the sheltered class where students need the added support to access the rigorous and challenging content. Science teachers are incorporating the ECVHS ESLRs into learning targets. Students complete self assessments of learning targets. Students utilize graphic organizers (Venn diagrams), reading instructions and sequencing into flowcharts. Lab activities involve a wide variety of skills including the collection, organization and analysis of data, developing their own hypotheses, collaborative work and problem solving. Activities in the lab include using electronic probeware technology to measure gases and radiation, making observations of living organisms (pond life, rolie polies), dissections, and chemical interactions. Science teachers have the students use comparing and contrasting for topics such as physical and chemical processes. Teachers do demonstrations such as an egg in a bottle to show pressure change, and a burned Tic Tac to create a chemical reaction.</p> <p>Collaborative learning takes place within the science department to allow students to access the content and critical think about what they are learning. This collaborative learning occurs in the form of pairs, groups, or student led discussion using whiteboard presentations. Student collaborative interaction occurs every day or nearly every day in the form of think pair share, projects and activities, lab write-ups, Power Point</p>	

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<p>presentations, web quests, posters, brochures, research papers, and other projects. In many of these activities the use of technology is incorporated via s COW's [computers on wheels], microscopes, online simulation, and standards-based games and competitions. Also used are tickets out the door assessments, drawing pictures, and writing prompts.</p> <p>Social Science</p> <p>- Emphasis on literacy and critical thinking:</p> <ul style="list-style-type: none">• Common content vocabulary and vocabulary strategies• prompt analysis and subsequent development of expository writing• Use of directive verbs to illicit depth of knowledge• Use of primary sources to increase depth of knowledge of content• Main argument identification and supporting evidences as found in articles used to supplement content.• Use of variety of short answer questions in formative and summative assessments.• Use of “connections” to promote literacy• Use of DBQs (Document Based Questions) and FRQs (Free Response Questions)• Choral reading/checking for understanding• Student presentation of content knowledge - small and large group scale• Emphasis on grammar and punctuation in select classes• Student generated graphical representations of content and vocabulary• Use of context clues to promote literacy• Use of “vocabulary evidence model”• Use of graphic organizers as pre-write activities• Expository Paragraph Topic/Conclusion Shaping Form• Thematic (lenses) reading and analysis• Governmental Change Criteria (lens for reading)• Marking the text/annotating for unfamiliar vocabulary <p>Connectivity to content standards:</p> <ul style="list-style-type: none">• Before and after school tutorials offered• Lunch time available for academic assistance• Use of collaborative learning - google docs/presentation• Saturday - STAR School for CST/AP score enhancement (World History, AP Euro, APUSH, and U.S. History)• CARE Club <p>Numeracy:</p> <ul style="list-style-type: none">• Internet research skills and responsibility• Technology literacy - use of Google Docs, Google presentations, Google spreadsheets, Microsoft Word, Excel, PowerPoint	

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<ul style="list-style-type: none"> • Use of CIA World Factbook • Map/Chart analysis in CST prep <p>Class rigor:</p> <ul style="list-style-type: none"> • Department wide analysis of primary sources (see attached document) • Using directive verbs in prompts that facilitate higher order thinking responses. • DBQs (Document Based Questions)/Modified DBQs • FRQs (Free Response Questions) <p>In the social sciences, some of the more challenging learning experiences for students—and often the ones that push students to think more deeply—often center around document analysis (analyzing and deciphering primary source documents—this happens in all social science classes; see Primary Source Sheet); using directive verbs in prompts that facilitate higher-order thinking responses; DBQs, modified DBQs, and FRQs.</p> <p>Special Education</p> <p>Students’ instruction and program is individualized and based on their areas of need. The students’ individualized program is created in the IEP (Individualized Education Program). The student’s IEP team consists of themselves, their parents, special education advocate teacher, general education teachers, and any additional service providers (speech & language, occupational therapy, physical therapist, mobility training, adaptive physical education, etc). Present levels of student performance are examined in the following areas: Academic (Reading, Writing, Math), Communication, Gross/Fine Motor Skills, Behavior, Health, Social Skills, Vocational Skills, and Adaptive and Independent Living Skills. Based on present levels of performance in these areas, annual IEP goals are created in the specified areas of need. Assessments are used to determine the present levels of performance these may be summative, formative, and ongoing data collection. These are used to modify and drive instruction.</p> <p>Before a student turns 16 a transition assessment and plan is developed. The transition plan reflects students’ goals for post district education. The transition plan activities reflect educational activities to support the goals. The transition plan focuses on the following areas: Post-Secondary Education, Employment, and Independent Living. Goals, activities and community experiences to meet the projected long term goals in these areas are also included as a part of the student’s IEP and therefore their program instruction at school.</p> <p>Students receive instructions in a variety of settings such as special education classrooms, general education classes, and community based instruction. Student may receive support from special education staff, paraprofessionals, and/or peer tutors depending on the students’ needs. Instruction in each of these learning environments is designed around the students IEP goals and IEP program plan.</p> <p>Students’ instruction and program is individualized based on their areas of need and the least restrictive environment for each individual student, based on their IEP. Some students take all of their academic classes in special education while some have a combination of special education and mainstreamed college prep while still others are in</p>	

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<p>all college prep and even honors/ AP classes. Additionally, some of these students have tutorial classes to support them in finishing assignments or managing time for projects.</p> <p>Visual Arts</p> <p>Students in the visual arts are required to produce artwork that addresses the state standards which are headed by Historical and Cultural Context, Creative Expression, Aesthetic Values, Connections, Relationships, and Applications, and Artistic Perception. Students are also expected to take regular notes focusing on art vocabulary and the schoolwide <i>ECV Way</i> vocabulary. Literacy is reinforced through regular writing at the end of a project. Examples of this writing would be critiques and artist statements. The department has also created a standardized art vocabulary list for student use. All students are required to participate in an art show at the end of the year which demonstrate their understanding of the principles and elements of art. Numeracy is reinforced through the use of ratios, measuring, fractions, proportions, and basic math.</p> <p>World Languages</p> <p>World Languages offers a number of rigorous Honors/AP courses open to all students. We work with our AVID program regarding their requirement of 1 honors or AP class per year per student. We also work with counseling to program students to take the most rigorous classes possible. Students are encouraged to continue taking courses in the target language with the goal of reaching the higher levels. Already in the beginning levels teachers incorporate fundamental level skills which build toward the Advanced Placement levels. The World Language Department uses a wide variety of activities which reflect real-life situations and engage students with the target language for a real purpose. For example, German students learned lyrics and created gestures to German rock band songs, then went to the actual concert. Students in all World Languages participate in similar activities, including partner/group speaking activities which promote conversation about real topics, not fictional ones. Another example is when students create their own humorous skits/videos to present to the class. Teachers keep all students engaged and accountable through a variety of management techniques, such as ticket out the door, calling on all students, giving out incentive coupons for participation, etc.</p> <p>To what extent do students know beforehand the standards and expected performance levels for each area of study?</p> <p>AME</p> <p>In AME, students are given the state standards to meet throughout the year. Each project moves them towards learning skills that prepare them for employment in AME industry sectors and to meeting state curriculum standards. Teachers describe the standards to students that are being met with each project they complete.</p> <p>Teachers post on their whiteboards or on overhead projectors daily objectives, unit objectives, predicted outcomes – KWL – Knowledge – prior knowledge, What – what do you want to know, Learn – what did you learn.</p> <p>English</p> <p>Students are given a syllabus containing the department-wide grading policy and grading scale. Syllabi include policies on late work, expectations regarding grades and make-up</p>	

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<p>work policies, as well as student responsibilities.</p> <p>Students receive learning objectives and expectations before each unit either via PowerPoint, daily white board postings, hard copy, or orally. In addition, Google presentations and teacher websites are utilized to keep students up to date on any changes, and also as a resource for class expectations.</p> <p>Students are given opportunities for guided practice, independent practice, and to view students' models and exemplars when appropriate. Students are given rubrics and explanations of expectations with writing assessments. Through the use of various formative assessments, students are actively involved in monitoring their strengths and successes, as well as weaknesses and areas in need of more focus, assistance and/or re-teaching.</p> <p>Math Teachers use a variety of techniques to ensure that students know the standards and expected performance levels. All math teachers will do one of the following in order to convey the daily learning objective to the students:</p> <ul style="list-style-type: none"> *Written on each assignment sheet handed out at the beginning of each chapter *Daily objective written on board when students walk in (posted) *ESLRs posted on wall of every classroom and referenced in each lesson *Sequential according to the book *Alignment among each class (i.e. everyone teaching Algebra teaches same concept on same day... or within a couple of days of each other) *Written in syllabus *Year long calendar *Year long CAHSEE/CST practice reviewing past standards and future ones *Syllabus included with aligned grade percentages *A link to 'Braves Math' on school website *Previous years of student work on classroom wall * Daily planner/assignment sheets by chapter <p>Performing Arts Students are provided course outlines and performance calendar. In addition, students are provided other opportunities, including marching band and drama club productions.</p> <p>PE Students in PE are challenged to work collaboratively with their peers to practice specific fundamentals, to improve skills and to demonstrate understanding of vocabulary assigned</p>	

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<p>to specific movements.</p> <p>Students set fitness goals to move towards their individual needs that promote healthy lifestyles and lifelong learning. They are challenged daily to improve their fitness levels, health and lifestyle improvement. This is done through with a framework set forth by the state in the form of fitness gram exam.</p> <p>Students are taught to be aware of the need to work collaboratively in school to create a sense of teamwork, sportsmanship and citizenship. They are able to transfer these skills later in their post high school work experiences. Expected outcomes of specific biomechanical movements are discussed and modeled prior to specific units of study.</p> <p>Maintain focus on achieving these goals on a daily basis.</p> <p>In PE, students are aware of fitness levels they need to achieve to be successful on the fitness gram exam (K). Then students are taught and challenged to set their own personal fitness and health goals (W). Through weekly and monthly assessments, students are able to monitor their progress (L).</p> <p>Science</p> <p>Students are given a syllabus containing the department wide grading policy and grading scale. The syllabi include policies on late work, expectations regarding grades and student responsibilities, make-up work policies.</p> <p>Teachers within the Science Department either post learning objectives/goals in the classroom for students to see or students write learning objectives/goals in their interactive notebooks.</p> <p>Learning objectives are written on the whiteboard daily and students write them in their notebooks. Before unit tests students self-asses themselves on the list of learning targets that are about to be tested. Students are periodically shown the standards from which the learning objectives originated.</p> <p>Teachers know whether the learning objectives are met through several means. Teachers are regularly checking for understanding throughout the class period. Quizzes and tests are taken. Teachers use the Ticket out the door strategy for daily assessment or the daily 5 question quiz about objectives. Teachers also check students’ work before allowing them to pack up to leave, or have them write a summary that addresses the learning objective of the day. Writing prompts are using the <i>ECV Way</i> directive verbs are used at least once a week per class. Students take midterms with re-teaching and re-testing for those who need it. Formative quizzes and the data is analyzed via illuminate. Notebooks are checked and lab reports are completed. For individual assignments such as projects, labs and some writing assignments students are given rubrics, performance task lists or checklists to communicate learning expectations.</p> <p>Social Science</p> <p>Posted objectives</p>	

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<p>Use of models - student work</p> <p>Content standards posted</p> <p>Teacher demonstration of various levels of student work</p> <p>Examples of 'A' work, 'B' work, etc....</p> <p>Use and presentation of grading rubrics</p> <p>Use of World History - Essential Vocabulary, Questions, and Directives</p> <p>Special Education</p> <p>Students are involved in the IEP process, are present at meetings, participate in assessment and give input in the transition planning process.</p> <p>Students often have performance goals related to the use of appropriate behavior. Depending on their levels, students review their expected behavior performance level, in a variety of ways: either with verbal reminders, visual cues (rule lists, token boards, and social stories), and gestures to rule boards.</p> <p>Within the Moderate to Severe Special Education classes, instruction to students is largely delivered in small group instruction formats, in order to differentiate instruction based on student level and provide necessary supports to students to engage in the learning experience. Expectations of student performance are provided to students at the beginning of each lesson.</p> <p>In the Mild to Moderate Special Education classes, instruction varies. Teachers align with general education curriculum while modifying pace or amount of material covered. Students in the Mild to Moderate Special Education program are aware of learning objectives, and both long term and short term. Through the IEP process, student expectations for the year are planned and agreed upon individually with staff, parents and students. This process allows for a common understanding among the group. In addition, students progress on these goals and objectives are reported to parents 4 times per year along with grading updates.</p> <p>On a daily basis, students carry personal planners and write daily agendas down off the whiteboard or via technology and refer to these agendas to complete daily learning curriculum tasks. Evidence of completion of these tasks is the teachers gradebook as well as tangible ideas such as "ticket out the door" and "stand and deliver" verbal quizzes. Teachers also pass out syllabi and pacing guides to students explaining the semester or unit agendas and expectations.</p> <p>Visual Art</p> <p>Students are given a rubric at the start of each project which outlines what is expected of them for a successful completion of their assignment. At the start of each project, benchmark examples are shown and the standards are covered so that students have an idea of what their final assessment will be based upon. Demonstrations are given so that the students know what the standards and benchmarks look like.</p>	

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<p>World Languages</p> <p>All World Language text series are standards-based, which means that at the beginning of each chapter students are introduced to standards and objectives matching areas of study. Specific learning objectives are shared with students each day. Students are made aware of expected performance levels with daily assignments, as well as on assessments, where specific skills are required for a higher grade.</p> <p>To what extent is differentiation of instruction occurring and what is the impact on student learning?</p> <p>AME</p> <p>The impact of learning occurs through students learning from other students. Students learn through different modalities and at their own pace.</p> <p>In AME classes, curriculum differentiation strategies are used daily due to the high level of ESL students, incoming new immigrants, and low level of literacy skills by many students. In these classes, students are able to work at their own ability level through the use of technology and equipment.</p> <p>This technology enables them to be successful in their project based work whereas in classes without the technology they have to rely on listening and speaking skills in English. Many struggle with this. AME classes provide many opportunities for students to achieve high levels of proficiency in their projects. They are able to translate their thoughts or assignments from their native language into English on computers and then transition more easily to complete their assignments. They can improve their competency in project based learning assignments by collaboratively working in groups. The higher level students help the lower level students.</p> <p>Counseling Department</p> <p>Counselors address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. Counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of students’ needs. For instance, when they do guidance lessons, the guidance team differentiates instruction by explaining information more than once and rewording the information in a simpler form for students who may be in special education classes. Counselors also translate (3 counselors speak Spanish and 1 speaks Chaldean) when needed or have bilingual aides translate information in the appropriate language(s) for the student population.</p> <p>Counselors provide the following interventions to help determine if differential instruction is needed for students who may be having difficult times learning and being successful. The counseling department facilitates SST (Student Success Teams), and participates in 504 plans and and IEP meetings.</p> <p>SST (Student Success Team) – Working as a team the student, parent, teachers, counselor and in some cases the school administrator identify the student’s strengths and assets upon which an improvement plan can be designed. Concerns are seen as obstacles to student success and not descriptors of the student. A plan is developed at the SST which</p>	

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<p>all team members agree to follow. The goal of the SST is student success.</p> <p>The 504 Plan is a plan developed to ensure that a child who has a disability identified (and does not qualify for an IEP) receives accommodations that will ensure their academic success and access to the learning environment.</p> <p>The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services.</p> <p>Counselors know when students are learning when students complete the tasks given to them during the lessons. For instance, when students do the Career Cruising activities, it marks on their "Portfolio" page how much of the assignment they have completed. There's a bar that fills up and lets the students and counselors know the student has completed 100% of the tasks if they complete all of them. The counselors check each students' portfolio page to make sure students are completing their tasks and often ask students about their responses to questions or why they choose a certain career or college to get students to reflect on their choices and future plans.</p> <p>English</p> <p>After assessment, students needing further instruction are provided appropriate opportunities through: teaching stations, Brave School, tutorials, strategic collaborative groups, and direct instruction utilizing alternative materials. Teaching Stations divide a class into three sections: direct teacher instruction, group discussion, and computer use for research, quizzes, or practical application related to the instruction. Brave School is an after-school opportunity for students to master skills in a targeted area of deficiency and improve their academic grade. Strategic collaborative groups place students specifically with other students according to their ability level. For example, a low-level student is placed with a medium-level student and a medium-level student is placed with a high-level student. We know that our differentiated instruction is working when students retake failed tests and are successful the second time after re-teaching.</p> <p>Honors classes are only offered in the 9th and 10th grades. In 9th grade, the honors class is different from the college prep class due to students having more independent reading and presentation requirements, as well as higher level text and vocabulary. In 10th grade, the honors class is different from the college prep class because, in second semester, the course turns into a pre-AP class, as reflected on their transcript. They focus on the rhetorical situation, critical reading and writing, argument, synthesis, and rhetorical analysis.</p> <p>Classes designated 'Sheltered' offer instruction for ELL students as a bridge between Advanced ELD classes and College Prep. In Sheltered classes, the teacher offers additional scaffolding and SDAIE strategies, particularly with unknown vocabulary, unfamiliar concepts and writing instruction.</p> <p>Library</p> <p>The ECVHS teacher librarian has earned CLAD certification, and applies SDAIE strategies in his teaching, particularly when providing direct instruction and assistance to English learners. The librarian's education and ongoing professional development training have provided him with the skills to differentiate his instruction to serve the needs of students</p>	

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<p>with a wide variety of abilities and learning modalities. Additionally, the ECVHS library has an excellent professional development collection, including materials written to help teachers find ways to differentiate classroom instruction.</p> <p>Math</p> <p>Differentiation of instruction occurs on a variety of levels within each math class. Some of the strategies listed below are examples of what one might see on a daily basis in a math class:</p> <ul style="list-style-type: none"> *Highlighters (different colors) *Note organization *Study skills *Whiteboards *Education games *Group (pair, 3 or 4) work *Illuminate for immediate feedback *Manipulatives (especially in Geometry) *Foldables (use as notes or organizing ideas) *Sheltered students placed based on math ability level (General Math, Algebra, Geometry) <p>Separated from mainstream in order to focus on language skills as well</p> <ul style="list-style-type: none"> *Pre-teaching and re-teaching in support classes *Computer program (IXL, USA Test Prep) *Teaching lessons using auditory, visual or kinesthetic *Intentional grouping (by ability levels, mixing versus homogenous) *Power point lesson presentation *Brave School *Students as teachers in a multitude of ways *Call-backs *Purposeful grouping *504 and IEP plans <p>Impact:</p> <p>Students are given opportunities for re-teaching, different modalities of lessons taught, students added or dropped from support classes, Saturday school offered to remediate, SDAIE strategies used to increase content vocabulary understanding, relevant lessons aligned with standards presented, no differentiation offers no support for student achievement.</p> <p>Performing Arts</p> <p>All students (EL and Special Ed included) are given opportunities to participate in classroom learning activities, field trips, and productions.</p> <p>PE</p> <p>Various PE activities are used to relate biomechanics to specific vocabulary. For example, students perform movements while visuals are used to describe what they are performing. Differentiation instruction involves teacher modeling, peer to peer instruction, investigative movement, attention to special needs of all students and</p>	

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<p>adaptation of curriculum as needed.</p> <p>Science</p> <p>The first step of differentiated instruction is teaching to all modes and styles of learning (visual, audio, kinesthetic) and literacy (reading, writing, speaking). Examples of activities that meet these various modes are TPR, graphic organizers, flowcharts, music, videos, foldables, formula charts, foursquare vocabulary, KID (keyword, information, drawing), flashcards, online webquests, think-pair-share, and other group activities. To differentiate for sheltered and other EL classes, we have activities such as scan for vocabulary, which is an individualized assignment in which students find the words they do not know. We also have science vocabulary translation lists in Arabic and Spanish. We scaffold lab reports by grade level, which we have articulated for all four years of high school. Our formative and summative assessments also provide us with opportunities to differentiate instruction. Formative quizzes allow us to re-teach on a class by class basis and inform instruction before they take the larger summative assessments. After unit tests, all students do individualized test corrections based on the questions they got wrong. Furthermore, students who failed have the opportunity to re-take that unit test outside of class, for an averaged grade with a max of 70%. After midterms, the class is divided into a passing group and a failing group. The failing group receives targeted instruction based upon the data of which questions they got wrong on the midterm, and they re-take the midterm three days later for an averaged grade with a max of 70%. The passing group has independent, extended instruction that takes them beyond the basic class standards. Often these extension activities are either reading current event articles, or doing online webquests.</p> <p>Teachers within the Science Department use a variety of teaching strategies to promote literacy and numeracy.</p> <ul style="list-style-type: none"> • Achieve 3000 [lexile reading assessment and practice] • Unit test and benchmark test [review, test corrections, reteach, retest] • Interactive Notebooks • Literacy Strategies <ul style="list-style-type: none"> ○ Think Pair Share ○ Think Pair Write ○ Read One, Speak Two, Write Three ○ Marking the Text ○ Writing in the Margins ○ TPR ○ Choral Reading ○ Choral Response ○ Sentence Starters ○ Writing templates ○ Graphic organizers • Hands-on activities and Laboratory Assignments • Lab Write-ups • Power Point Presentations • Web Quests 	

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<ul style="list-style-type: none"> • Posters • Brochures • Research Papers • Projects • Use of technology • COW [computers on wheels] • Microscope • SPARK data collection probe-ware • Online Simulation • Standards based games and competitions • Collaborative Learning • Small group • Pairs • Large group • Student led discussions w/white board presentations <p>Social Science</p> <ul style="list-style-type: none"> • Supplemental Texts • Achieve 3000 • SDAIE Strategies • Strategic placement in cooperative groups • Northwest Evaluation Association (NWEA) data used for cooperative group formation • NWEA → Descartes • Use of multi-level texts and resources • Homogenous skill level grouped instruction • Heterogeneous skill level collaborative learning <p>Special Education</p> <p>Each student’s program is dictated by their IEP and varies from student to student based on their needs. Instruction is presented to students in multiple formats in order to meet learning needs. Formats include: picture supports for student learning curriculum, technology to help students access the materials such as devices that read material to students, switches for students to actively engage in the technology, and software programs that provide for learning opportunities outside of paper and pencil tasks.</p> <p>Within the transition program (18-22 year olds), students participate in community based experiences such as work training, using public transportation, appropriate behavior, shopping skills and other independent living skills. Instruction and levels of support provided to students in this program is differentiated based on individual needs and is outlined in the student’s IEP.</p> <p>Students receive instruction on increasing effective communication. Based on their ability, students learn strategies to communicate more effectively verbally, increase verbal interactions/social skills, or use a communication device to communicate wants, needs, and other interactions in order to participate in their environment. In the high</p>	

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<p>school mod/severe special education classes, our speech and language pathologists works with students within the classroom environment and in our instructional areas in order to provide teacher, staff, students, and peer tutors skills needed to increase communication skills for each individual student and in their mode of communication. In the Mild to Moderate LH program, students increase communication through pull out speech and language therapist sessions during the their core academic classes with special education. Students who are mostly or all mainstreamed are reached on a consult basis.</p> <p>Plus program - The Positive Learning Utilizing Success (PLUS) Program has three locations, one at ECVHS. The PLUS Program is a self-contained, special day program designed to provide students with a smaller, more structured school setting with opportunities for mainstreaming on the comprehensive campus.</p> <p>Students are provided a full school day in a small class setting consisting of two teachers and four instructional aides to work on academic, behavioral, and social skills. All academic curriculum is standards-based, with accommodations and modifications provided as needed. On-site educationally related mental health services (ERMHS) are provided by a contracted nonpublic agency. This therapeutic component is delineated in each student's IEP. The program has an average enrollment of approximately 25 students.</p> <p>Students who may be eligible for the PLUS Program must have an IEP; typically have cognitive abilities within the average range; and have social, emotional, and behavioral needs requiring a small setting with counseling supports. All diploma course requirements are offered with accommodations and modifications as needed. Electives vary; pending appropriate behavioral level, students may mainstream for electives, ROP, or other comprehensive course offerings. Placement in the PLUS Program is determined by the IEP team and Least Restrictive Environment (LRE) stipulations.</p> <p>Each PLUS student has a Behavior Support Plan (BSP). Education on how to self-advocate is part of the PLUS Program curriculum. Students are active participants in their IEP meetings and in some cases even lead the meetings themselves. All behavior and academic interventions are thoroughly explained to each student and each student is fully aware of his/her individual disabilities, strengths, IEP goals, and BSP goals.</p> <p>The PLUS Program operates on a point-and-level system wherein each student is awarded points in specific categories (such as task completion, respect to peers and staff, etc.) in predetermined sections of time throughout the school day. Based on daily points students will move up and down the level system. Each level comes with certain restrictions, freedoms, and rewards. The goal of the level system is to achieve and maintain a level that will allow a student to re-integrate into the comprehensive campus classes and activities.</p> <p>Student learning is positively impacted through the use of small group differentiated instruction, students receive the level of support they require and receive more frequent opportunities to respond and be an active participant.</p> <p>Visual Arts Differentiation occurs in art classes at all levels and all modalities for several different types of learners. EL students are given scaffolding techniques for both their projects and their writing. For example, they are given translations as well as templates in order to be successful with the reading and writing components of the classes. They are allowed to</p>	

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<p>work in groups in order to help each other and are shown visual cues as often as possible. Special Education students are assisted by peer tutors as well as aides and projects are modified to fit their needs. For students who learn in different ways, the classes are taught using a variety of visuals, auditorily, and with written prompts. By using differentiated instruction, all students are able to succeed at their own levels. Our classes have high pass rates due to this type of instruction.</p> <p>World Languages</p> <p>In order to address the many different skill levels of students, teachers use a wide variety of materials and strategies to allow all levels to achieve while still challenging the most able students. Teachers offer a wide variety of activities which address different learning modalities, which include the basic speaking, reading, writing and listening, but also skits, visual representations (posters, personal metaphors, Valentines cards...) singing, games and competition. These activities are a major part of our courses and take place several times a week. The German teacher occasionally uses differentiated assessments where students are able to choose their level. We strongly believe that these strategies make for a more welcoming and accessible environment, so that all students have many routes to success.</p>	

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

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<p>AME</p> <p>In AME, technology use is necessary to achieve curriculum standards. Teachers use strategies such as direct instruction, individual instruction, peer to peer sharing of knowledge and problem solving. Skills learned either as part of a group or individually expand critical thinking and higher level thinking skills. Students are constantly challenged to figure out how to overcome whatever technology issues that arise with hardware and software to achieve a successful end product. These skills as well as learning how to work as part of a team are essential in today’s workplace.</p> <p>Counseling Department</p> <p>Counselors as educators with a mental health perspective understand and respond to the challenges presented by the diverse student population. Not working in isolation counselors collaborate with parents, teachers and administrators. The main goal of the counseling staff is to support the academic achievement of all students as they prepare for the 21st century. This mission is accomplished through the development, implementation and evaluation of a comprehensive developmental and systematic school-counseling program.</p> <p><i>Classroom Guidance</i></p> <ul style="list-style-type: none"> · Academic skills support · Organizational, study and test-taking skills · Post-secondary planning and application process · Career planning · Education in understanding self and others · Coping strategies · Peer relationships and effective social skills · Communication, problem-solving, decision-making, conflict resolution and study skills · Career awareness and the world of work · Substance abuse education · Multicultural/diversity awareness <p><i>Individual Student Planning</i></p> <ul style="list-style-type: none"> · Goal setting · Academic plans · Career plans · Problem solving · Education in understanding of self, including strengths and weaknesses 	

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<ul style="list-style-type: none"> · Transition plans <p><i>Responsive Services</i></p> <ul style="list-style-type: none"> · Individual and small-group counseling · Individual/family/school crisis intervention · Consultation/collaboration · Referrals <p>English</p> <ul style="list-style-type: none"> • Online portfolios, workstations, collaborative projects and tutorials to motivate students to use technology and higher order thinking skills. • PREZIs, PowerPoints and other interactive tools online for active note making. • AVID Weekly and other reputable source (i.e.: NY Times, Newsweek, L.A. times online) articles to facilitate hire order discussion and supplement the textbook curriculum. • The Brave Way schoolwide Directive Verbs program consistently promotes active learning throughout the school day as it extends to all classes. • Pearson online resources aid students with difficult concepts and/or subject matter when they are at home. • Edge Online Coach helps support students at their own pace with supplemental materials. • READ 180 program gives students a formalized program to follow that will improve their reading abilities and provide confidence for transitioning into a College Prep class. • APEX provides students an opportunity to succeed in a subject where they may have struggled previously by letting them learn at their own pace. • Discussion boards help promote higher-level thinking and persuasive writing skills for the students by utilizing their peers' feedback. • Study Island helps students focus specifically on skills that they are struggling with by providing fun and engaging learning games. • USA Test Prep for the CAHSEE • EngradePro.com provides students twenty-four hour access to their current grade in their English class, as well as scores on assignments, assessments, and keeping current in turning in their work. • Students are given opportunities (inside and outside of the school day) to visit plays and museums to supplement current lessons and expand their 	

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<p>current sphere of knowledge and experience.</p> <p>Library</p> <p>Teachers from many different disciplines utilize the ECVHS library program to extend student learning beyond the walls of their classrooms. Whether in the physical library, or by introducing students to resources available on the Virtual Library Learning Commons, teachers work with the ECVHS teacher librarian to give students access to primary source documents, analytical texts, peer-reviewed journals, academic websites, and many other resources. Students have access to a variety of technology hardware and software in the ECVHS library, including PC and Mac computers, a scanner, eBooks, word processing, spreadsheet, presentation, and publishing software, electronic graphic organizers, read-aloud and word prediction software, language translation and writing tools, source citation engines, and much more. The ECVHS teacher librarian regularly utilizes LanSchool software to distribute instruction directly to student computer screens.</p> <p>Math</p> <p>Math teachers at El Cajon Valley High School use a variety of strategies and resources to emphasize higher order thinking skills, and help student succeed at a high level. The strategies and resources listed below can be seen on any given day in an ECVHS math class:</p> <ul style="list-style-type: none"> • TI –Inspire calculator incorporated in lessons to illustrate big picture ideas and tie past ones together • Illuminate for the immediate feedback for student and teacher • Honors classes- use of projects • AVID-trained math teachers, who in turn share strategies with their teams • Schoolwide directive verbs incorporated in lessons in order to encourage higher order thinking activities and lessons • End of the year curriculum is offered to ease the transition to the next class • Engrade to allow students 24 hour access to their progress grade in the class • Fill in the blank, put in order, error analysis, Blooms questioning, compare/contrast, open ended questioning – all to promote thinking and problem solving • District math book used in some capacity in all classes • Education activities – puzzles, jeopardy, friendly competition used to review or teach math concepts • Manipulatives, foldables, interactive notebooks, intentional grouping, peer tutoring, Brave School • Relationships and connections with previous ideas and new ones to come 	

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<ul style="list-style-type: none"> • Connections with real life situations and how math is used in the ‘real world’ • Teachers spend a substantial amount of time creating a comfortable and safe environment for learning • Teachers offering time outside of the school day to increase student’s learning with tutoring and encouragement (Brave School, Night Library, individual teachers tutoring after school) <p>Performing Arts Students are given opportunities to learn and perform (drama club, marching band), including utilizing project based learning units, written reflections, and special projects (set construction, solo and ensemble contest).</p> <p>PE In PE, reactions to problems and problem solving situations are constantly expressed during PE activities. Specifically, students investigate successes or failures and apply what they have learned to future problem solving situations. Students are taught certain levels of proficiencies that mark their levels of achievement. Together students and teachers discuss what is necessary for each student to progress.</p> <p>Science Teachers within the Science Department use a variety of strategies and resources to actively engage students and to promote high level thinking skills.</p> <ul style="list-style-type: none"> • Hands-on activities and Laboratory Assignments • Lab Write-ups • Power Point Presentations • Posters • Brochures • Research Papers • Projects • SDAIE • TPR • Modeling • Vocabulary acquisition and development • Scaffolding • Bridging • Use of technology • COW [computers on wheels] • Microscope • SPARK data collection probe-ware 	

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<ul style="list-style-type: none">• Online Simulation• Web Quests• Turning Point response systems• Standards based games and competitions• Collaborative Learning• Small group• Pairs• Large group <p>Social Science</p> <ul style="list-style-type: none">• Periodicals as a source of supplemental material• AVID Write Paths II strategies utilized• Revised Blooms Taxonomy used as a guide to create higher order thinking questions for formative and summative assessments• Scaffolding• Use of schoolwide directive verbs• Smart phones used for cooperative learning, vocabulary annotation• World History wikispace for CST review• Common CST review PowerPoint <p>Special Education: Mod/Severe</p> <ul style="list-style-type: none">• -iPads<ul style="list-style-type: none">○ -for communication: communication apps○ -for learning sequences of task-through video modeling and picture sequences○ -for learning appropriate social skills and classroom rules-through social stories○ -for education-examples: dollar over strategy apps, math apps○ -for fine motor skills: apps that practice using single finger touch to activate a○ program○ -for cause & effect learning• -Touch Screen Computer Monitors<ul style="list-style-type: none">○ -for learners who cannot effectively use a computer mouse to active computer○ program○ -for learners to engage in interactive learning activities• -Interactive White Board	

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<ul style="list-style-type: none"> ○ -for learners who cannot effectively use a computer mouse to active computer ○ program ○ -for learners to engage in interactive learning activities • -Community Based Instruction <ul style="list-style-type: none"> ○ -learning to ride public transportation ○ -learning to shop from shopping list ○ -learning to make purchases ○ -learning social behaviors in the community • -Communication Devices <ul style="list-style-type: none"> ○ -iPods, iPads ○ -Tobi ○ -Dynovox ○ -TechTalk ○ -Rocking Plate ○ -Step-by-Step • -Switch Use Stations <ul style="list-style-type: none"> ○ -teaching cause & effect (music, lights, fans, other sensory items) <p>Currently, the LH team utilizes a variety of learning activities that transcend the textbook. Project learning such as a senior career portfolio, or a geometry painting project, or a create-a-product project are examples of some of the project based learning. In addition, current event lessons and guest speakers are examples of how students can access real life curriculum that creates buy-in for students as well as the relevancy piece to their education. Computer based learning is also popular with the students. CAHSEE review, Achieve 3000 literacy lessons, or READ 180 reading software are examples of how teachers are utilizing technology in the classroom.</p> <p>*In the PLUS Program there are monthly Community Days where the students plan and carry out a fun event for the purpose of practicing positive and appropriate social skills. The students invite their campus teachers, administration members, adults from other programs in our portable park (neighbors), and sometimes parents. The community comes together for lunch and rehearsing of valuable social skills.</p> <p>*The PLUS Program level 4s (and sometimes 3s) attend a special ARTS ("A Reason to Survive") field trip twice a month. ARTS takes place at a real art studio and is put on by real artists, who help the students create pieces using various mediums. This cathartic experience is a coveted one in PLUS and helps encourage the students to attain a level 4.</p> <p>*The students attend the Annual Trust Conference in Dana Point Landing. The conference is put on by teens and designed for teens struggling with mental illness and other</p>	

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<p>disabilities.</p> <p>Visual Arts</p> <p>In our remodeled classrooms, we are able to use technology to meet the needs of our students. We do this by allowing expanded access to computers to find visuals and examples and by using digital cameras (ELMOS) for note taking, demonstrations, and examples. Teachers use Power Points for note taking and to show examples. Guest speakers are brought in to discuss college and career options. Demonstrations are given in small and large groups. Students work individually and in groups in order to create their projects. Students are expected to use high order thinking skills when analyzing and critiquing their artwork. When seeing a masterwork, students are asked to study the process and to break down how the piece was created. They also need to plan out their order of processes and methods and communicate that to the teacher during the one-on-one time provided at the initial sketching phase of their projects.</p> <p>World Languages</p> <p>Teachers use a wide variety of materials and strategies to allow all levels to achieve while still challenging the most able students. Teachers offer a wide variety of activities several times a week addressing different learning modalities, which include the basic speaking, reading, writing and listening, but also skits, visual representations (posters, personal metaphors, Valentines cards...) singing, games and competition. All senses can be used in World Language, such as food and music! Films and documentaries in the target language are also a large part of our curriculum. The World Language Department uses a wide variety of activities which reflect real-life situations and engage students with the target language for a real purpose. For example, German students went beyond the textbook and classroom when they learned lyrics and created gestures to German rock band songs, then went to the actual concert! These same students also worked with a local business which, in cooperation with the teacher, put together a unique workshop with a German theme which focused on student strengths and goals. The unit ended up being quite successful and included pre- and post- activities which are still a part of the regular curriculum. Technology was a part of the unit, with the popular student-friendly website, <i>Step-into-German</i>. Students in all World Languages participate in similar activities, including partner/group speaking activities again which promote conversation about real topics, not fictional ones. When students create their own humorous skits /videos to present to the class, not only is class camaraderie enhanced, but individuals are engaged in creative ways, and the motivation creates an environment for higher order thinking skills to naturally occur. Our Chinese program includes many creative techniques, such as shadow dancing, and participation in community competition. The Chinese Institute chose our school for their Chinese Assembly. All World Language teachers also keep all students engaged and accountable through a variety of management techniques, such as ticket out the door, calling on all students, giving out incentive coupons for participation, etc.</p> <p>To what extent are teachers current in instructional content taught and research-based</p>	

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<p>instructional methodology?</p> <p>English</p> <p>For the past three years, our teachers have been a part of the English Curriculum Alignment Project (ECAP). ECAP is a project of the California Partnership for Achieving Student Success (Cal-PASS), the Institute for Evidence-Based Change (IEBC) and the Grossmont Union High School District. The ECAP project uses student data and close collaboration between high school and college instructors to link coursework to ensure high school students are ready for the reading, writing and critical thinking expected at the college level. Every year in the program has provided one to two full teaching units (aka: sequences) that incorporate literature, non-fiction, class discussion/Socratic Seminar, academic vocabulary, rhetorical writing, and synthesis of multiple source materials. These sequences use current materials, resources, topics and issues, as well as ordering the sequence by using SDAIE strategies to build competence, as every new element of the sequence is a new challenge to the student to learn and master.</p> <ul style="list-style-type: none">• Several of our teachers have also been RIAP (Reading Institute for Academic Preparation) and ERWC (Expository Reading and Writing Curriculum) trained through Grossmont Community College and San Diego State University.• Many members of our department have gone to Common Core training sponsored by the district, such as "Common Core for the 21st Century" with Lin Kuzmich, to create district-wide assessments for the coming school year.• AP By the Sea training provided for all teachers currently teaching (or interested in future) AP classes.• AVID Institute for the majority of our department, which also provides some team collaboration time.• NWEA training to help PLC teams better plan curriculum and design units based on reading strengths and weaknesses.• Illuminate training to assist PLC teams gather data quickly and utilize their findings in lesson planning.• READ 180 and System 44 to support students with lower reading levels and help them transfer into a College Prep level English class. <p>Library</p> <p>The ECVHS teacher librarian holds a Masters of Library and Information Science, teaching credentials in both English and Library Media services, and CLAD certification. The librarian regularly reads professional literature in his field and attends a wide variety of professional development trainings. He is a member of the district's Library Council, and last year was selected by the district superintendent to serve as his co-chair for a district-</p>	

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<p>level Library Services Committee, tasked by the GUHSD board of trustees to develop an extensive report on the state of library services in the district. The ECVHS librarian presented the report to the school board, including committee recommendations for improvement of library services across the district. As part of that work, ECVHS’s librarian identified research-based best practices in librarianship and brought them to the committee for discussion. ECVHS’s librarian has also been a presenter at conferences for librarians and library paraprofessionals. ECVHS’s librarian is a fellow of the California Literature Project, and a past Grossmont Union High School District Teacher of the Year. Recently, ECVHS’s librarian was a participant in Common Core training and is helping to develop a “best practices” model for district librarians to support teachers in the implementation of Common Core standards.</p> <p>Math</p> <p>Math teachers at El Cajon Valley High School are offered professional development on research-based strategies and content in the following areas/ways:</p> <ul style="list-style-type: none"> • *SDAIE strategies • *Professional development offered through the school, district, county and beyond • *Regular collaboration • *Summer curriculum writing • *With common core, the district has offered opportunities to educate us in what is to come • *Beginning of the year training for the Inspire calculators • *Continual trainings for Illuminate, Engrade and general computer programs • *BTSA training <p>PE</p> <p>Teachers are current on their Lifeguard Training which includes CPR/ First Aid certification, self-defense training, and Instructional Resources training at the county office of education. Teachers study and utilize the book by Hilda Fronske, <i>Teaching Cues for Sport Skills for Secondary Students</i>, which breaks down every skill into teaching cues, why the skills are taught, and common errors.</p> <p>Performing Arts</p> <p>Performing Arts teachers have participated in district-wide discipline staff developments and workshops. The Instrumental Music teacher meets monthly with his counterparts. District Vocal Music teachers met in April with a nationally respected clinician and drama and dance teachers regularly collaborate district-wide (VAPA).</p>	

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<p>Science</p> <p>Teachers within the Science Department are highly qualified to teach in their subject areas. The Science Department teachers are involved in professional development and continuing education beyond the normal work day. We have extensive training in literacy strategies, AVID/WICR, Pasco Probe-ware training, Health Pathways Summer Conference, Exploring STEM Careers Initiative (ESCI), Modeling Physics summer institute, National Science Teachers Association (NSTA) Regional Conference, Computer Using Educators (CUE) State & Local Conference, summer workshops.</p> <p>Standards based formative and summative assessments are used in conjunction with data collection and analysis software [Illuminate] to drive instruction and determine areas for student support, reteaching and reassessment.</p> <p>Special Education: Mod/Severe</p> <p>Some teachers participate in voluntary Mod/Severe and Transition focus groups after school with other special education teachers within the district to discuss current instructional strategies, best practice, sharing curriculum, and mini-trainings. Two teachers in the department completed their Master’s in Special Education with a specialization in Autism (one with a Transition Specialist certificate), two teachers have their Master’s in Special Education with a specialization in Mod/Severe (one with an Assistive Technology Certificate). Some teachers and speech and language pathologists attend professional conferences in the areas of Applied Behavior Analysis and Communication Development/Augmentative Communication. New teachers complete the Clear Credential/BTSA process. Teachers use strategies learned at these focus groups and conferences to teach students in the program.</p> <p>In the Mild to Moderate program, all teachers have dual credentials as well as most having Master’s degrees in Special Education. To keep current in instructional strategies, they attend the same professional development as their general education peers. Recently this has included Advanced SDAIE training for a few as well as training in Common Core and the <i>ECV Way</i> program. For specific special education programs, four members of the department are completing the Autism Certificate program to add to their certifications.</p> <p>Social Science</p> <ul style="list-style-type: none"> • Utilize SDAIE strategies • AP Certifications maintained • AVID Write Path II strategies • District-wide Social Science department collaboration (ex. common 	

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<p>assessment)</p> <ul style="list-style-type: none"> Active participation in teams, sharing of best practices. <p>Visual Art</p> <p>All teachers are current with SDAIE methods and have attended workshops to bring us up to date on common core. Visual arts teachers in the district have also met to discuss and create benchmarks and common teaching practices. Small group trainings have been completed on literacy techniques and those techniques have been incorporated into the classroom through the use of critiques.</p> <p>World Languages</p> <p>All World Language teachers are highly qualified and trained for their positions. Most hold more than one language certification or degree pertaining to their subject area. The German teacher, who is also the Department Chairperson, possesses an extensive linguistic background which allows her to share many language aspects with students and staff members. The Chinese teacher keeps current by working closely with the Confucius Institute at San Diego State University. Teachers have lived or travelled extensively in native countries, providing first-hand knowledge of language/culture and current events. Teachers regularly attend professional development opportunities to keep abreast of their subject matter.</p> <p>To what extent do teachers work as coaches to facilitate learning for all students?</p> <p>English</p> <p>Many teachers use stations in their English classrooms. Typically we have three stations: computer learning, group work, and lecture. This process allows for teachers to facilitate learning.</p> <p>We rely on partner work and group work so students can explore, research and discuss their ideas. We also use reciprocal teaching because we understand fundamentally that if you can teach the idea to someone, you understand that idea so much better.</p> <p>We use a variety of strategies, such as: literary circles and socratic seminars in our classroom to help students question their understanding of complex texts.</p> <p>Math</p> <p>According to the <i>Merriam-Webster Dictionary</i>, a coach is “one who instructs or trains”. Math teachers at El Cajon Valley High School “instruct” students everyday on the state approved standards. This year we are coaching our students on the Common Core State Standards (CCSS). We do more than just “instruct” students about math. The “instruct” part is easy, giving students the math content is easy, the difficult part is the “teach.” We do more than just give knowledge; we cause others to know something. We use our</p>	

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<p>training and years of experience to gauge student understanding. We use our questioning strategies to ensure that we teach our students and not just coach them. We are in the business to make sure students learn and we use our formative and summative assessments to accomplish this goal. Our formative assessments can be anything from a ticket out the door, using whiteboards, checking homework, talking to student groups, thumbs up or thumbs down, using the Quick Poll on our TI-Navigator systems, using Illuminate to grade assessments IN class, or informal teacher observation, just to name a few. We use our summative assessments to determine if the students have learned the material we coached them on. If a student was successful, then it was a summative assessment. If the student was not successful, then it was a formative assessment because the student has the opportunity to redo the test through our Brave School program.</p> <p>PE The Department Chair, with the assistance of all teachers, develops a schedule of the units and facilitates the whole year to insure equity in learning for all students.</p> <p>Performing Arts Performing Arts instruction is predominantly activity based, so teachers are continually working and coaching their students.</p> <p>Science Teachers are responsible for monitoring student progress, keeping students informed of their progress on grades and/or assessments. Teachers engage students and provide practice and extension of skills and knowledge for individual students, in small group settings or using whole group instruction. Using data collection and analysis software [Illuminate] teachers can address deficits in student learning, then reteach to compensate for those deficits and bring students up to standards.</p> <p>Social Science</p> <ul style="list-style-type: none">• Jigsaw• Student presentations• Pictionary with content• Researched and project based learning <p>Special Education Teachers provide training and support to staff in order to facilitate learning for students. This school’s teachers created a staff training that they completed with high school staff before the start of the school year. Periodic trainings are provided to staff by special education teachers covering topics such as: correct prompting procedures, facilitating student communication use, wheelchair safety, community based instruction, following lesson plans as written, and allowing for wait/processing time.</p>	

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<p>Teachers provide training to peer tutors that work with our students. Once-a-month trainings are provided to peer tutors in the Moderate to Severe classrooms covering numerous topics of how to work with students. Peer tutors within the Mild to Moderate program work with their assigned classes Monday through Thursday and then meet with their peer tutor teacher on Fridays to problem solve situations and learn more about how to work with students in the general education setting.</p> <p>Teachers act as coaches to our students throughout the school day. Teachers coach students through classroom routines, teaching of new independent living skills (cooking, hygiene skills, doing laundry, washing dishes, cleaning tables, vacuuming, and shredding papers), as well as facilitating small group and whole group instruction, Socratic seminars, literacy circles, and TPR vocabulary development. The moderate special education program has developed an on-campus coffee business that takes teachers coffee and tea orders and delivers these to teachers each morning. The special education teacher coaches students through the skills of running this program. Transition teachers coach students in the community on using public transportation, street safety, vocational skills, and purchasing skills.</p> <p>Visual Art Teachers in the arts demonstrate, encourage, practice skills, and push students to achieve the best possible results in their work. We do not accept work that has not met the standards set forth and that is not at or above the student’s ability level.</p> <p>World Language Teachers continually work as coaches to facilitate learning for all students; teachers mostly employ approaches such as cooperative learning, partner work, group projects, and stations. Other methods employed include inquiry-based learning, classroom discussion, effective teacher questioning and use of wait time, modeling, and ability of some teachers to use students’ native grammar to make comparisons between languages, and have students themselves teach and explain these similarities and differences.</p> <p>To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they have already acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this?</p> <p>English</p> <p>Schoolwide, the evidence clearly shows structured learning at ECVHS. For example, our</p>	<p>thematic reading</p> <p>interactive notebooks</p> <p>graphic organizers</p> <p>foldables</p> <p>summaries</p> <p>student presentations</p> <p>use of primary sources</p>

Finding/Narrative	Evidence/Data
<p>students are provided with a planner in the first week of school. The planner includes vital school information, as well as instructions on how to find success through organization. Each student writes down his/her class agendas, objectives, homework, and important due dates so that students learn responsibility and accountability.</p> <p>Another important element of structured learning is character education. By referring to the 9 Keys of Success (Respect, Commitment, Resourcefulness, Balance, Citizenship, Initiative, Integrity, Ownership and Resilience) on a monthly basis, we are creating an atmosphere on campus conducive to learning. For example, in September, the Key of Success is “Respect,” which is taught in all English 1 classes at the same time. Elsewhere on campus, every announcement, bulletin, class lesson, and disciplinary action begins with a reference to the key of the month. This continues throughout the school year.</p> <p>In the last few years, another schoolwide program was created and launched with full support from every department on campus: the <i>ECV Way</i>. This program teaches a directive verb each week in every class, every day, no matter what the subject matter. The directive verbs are taken from the Common Core Standards “Depth of Knowledge” word list.</p> <p>Science</p> <p>Students record data and analyze it through graphing, summarizing, writing captions, and drawing conclusions. We use the <i>ECV Way</i> directive verbs that are organized into depth of knowledge levels that range from DOK 1-4.</p> <p>Applications of content to the real world (electromagnetic spectrum and ways to use light in the real world, genetics and its application to predicting generations of offspring, bacteria lab and choosing which household cleaner is most effective, dilutions). Reading articles that are current events and/or contain data.</p> <p>Visual Arts</p> <p>The examples provided show the rubrics that are used in the visual arts and show how the projects are organized so that the students can complete their projects with the skills they have acquired. Rubrics provided step-by-step instructions and teacher demonstrations support the students’ learning.</p> <p>To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions, and debates and inquiries related to investigation?</p> <p>English</p> <p>The creation of the ECAP sequences utilized all four aspects of the California State Standards for English Language Arts (Reading, Writing, Listening and Speaking, and Written and Oral Conventions). Students were analyzing articles, finding common</p>	<p>periodicals</p> <p>scaffolding/SDAIE</p> <p>lab reports</p> <p>web quests</p> <p>Socratic seminars/debates</p> <p>online threaded discussions</p> <p>student question generation</p> <p>use of directive verbs</p> <p>performance-based activities</p> <p>project-based activities</p> <p>student led learning</p> <p>essays</p> <p>KidWind (Wind turbine competition)</p> <p>Debate Club</p> <p>White boarding discussions</p> <p>I hope that departments will note examples of student work that use library research tools, such as online academic databases, source citation engines, research guides on the VLLC,</p>

Finding/Narrative	Evidence/Data
<p>themes, using rhetorical devices of persuasion and argument to support their opinions (written and orally), interpreting literature, synthesizing multiple text pieces (both fiction and non-fiction), as well as working on academic vocabulary and grammar nuances. The sequences at all grade levels end with a cumulative assessment (process essay, formal presentation – group or individual) that requires them to combine all of these skills and show their mastery of all the included components in the sequence.</p> <p>Not only do standard expectations in all classes at all grade levels—like Cornell Notes, Marking the Text, Marking the Prompt, Word Walls, Graphic Organizers, and Sentence Starters—help strengthen our students’ English abilities, they also require them to use higher level thinking and interact with their materials. Ultimately, they cannot be passive learners in this manner; they are routinely (and even habitually) relating to the text.</p> <p>Science</p> <p>Projects demonstrate students’ ability to apply content knowledge to real world problems. Class discussions and debates allow them to demonstrate their knowledge, their ability to communicate , and their ability to think on their feet</p> <p>Projects increase students’ exposure to problem solving and allow them to self-assess and rethink their procedures, allowing them to further develop their analytical and problem solving skills</p> <p>An example are debating GM foods use and whether or not to vote for labeling GM foods. Also within any lab report, the conclusion paragraph which is a thought out, explanation of problem solving process that the students went through during the lab. Class activities also require them to Analyze patterns and trends (periodic table, reactions, compounds). Schoolwide <i>ECV Way</i> write-assignments also require them to use the same word in multiple subjects</p> <p>To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the ESLRs?</p> <p>Currently there are multiple computer labs available for student use by teacher check out:</p> <ul style="list-style-type: none"> • Library – 34 computers • 200 Building computer lab – 36 computers mostly used for math 	<p>etc. (LIBRARY)</p> <p>project based learning in art classes</p> <p>skill based learning in art classes where one skill leads them to the next higher level skill</p> <p>cloze-style learning and assessment for World Languages</p> <p>Problem solving situations during group activities (PE)</p> <p>Investigate successes and failures during PE activities and learn from those experiences.</p> <p>Students are taught what certain levels of proficiencies are and given feedback for improvement.</p> <p>Debates- Hetch Hetchy</p> <p>Socratic Seminar- Easter Island</p> <p>Research- Global environmental issues, Genetic Disorders, Wanted Posters,</p> <p>Scientific lab activities</p>

Finding/Narrative	Evidence/Data
<p>curriculum</p> <ul style="list-style-type: none"> • 400 Building computer lab – 36 computers used by English and Social Science curriculum • Career Center Lab – 35 computers (15) and laptops (20) – available for all student use to determine career objectives and course planning. • Achieve 3000 is a reading software program that has been used to target improvement in 9th grade students’ reading levels. • READ 180 is a software program designed to improve reading levels. • Mobile computing devices include over 600 laptop or Netbook devices used for a variety of purposes. These are available for checkout by any curriculum department. We have 66 iPads used mostly by English teachers for curriculum projects. <p>English Department uses classroom computers and COWs for students to create multimedia projects, work collaboratively with programs such as Googledocs, access library resources and databases for research, and to discover and utilize online software programs and templates to assist in the creation of such projects as: works cited pages, resumes, presentations, electronic portfolios and web sites.</p> <p>The library provides computer hardware with software for word processing, spreadsheet creation, presentations, publications, graphic organizing, etc. Library technology also includes Internet access, linking students to online academic databases, source citation engines, research guides on the VLLC, etc.</p> <p>Science Department has 130 laptop computers used for virtual labs and science projects. PASCO probeware is a device and software that is to carry out labs and create reports. Science Department has 130 laptop computers used for virtual labs and science projects. SPARK probeware is a device and software that is used to conduct labs and generate reports.</p> <p>Math Department uses TI calculators for instruction and student use. This year we offered AP Calculus Test Prep in the computer lab. Students were able to take practice tests before the real test.</p> <p>Photo Class has 20 iMac desktop computers and numerous cameras and related equipment used for photo projects. Media has 20 computers used for projects. Video production has 40 computers numerous cameras and related equipment for projects and broadcasting studios.</p> <p>Read & Write Gold -piloting with assistive technology team and mild/moderate special programs-it is a program that reads text to students</p> <p>Special Education: Mod/Severe Technology (see C2)</p>	<p>Mouse trap cars</p> <p>Iron Braves- Botball</p> <p>Create a wind turbine</p> <p>Brave Adventure team building activities</p> <p>Career projects</p> <p>Photography- setting up camera for different scenes and lighting conditions.</p> <p>Cooking- Students learn various cooking techniques and apply it to preparing a meal.</p> <p>ASB- Solve student government, student participation and campus climate issues.</p> <p>Care Club- Fashion show.</p> <p>Freshman/Sophomore portfolios</p> <p>Graphic arts- stationary</p> <p>Yearbook</p> <p>Media/Video production class (Friday broadcast)</p> <p>Peer Editing</p>

Finding/Narrative	Evidence/Data
<p>The visual art department uses computers to help students find visuals. Teachers have also noticed that the quality of work has improved since students have moved into the new technologically advanced classrooms.</p> <p>World Languages - Spanish students use the computer lab to explore cultural topics and global issues; students also use a “verb wheel” which helps students conjugate verbs. Spanish students complete practice sessions based on textbooks and AP curriculum. Chinese students use the computer lab to type using “pinyin”, the Chinese spelling system. They also use online lessons accompanying the textbook, where the mouse can be used to actually write Chinese characters showing stroke orders. Chinese students complete online projects based on the textbook. One exciting project is writing letters in Chinese to students in China. Students have at their disposal an online dictionary to expand their vocabulary. German students access a wide variety of internet websites for research and practice.</p> <p>To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability and opportunities to access data- based, original source documents and computer information networks; and experiences, activities, and resources which link students to the real world?</p> <p>Representative samples of work produced by ECVHS students demonstrate that teachers and students utilize extensive resources beyond the textbook. In particular, the ECVHS library provides outstanding print and electronic resources, many of which are accessible 24-hours a day. The ECVHS teacher librarian works with staff and students to teach and incorporate information literacy skills into the curriculum. The following examples of student work highlight some of the ways in which these beyond-the-textbook resources are used:</p> <p>English – research paper on abortion issue; use of online paid databases; librarian taught lessons on evaluation of sources when writing about controversial issues; librarian delivered motivational book talk, then students checked out outside reading books; students browsed poetry books and selected favorite poems; AP English students studied literary periods/movements; research paper on mythology using library’s print and electronic resources; librarian taught use of online source citation generators (like EasyBib); career research projects.</p> <p>Culinary Arts – class used Career Cruising and other online resources to research culinary arts schools and career paths.</p> <p>Special Education – peer tutors participated in a WebQuest to learn more about particular disabilities, then presented findings through presentations; several special education teachers worked with librarian to conduct pilot on efficacy of Read & Write Gold software.</p>	<p>All Art-problem solving the order of operations and what to do when things go wrong</p> <p>The nature of the visual arts is problem solving and decision making</p> <p>Students read historical/current event articles and discuss global issues/problems</p> <p>Students compare/contrast different languages and discuss and solve translation challenges</p> <p>Additional Evidence:</p> <ul style="list-style-type: none"> *California Standards *CTE Pathways *ROP Restaurant Class *SDAIE training *Ongoing Professional Development *Storm Consultant *Common Core District Training *AVID Training

Finding/Narrative	Evidence/Data
<p>World Languages – students studying Mandarin Chinese used International Keyboard feature on library computers to type assignments using Chinese characters; came to library to access features of online Spanish textbook; Spanish students created personal scrapbooks on a website or through PowerPoint.</p> <p>Social Science - government students utilized library resources to learn about Standing Committees of Congress, and wrote letters to elected representatives; in library, geography students learned about information literacy and uses of technology—satisfied portion of Technology Foundations graduation requirement; American History students helped families of soldiers who died in the Vietnam War learn more about the soldier they lost.</p> <p>Visual Arts – students studying jewelry design used library resources to find appropriate subject for a piece that they subsequently created in class.</p> <p>As a source of evidence for some of the work students conduct using library resources, please visit the “Links” page of ECVHS’s Virtual Library Learning Commons website: http://library.guhsd.net/index.php/ECVHS-links</p> <p>Additional ways in which students use resources beyond the textbook:</p> <p>Students use materials that are specific to the class, such as metal, paint, clay and photo paper. Students often use resources from the Internet, from field trips they attend, and from internships they access through our partnerships with the business community.</p> <p>Spanish students use Final Cut Pro video-editing software to create a public service announcement.</p> <p>German students use the website “Step Into German” for various projects, including participation in world-wide surveys and contests (music videos, documentaries, etc.). German students also read original articles, stories, and poems in German, watch current newscasts in German online, then discuss these current/global issues in class.</p> <p>Our district has adopted Google Apps for Education, and students at ECVHS learn how to use various features, including online peer editing, presentation and spreadsheet software, sharing of documents, Google Sites, and many others.</p> <p>To what extent are opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students?</p> <p>El Cajon Valley has a number of Career Technical Education programs, such as Manufacturing/Metal Design and Fabrication, Hospitality/Tourism and Recreation, Art/Media and Entertainment, and Health Careers. Students within these pathways are provided certificates, possible internships and job opportunities upon completion of the program. Students receive real-world training. Classes are also aligned with the community colleges so students receive credit for them when they enroll in any</p>	<p>*AP by the Sea</p> <p>*Student projects</p>

Finding/Narrative	Evidence/Data
<p>one of the colleges. One student will complete a six-week summer Health-Careers Exploration Summer Institute (HESI) internship.</p> <p>El Cajon Valley has a number of clubs which are involved in some form of community service or community projects and connections. These include Club Inspire, Leos Club, Care Club, Camp Lead, AVID, Boys Federation, Food for the Homeless, German Club, Drama Club, San Diego Science Festival and Stemosium (Botball students presented robot/submersible, KidWind students presented wind turbines) and others. The Guidance Department offers trips to various colleges and utilizes Career Cruising for career planning, to which every student has access; this program includes an individualized post-secondary plan.</p> <p>Special Education classes include many community activities for students including public transportation, work training and other vocational opportunities such as “Braves Brew”, a business-like group on campus where students learn the ins-and-outs of running a real company. Some more specific examples of life skills would be purchasing, following shopping lists, reading labels, community signs and safety, dollar-over skills, laundry, etc.</p> <p>In the LH Special Ed Mild/ Moderate program there are Special Education Career Technicians who work with school site teachers, particularly in 11th and 12th grade to give career presentations. They also provide, once or twice a year, a fieldtrip to a business for students to experience firsthand different work environments. This has included hotel tours, guitar manufacturing tours, as well as restaurant tours. Students can also be signed up, via their IEP, with a job coach who finds them supported employment for a temporary time which gives the students experience working. This typically leads to being hired at that same business after school is over or having a great reference to get another job.</p> <p>In the Special Education department we incorporate Transition Infusion Programs (TIPS) into our curriculum. TIPS presentations take place about once a month, and guest presenters cover topics ranging from labor laws and work ethics to interview strategies and the proper way to fill out a job application. Through this interactive program, our special education students discover best practices to apply in the work world. We are also able to take time to work on transition portions of their Individualized Education Plans and review strategies that could aid in successfully meeting their transition goals. The TIPS presenters bring in real-world experiences and videos to share with our students, and include many role playing activities so that students get as much practice as possible to be successful outside of high school.</p> <p>El Cajon Valley Jewelry students have access to internships at a La Mesa jewelry business. All art students participate in art shows/sales both at our school site and in the community through the district art show and the art festival that is held at Cuyamaca Community College. Students also participate in art festivals such as Chalk Fest, Empty Bowls (a ceramics fundraiser to help fight hunger and find beauty), mural painting on campus and in the community, Mud Fest (a ceramics competition), and workshops with</p>	

Finding/Narrative	Evidence/Data
<p>professional artists.</p> <p>Students who take the Student Library Assistant class receive training that has real-world applications if they decide to apply for a job at a public or university library.</p> <p>Section C Conclusion</p> <p>ECVHS’s teachers use a variety of instructional strategies to help facilitate all students achieving academic standards, meeting the ESLRs, and engaging in challenging learning experiences. Throughout the narrative for C, teams described their strategies and practices. Every department/ team is different and focuses on different strategies. While there is an emerging <i>ECV Way</i> – schoolwide focus on writing, vocabulary, and prompt analysis, more work is needed to continue this effort.</p> <p>With the new Language Academy and EL Task Force, ECVHS is beginning to address the need of sheltered classes for support. Having clear entrance and exit criteria along with peer tutors, college tutors, and Bilingual Cross-Cultural Aides, sheltered classes should be getting more support in 2013-14.</p> <p>An area to continue to build: additional schoolwide strategies. Every teacher at ECVHS is highly qualified and CLAD certified; however, with our still changing student population, moving all instruction to be in line with Advanced SDAIE strategies would be ideal – SDAIE is simply good teaching and benefits all students although is essential for the success of ELL students. Additionally, ECVHS’s collaboration schedule should begin to address the ability of teams to collaborate around all student needs. We also need to continue to refine and build our after school interventions to target any student who is in need of re-teaching and Saturday interventions focused on CAHSEE and CST prep (soon to be Smarter Balanced assessment prep.)</p>	

WASC Focus Group C

STRENGTHS	NEEDS

Diversity of instructional strategies employed by staff (See C narrative – many different strategies used.)	More support for Sheltered Classes (Sheltered teachers had full size classes and students were mixed from beginning to advanced ELD levels in one class. There were no set entrance and exit standards for sheltered. This has been addressed in 13-14 with the Language Academy.)
Caring, Conscientious staff (As evidenced by the number of staff working extra hours on intervention and prevention programs and collaborating even when there was not built in collaboration time.)	Collaboration around areas of student need – based on analysis of student data (In the 12-13 school year the schedule did not have built-in collaboration which made it difficult for teachers to do necessary work like calibrate essay grading, plan and implement common formative and summative assessments, and continue our Professional Learning Communities.)
Emerging Schoolwide directive verb and writing emphasis (See B – <i>ECV Way</i> .)	Lack of SDAIE strategies implemented across the board – some teachers use daily while others do not. (There are a multitude of strategies employed by teachers in pockets; however, with our large ELL population, SDAIE strategies are essential.)

Focus Group D: Standards-Based Student Learning: Assessment and Accountability

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)
<p>A variety of professionally acceptable processes are used to collect, disaggregate, analyze and report student performance data to parents and other shareholders of the community.</p> <p>Teachers report on the progress of each student the sixth week and the twelfth week of each semester. These progress reports are sent home to notify parents of their student’s academic progress. In addition to Progress Reports, many teachers participate in D/F Monitoring. This is a system by which teachers can give parents warning that their student is failing or in danger of failing. Of course, at the end of each semester final grades for each course are collected and sent home via a Report Card. Additionally, parents have access to their student’s academic progress--including behavior and attendance information--via Parent Guardian Portal. Using this online tool parents can monitor their student’s academic progress. Furthermore, approximately 85% of teachers use Engrade pro, the rest use Making the Grade, the previous GUHSD grading program. EngradePro.com is a district purchased online grade programs to help teachers collect and report academic progress on students. EngradePro allows parents to access progress and final grades, and allows them to contact teachers directly. This grading program keeps students up-to-date with current grades in real time. Finally, parents are encouraged to call the school and/or their student’s teachers directly for more information when desired.</p> <p>ECVHS participates in standardized state testing, including CST and CAHSEE. Eleventh grade students at ECVHS participate in the Early Assessment Program during CST in order to demonstrate readiness for freshman level English courses at California State Universities. ECVHS uses results from the EAP in order to identify which students would benefit from our twelfth grade Expository Reading and Writing Course. ECVHS has dramatically increased the number of students taking and passing AP exams. We also work to help our students perform well on college entrance exams such as the SAT and ACT.</p> <p>Near the beginning of each school year English Learners at ECVHS participate in CELDT testing. Student performance on the CELDT is used as one data point when determining which English Learners have met the Grossmont Union High School District’s criteria for being Redesignated as Fluent English Proficient (RFEP). English Language Learners at ECVHS in the 2011-2012 school year represented 46% of our total student population. We had 54 students eligible for RFEP and in the 2012-2013 school year we had 33 students eligible for RFEP. Once English Learners achieve RFEP status their academic progress is monitored for two years--as required by state law. A Notification of Academic Progress is sent home to parents of students who have been RFEP. Teachers are notified through the district information system called performance profile in which teachers can look up and run data about students.</p> <p>Beyond the reporting methods mentioned above, data related to student performance at ECVHS are available via the CDE School Report Card</p> <p>AYP/API reporting.</p>	<p>braves.guhsd.net</p> <p>Annual Title 1 Meeting/SPSA</p> <p>braves.guhsd.net</p> <p>Coffee Talks</p> <p>Counselor Presentations</p> <p>PIQE – Parent Institute for Quality Education</p> <p>engradepro.com</p> <p>D1.Notification of Academic Progress for RFEP Monitor Students</p> <p>CDE School Report Card</p>

D2. To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)

El Cajon Valley High School teachers use a variety of assessment approaches to evaluate the degree to which students have acquired specific knowledge and skills. All assessments at ECVHS are based on specific learning goals and standards. Some assessments are generated by curriculum publishers, but many of the assessments used at ECVHS are teacher created. Further, ECVHS is making a concerted effort to have more common assessment across grade levels and content areas. The assessment strategies used at ECVHS range from informal comprehension checks to multiple choice tests to student projects and presentations.

Beyond gathering assessment samples in order to evaluate assessment practices, El Cajon Valley High School also conducted Student, Parent, and Teacher Surveys. A lower percentage of teachers completed the Teacher Survey (68%)-which was completed outside the contract work day-compared to the student survey (81%), completed during the school day. Given the sample size of each population, the student survey has a confidence level of +/- 1.5% whereas the Teacher Survey has a confidence level of +/- 7.5% on any given question. That said, the anonymous survey results provide insight to the assessment practices at El Cajon Valley High School.

The WASC Teacher Survey indicates that nearly all teachers base their assessments on what is taught in class. The Student Survey agrees. As to the nature of the assessments used, the Teacher Survey shows that 75% of teachers give multiple choice tests, 60% give essays and/or short answers as tests, and nearly 70% of teachers at ECVHS use projects, presentations, or performances to evaluate student learning. Although many teachers report using a variety of assessment practices, we are not sure of the balance between different assessment strategies. The Teacher Survey goes on to report that 82% of teachers modify instruction based on assessment results. In fact, over 75% of teachers report that they give students a chance to relearn and retest. However, according to the Student Survey, only 45% of students report having the opportunity to relearn and retest.

More and more, standardized tests inform instruction and shape the work that is done in classrooms. Nearly 55% of teachers report using standardized test scores to inform teaching and pacing. Furthermore, 75% of teachers report that the work they do in class helps students perform well on standardized tests. According to the student survey, 65% of students agree that the work done in class prepares them for standardized tests. Furthermore, nearly 85% of students report that they try their best on such standardized assessments.

As for data collection and analysis tools, the Teacher Survey shows that nearly 30% have never used Illuminate to score tests/quizzes and analyze assessment results. This may be due to the fact that Illuminate is a relatively new assessment tool at ECVHS. The staff survey was given only a few months after Illuminate was made available to the staff of ECVHS.

As for feedback, the Teacher Survey reports that about 60% of teachers use rubrics to give students feedback. Over 90% of teachers report giving students timely feedback. Nearly 80% of students agree that teachers give feedback, but only 60% of students agree that the feedback is timely. It is reasonable to argue that the term "timely" is relative. A teacher's idea of timely may be very different than a student's idea of timely.

Although the school and district communicate grades to parents and students through progress reports and report cards, some teachers also use EngradePro to communicate grades to students and parents. According to the Parent and Student Surveys, about 48% of parents say they have used EngradePro to check student grades and 75% of students use EngradePro to check their own grades.

In order to study specific assessments, Group D worked to collect assessment samples from each department at El Cajon Valley High School. The statements concerning the assessment practices of the departments are based on the assessment samples available in the appendix of this document.

Career Technical Education (CTE)

El Cajon Valley High School has enjoyed a significant improvement in the CTE facilities over the last few years. The new facilities for Welding, Arts, Media & Entertainment, Restaurant Pathways are all less than three years old. With the new facilities and equipment has come an increased capacity to give students opportunities to develop skills based on contemporary industry practices. Most of the assessments in CTE are project based. Students learn to use the same tools and equipment that industry professionals currently employ. Students are encouraged to participate in one of three CTE Pathways: Restaurant, Welding, and Arts/Media & Entertainment. These pathways each provide students with a sequence of

WASC Parent, Student, and Teacher Surveys

D2.Project.Advanced Welding. Tubing Project. (Williams) Cover Page
D2.Project.Advanced Welding. Tubing Project.

courses and assessments that measure and develop student learning. Some of the CTE Pathways offer students the opportunity to achieve industry certification. For example, Restaurant students earn their health card from the San Diego County Office of Health and there are at least three certifications that Welding students can earn through the skills developed and measured. Such real world assessments and certifications provide students with a relevant connection to post secondary educational and career options. It is a testament to the enhancement of learning in ECVHS's CTE Pathways that students are able to demonstrate understanding beyond academia and have their skills recognized by industry professionals.

In the Arts, Media & Entertainment Pathway, the Media class vertically integrates with the other two pathway classes, Photography and Video Production. These classes share some of the same vocabulary and software applications (Adobe Creative Suite). The Media class also integrates with art, and history. Students study Johannes Gutenberg, which integrates with European history and the Reformation Period. The class also studies measurements and estimating, which integrates with math. The Media teacher uses online Adobe Illustrator and Photoshop tutorials published by another teacher in our District.

The Photography class often works with classes such as Restaurant Services, doing food photography, and logo design. The students work with all of the art classes in various ways; art shows, cross-curricular projects, and other art shows and competitions such as the school art show, GUHSD District Art Show and the San Diego Fair. The Photography students have worked with the Art classes supporting students with AP portfolio design and submissions, as well as photographing Artwork for curricular and student applications.

The beginning and advanced Restaurant classes use written materials such as cookbooks, and equipment manuals to cover safety, sanitation and operations. This curriculum integrates primarily with English, math, and history. Students learn about communication (listening, speaking, reading and writing) in restaurant operations. As the students learn about restaurant operations, they use history to predict future planning. Understanding how past events affect the future allows students to effectively plan their menus. Finally, the students count, multiply, divide and measure ingredients on scales which reinforces math skills.

English Language Arts

The English Department at El Cajon Valley High School is working to develop and implement vertically aligned reading and writing assessments. Some grade level teams have created common reading assessments based on assessments offered by the adopted standards-based English textbook published by Pearson. Selection Tests are one type of publisher-created assessment that covers a literature text, skill learning objectives, selection vocabulary, grammar, and a writing component. English teachers use these assessments as summatives for each selection unit; formative assessments for the unit are notes, vocabulary quizzes, grammar worksheets, teacher questioning and open book tests provided with our texts. When two selection tests sharing objectives are studied, Pearson provides a Benchmark test that assesses skills in an entirely new context. English teachers use written assessments, such as essays, to measure student understanding. For example, the department is finalizing a Common Core aligned writing program to include three areas: narrative, expository, and argument. Each area shifts in rigor and emphasis as students progress through four grade levels. Ninth, eleventh and twelfth grade English teachers evaluate student writing with a baseline diagnostic essay given to students at the beginning of the school year. Student writing skills are developed and enhanced based on the starting point indicated by this diagnostic assessment. Early in the year, some grade levels calibrate student writing samples with the rubrics in order to better unify teacher grading. The English department understands the necessity of developing common skills-based assessments. Most teams of teachers have been able to create and implement a number of common assessments and the use of common rubrics. We are in the continual process of moving forward in this area, especially as we shift toward The Common Core and a more seamless connection between Social Science Standards and English Language Arts Standards and the way they will be evaluated. In addition, the department also does performance-based assessments, such as: speeches, presentations, debates, and group work. Some examples are: Socratic Seminars, Literary Circles, and Argument and Counterargument debates.

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eldplc.wikispaces.com
eldplc-assessments.wikispaces.com

D2.Baseline Essay.

As for reporting student learning progress, many teachers in the English department made a determined effort to reevaluate the way that English grades are determined. In the past, many English teachers based their grades on a combination of student work completed and student assessments results. This year, many English teachers decided to base students' grades solely on evidence of student learning through summative-based assessments. The English department feels that this decision reflects a more accurate evaluation of learning and student mastery of content. Grade-aligned PLCs have worked to upload summative results to Illuminate for comparison and to identify proficiency and remediation needs, as well as to share best teaching practices. Our focus now needs to turn to the *process* by which we *analyze and use the assessment results*. Currently, it is left to teacher discretion and is not universal across the department. Some teams, such as 11/12th grade team and the ELD team, share information and strategies, but there needs to be development of a department-wide process for the sharing of results on common summative assessments, and work to assist in backwards planning, re-teaching, tutoring, etc.

With English Language Development, teachers use reading assessments created by the authors of their curriculum (The Edge by Hampton-Brown) as well as writing assessments created by the ELD teachers themselves. The Edge by Hampton-Brown is a skills-based curriculum developed for struggling readers and students learning the English language. The ELD team decided to adopt this curriculum in order to help ELD students develop the academic skills they will be expected to have after leaving the ELD program to join mainstream English courses or move on to post secondary education. Because the assessments are based on the adopted curriculum, students at each level of ELD take the same assessments. Pacing varies among ELD teachers, so although reading assessments are common across each level, ELD teachers are sometimes in different parts of the textbook. Sometimes this difference in pacing means that the pace of each ELD course is significantly different compared to another at the same level. Pacing depends heavily on how long students in the class have been in the United States. There are four levels of ELD and each level uses a different level of The Edge curriculum. Each unit of The Edge has three cluster assessments and one unit assessment. The cluster assessments measure student understanding of reading strategies, comprehension of reading selections, understanding of key vocabulary and (in Beginning ELD) grammar concepts. The unit assessments assess student understanding of reading strategies, reading comprehension, and key vocabulary. Unit assessments from The Edge are more like standardized tests in that the texts used to evaluate understanding of reading strategies and reading comprehension are embedded in the test so students have not been exposed to them before. There are also grammar assessments provided by The Edge. Currently there are some ELD teachers who use Illuminate to score and analyze cluster and unit assessments. However, this year the district will be adding all cluster and unit assessments from The Edge to Illuminate, thus facilitating the use of Illuminate across the district in all ELD classes.

As for writing, the ELD team of teachers has worked hard over the past five years to develop and refine their writing program. The ELD team felt that the writing portion of The Edge curriculum did not do enough to help ELD students overcome their most significant writing hurdle, the CAHSEE essay. The ELD Professional Learning Community worked together to develop formative writing assessment procedures that would incrementally develop students' skills to respond to CAHSEE essay prompts. The ELD PLC adopted the fundamental principles of formative assessment from Robert Marzano's *The Art and Science of Teaching* to build its writing program. The ELD PLC decided that all teachers would give the same assessment on the same day and score it using the same rubric. Teachers would give students timely, relevant, rubric-based, feedback on a series of weekly assessments. Teachers would then use student performance to guide writing instruction between weekly assessments. Moreover, students would be responsible for setting learning goals and tracking their own weekly learning progress. Finally, the ELD PLC's grading practices would reflect the fact that formative assessments are meant to give information--not a grade. For this reason, only the student performance on the summative assessment--taken after 5 weeks of formative assessments--is counted toward the students' grade. Students monitor their own learning progress using a progress chart. Students are eager to get their scored paragraphs back each week to chart their learning growth. Students reflect on their performance and re-write their assessment after referencing the teacher's editing marks and the teacher's marks on the rubric. The ELD PLC has developed three formative assessment writing units that are currently in use across all ELD courses: Analyzing Prompts, Narrative, and Expository.

Beyond using reading and writing assessment results to drive instruction, ELD teachers collect all reading

English 5C. Problem-Solution Essay (Wright) & COVER PAGE

D2.Diagnostic Essay.English 7-8.Baseline Essay (Vasquez/Turner) & COVER PAGE

D2.Diagnostic Essay.English 7-8.Baseline Essay Reteaching.pdf

D2.ELD Google Spreadsheet Recording Assessments.png

and writing assessment scores for each student, as well as other assessment results (Lexile from NWEA and observation of student performance) in order to inform placement decisions for ELD students at the end of each school year. All scores are collected on a Google Spreadsheet updated throughout the year by ELD teachers and placement suggestions are given to the counseling department based on the assessment data.

The goal of the assessment practices adopted by ELD teachers is to enhance student learning in an equitable and systematic fashion. The assessment procedures described in this document reflect years of work in the past on the part of ELD PLC members. This year ELD teachers have continued to implement common assessments and develop/refine common rubrics, but they have not had the time to create any new common assessments or analyze student results due to limited collaboration time.

Visual Arts

All art courses strive to teach content specific vocabulary. Students are not only expected to complete projects and participate in performances, but they are expected to demonstrate specific content-related knowledge on objectively measurable assessments. The appendix has samples of a vocabulary assessment from our common visual art curriculum.

Mathematics

The entire Math department has worked over several years to develop common assessments and vertical alignment within their department. With the additional use of Illuminate, teachers this year have been able to compare assessment results within the department quickly, effectively, and meaningfully and used that data to analyze how to alter their past, current and future curriculum. Additionally, collaboration is more focused on how to share best practices. This systematic approach has enabled the development and success of our current Brave School program. The Mathematics Department Chair and mathematics teachers at ECVHS have made a concerted effort to develop common assessments and vertical alignment within their department. All of the math assessments in the appendix demonstrate this. Even the format of each test is nearly identical. Having common assessments has obvious benefits. That is to say that two different students, one in teacher X's Algebra IC class and one in teacher Y's Algebra IC class, will take the same test to measure their understanding of the content of a particular chapter. Because of this, assessment results can be compared within the department quickly, effectively, and meaningfully. Math teachers use Illuminate to score assessments and analyze assessment results. This is nothing new for the mathematics department; before Illuminate they used EduSoft to do the same. Rather than waiting for yearly standardized tests to give teachers the ability to compare student performance, teachers can compare student performance after each common assessment. Using this data, curriculum is created of the Most Missed Questions. This also allows teachers to share best practices frequently. More importantly, this systematic approach to assessment allows the math department to identify which students need additional instruction—not just on a class by class basis, but department wide. This additional instruction happens within the regular class time or in an after school program we call Brave School. Brave School is an important part of assessment and accountability within the math department. Students who perform poorly on common assessments are identified and invited to participate in Brave School. The way Brave School is set up is that math teachers and the ECVHS Intervention Specialist Consultant (for 12-13) tracked and followed up with students who have performed low on tests. In Brave School students receive additional instruction on the concepts they had difficulty with and students are retested (up to 80%.) Students are able to replace low scores on math assessments by participating in Brave School. Besides common assessments and pacing, the math department developed common grading practices. This is valuable because counselors use student grades to make student placement decisions. In the math department, student course grades weigh heavily on math course placement for the following semester/school year. Of course, these common assessments are not the only tools used to measure student understanding. Many teachers in the math department have attended professional development geared toward checking for comprehension during teaching, such as training offered by Storm Educational Enterprises. Other informal measures of student understanding are “Ticket Out the Door”, effective questioning, and the use of whiteboards. Many math teachers have TI Nspire calculators in their class, which allows them to do polls with their students. Students submit answers and the teachers receives all of the results. Then teachers are able to immediately review the most

D2.Comprehension Check.Integrated Math.Daily Check for Understanding (St. John) & COVER PAGE

D2.Formative Assessment.Algebra 2.Mid Chapter 2 Quiz (St. John) & COVER PAGE

D2.Formative Assessment.HSEE.Measurement and Geometry Benchmark (Rahib) & COVER PAGE

D2.Formative Assessment.Integrated Math.Unit 5 Test (Rahib) & COVER PAGE

D2.Formative Assessment.Sheltered Algebra 1.Chapter Test 2-b (Hale) & COVER PAGE

D2.Multiple Choice and Fill in the Blank.Geometry.Chapter 2 Test (Menard) & COVER PAGE

D2.Short Answer.Algebra IC. Chapter 6 Test and ReTake (Chang) & COVER PAGE

missed questions with the students. Finally, some math teachers, particularly in Geometry, use project based assessments. The formal and informal assessments developed and implemented in the mathematics department have resulted in the enhancement of the educational progress of each student at ECVHS.

Physical Education

The physical fitness test [PFT] for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children’s fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. By law (*Education Code Section 60800*), all school districts in California are required to administer the PFT annually to all students in grades five, seven, and nine.

The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. The assessments measure: aerobic capacity, body composition, upper body strength, lower back strength/flexibility, general flexibility, and abdominal strength.

Again, this Fitnessgram® uses these criteria to represent a level of fitness that offers some protection against the diseases associated with physical inactivity.

RESULTS/USES

Students are tested annually during the months of February through May. The data collected is delivered to:

- California Department of Education (CDE) collects the physical fitness test results and provides aggregate results to the school districts and public.
- The CDE reports the aggregate results to the Governor of California and the California Legislature.
- School districts are to provide students with their individual results after completing the PFT either orally or in writing.
- Schools report the summary results of the PFT in their annual School Accountability Report Card (SARC).

As a department, ECVHS has common written assessments regarding physical education vocabulary and rules of World Sports and Games for all units of study. Teachers share successful lesson plans during collaboration. Teachers pre-test and post-test to ensure learning has occurred. The PE department did an analysis of assessment question responses from students and then re-taught the curriculum based on the students’ areas of need.

Physical Education

5 Credits - A Two-year graduation requirement.

These courses take individual differences into account in the teaching of team sports, individual sports, aquatic activities and fitness. First Aid and CPR graduation requirements are included in this course. Physical Education also encompasses additional health related topics such as HIV/AIDS, steroids, drug abuse, smoking, and eating disorders.

Physical Education Modified

5 Credits

This courses will permits a student, with a temporary physical disability (*), to participate in a regular or modified Physical Education class when a medical doctor or physical education teacher has determined that the student needs physical activity and/or experiences modified to address his/her specific injury or illness. Students assigned to participate under this course title will receive full credit.

* “Temporary physical disability means a disability incurred while a pupil was a regular education pupil and which, at the termination of the temporary physical disability, the pupil can, without special

D2.Ticket Out The Door.Algebra IC. (Chang) & COVER PAGE
CAHSEE Math and CST Math Data

<http://www.cde.ca.gov/ta/tg/pf/>

intervention, reasonably be expected to return to his/her regular education class.” (California Administrative Code, Title 5, General Provisions, Article I, ‘3001 (v))

The past three years, ECVHS has offered the following courses with common department assessments, however these are not districtwide assessments common at all Grossmont Union District schools. Again, the courses are:

- Physical Education 9th Grade
- Aerobic Dance
- Weight Training
- Team Sports [Volleyball, Basketball, World Soccer, American Football, Softball, Dodgeball/Frisbee ball]
- Special Study/Physical Education

Science

Science teachers at El Cajon Valley High School have developed shared assessments and use the results to inform re-teaching and ongoing instruction. Science assessments are rigorous and standards based. Science teachers regularly evaluate student understanding of the material taught and then use assessment data to determine what needs to be retaught and make other instructional decisions. Science teachers have also developed written assessments (in the form of lab reports) and project based assessments (creating models and other projects). In addition to having assessments drive instructional decisions, if students score poorly on an assessments students have the opportunity to take revised versions of assessments in order to demonstrate increased learning on unit tests and midterms. Students who perform poorly on assessments are able to improve their low scores by receiving additional instruction within the school day and additional opportunities for tutoring and retesting after school.

If grades are posted on engradepro, students need to access the internet at home or in night library on their own time. This is an expectation. Teachers may also need to communicate to students their limitations – such as not being able to hand back assignments if not all students have completed it.

Most teachers post the scores of multiple choice tests (corrected by illuminate) within a day, but tests are not returned to students for a week since students who missed the tests have a week to make them up. Lab reports or tests with large written answers may take a week to two weeks for grading due to the number of students and the amount of reading that must be done. This frustrates students who want their results the same day as the test. Students also receive instantaneous feedback as they work on projects and their notebooks and teachers circulate the classroom to review and stamp work. Students can also get additional feedback at lunchtime or afterschool tutorials given by most teachers.

Some Course Specifics

The Earth science PLC has created and shares common summative assessments for every unit, common midterms, common re-teach and re-test for that midterm, some common formative quizzes, and a common final exam. The Earth science PLC team share activities and ensures equity. For sheltered Earth science these same assessments are slightly modified, but still shared. The Earth science teachers then share results in order to find out the strategies the teachers used that had the most successful students. The biology PLC does the same as the Earth science team, and in addition, has created common formative quizzes for all units. Formal lab reports are required with a common rubric to assess writing and lab report skills. The chemistry PLC team uses labs as assessments of skills such as how to use equipment.

Biology and science have common summative and formative assessments. We will be analyzing data using Illuminate to determine activities and strategies teachers use that we can share that are most or least effective. Formative assessments (quizzes) sometimes lead to re-teaching on a class by class basis. In some individual teacher’s cases, missing work leads to mandated tutorial after school. Differentiation and re-worksheet.

- D2.ProjectEarthScience.KristyCole.pdf
- D2.LabReportDescription.Biology.LynetteSmith.pdf
- D2.LabReportRubric.Biology.LynetteSmith.docx
- D2.ProjectRubric.Biology.LynetteSmith.doc
- D2.ProjectBiology.StudentSample.LynetteSmith.pdf
- D2.LabReportPhysics.YvonneDuncan.pdf
- D2.MultipleChoice.Biology.Benchmark 1(LynetteSmith) & COVER PAGE
- D2.BenchmarkAssessment.Science 1C.Semseter 1 Benchmark (Duncan) & COVER PAGE
- D2.Form.Assess.Biotechnology (Heitz) & Cover Page
- D2.Benchmark.Mult.Choice. Chemistry. Atomic and Molecular Structure & Cover Page
- D2.BenchmarkAssessment.Earth Science. Semester 1 ES Benchmark (Cole)
- D2.Modeling Unit Test (Duncan) COVER PAGE
- D2.FormativeAssessment Short Answer.US History.Read and Respond (Mack) &

Chemistry has common midterms and finals. (This year chemistry teachers are each teaching different levels. One Med Chemistry and Sheltered Chemistry, the other Honors Chemistry and College Prep) They use Illuminate and make next decisions for the class as a whole. Midterms and finals are graded on a bell curve. Optional tutorial is available (office hours). Chemistry teachers plan to differentiate and re-teach/extension this year for each midterm.

Social Science

The Social Science department has worked together to identify the most critical standards that each course should address. The method for assessing those standards is a decision made by each subject area team, based on the California State Content Standards. Standards which are not met are remediated through tutorials, the Saturday Scholars Program, and re-teaching of content standards throughout the instructional day. Two assessments have been gathered from the Social Science department as part of this self study. One assessment is formative. Students read content related to a standard and respond to short answer questions. The teacher provides timely and relevant feedback on each student’s performance on the assessment. The reason that the teacher provides such timely and relevant feedback is that feedback on the degree to which a student understands a given standard is paramount. Students are encouraged to correct their incorrect responses and meet with the teacher for extra tutoring if there are persistent misunderstandings. By doing this there is a personal focus on the part of the teacher to enhance the learning of each student. Another example of an assessment strategy used regularly by a different Social Science teacher reflects an effort to foster cross-curricular learning. The teacher provides students with warm -up that is comprised of sentences that are flawed in language use and in historical accuracy. As students correct the language use and the historical inaccuracies, the teacher is able to evaluate gaps in learning his own Social Science content, while giving students the opportunity to strengthen their language use. This is commendable in a school where nearly half of the students are English learners.

The U.S. History team, which includes four teachers, has agreed on common units and a pacing guide. Using the California State Standards as a guideline, they have selected important topics that each instructor will teach and include on their units exams. Each individual instructor has the freedom to write their unit assessments.

The U.S. History team has created a common midterm and final for each semester that includes these selected topics. Currently the team is using Scantrons to collect and analyze the data in order to identify standards for review. These standards are also included in reviews for the CST exam. The team has created a review PowerPoint with student note sheets to review for the CST in U.S. History.

The AP U.S. History team has common assessments for every exam which is given on the same day. Using scantrons, the data for the Multiple Choice portion is graded and evaluated. Document Based and Free Response Exams are also on the same topic and given the same day. A common rubric is used by both teachers who regularly meet to discuss student progress. The ECVHS pass rate in APUSH dramatically increased in 2012 to 51% passing the exam with a score of 3 or higher. We are looking to meet that in 2013.

Throughout the social science department, teachers engage in results-driven instructional practices. Re-teaching, tutorial sessions, and the ECVHS Saturday Scholars program are all used to support struggling students.

Special Education

The Special Education teachers at El Cajon Valley High School seek enhancement of learning for all students with special needs. This is evident through the meticulous attention provided by special education teachers in administering standards-based assessments. Goals are developed by the I.E.P. team based on the student’s areas of needs as delineated in the assessments. The standardized normative and criterion-referenced assessments used by our Special Education Department include but are not limited to:

- STAR assessments
- TEACCH Transition Assessment Profile (TTAP)
- Evaluating Acquired Skills in Communication 3 (EASIC)

COVER PAGE
 D2.Cross Curricular CST Prep.Social Science.Daily Warm Up (McLaughlin) & COVER PAGE
 D2.Formative Assessment.Special Education English 5C-6C. Roots, Prefixes, Suffixes (Eldred) & COVER PAGE
 D2.Individualized Education Plan-- IEP.Special Education.IEP (Asio & Kinser)
 D2.Individualized Education Plan-- IEP.Special Education.IEP (Asio & Kinser) COVER PAGE
 D2.Special Education TEACCH Transitional Assessment Profile.pdf
 D2.Standardized Assessment. SLP Formative Assessment Progress Moniitoring Speech Goals
 D2.Standardized Assessment. Special Education Alternate Curriculum-Based Assessment English-Langauge Arts and Mathematics
 D2.Standardized Assessment.Special Education.Multidisciplin ary Special Education Evaluation (Asio)
 D2.Standardized Assessment.Special Education.Multidisciplin ary Special Education Evaluation (Asio) COVER PAGE
 D2.Speech Practice Cards.pdf
 D2.Special Education Reading with Symbols Highest Support.pdf

- Clinical Evaluation of Language Fundamentals 4 (CELF)
- Functional Communication Profile-Revised
- Test of Social Language Development Test
- Peabody Picture Vocabulary Test 4 (PPVT)
- Northwest Evaluation Association Test (NWEA)
- Weschler Individual Achievement Test (WIAT)
- Weschler Intelligence Scale for Children V (WISC)

In addition, the Special Education Department at El Cajon Valley High School uses curriculum-based assessments developed by the publishers of the core content areas.

The focus in the Special Education Department is on helping students meet their individual education goals by documenting progress throughout the year. Formative assessments results are incorporated in this communication process in order to maintain up-to-date data about the student’s individual academic progress on these goals. Communication to parents/guardians is consistently provided at multiple times throughout the year by progress reports, 30 day reviews, emails and phone calls. Through transition assessments, the special education department at El Cajon Valley High School is able to monitor individual student progress towards independent living and vocational goals for students beyond the age of 18.

Accommodations and modifications are implemented by the IEP team for students who need them in order to meet their standards-based individual goals. This also applies to assessments in general education classes for the numerous mainstreamed special education students on our campus. At times, these general education assessments are incorporated into the special education classrooms and used unmodified to monitor progress on state standards.

Attention is consistently spent on developing and administering rigorous assessments that are aligned to state standards. These assessments are used to determine appropriate goals and instruction for each individual student’s needs. Furthermore, interventions and reteaching of skills are implemented based on consistent monitoring of progress through ongoing formative assessments.

Visual and Performing Arts

The assessment provided by our Jewelry class is indicative of the fact that all courses strive to teach content specific vocabulary. Students are not only expected to complete projects and participate in performances, but they are expected to demonstrate specific content-related knowledge on objectively measurable assessments. The appendix has samples of a vocabulary assessment from our Jewelry course.

The assessments for choir and band are performance based. Both band and choir have daily assessments. While there are no formalized tests, when classes are performing and, for example, the trumpets are off on beat or note, the director/teacher will stop, correct and continue.

The assessments for guitar are also performance based, yet have a schedule to meet the assessment. In the appendix, there is a sample gradebook for the guitar class. On a weekly basis, students are required to meet certain skills such as playing a C Major Scale, E minor chord or an entire song. The rigor of the skill gradually becomes more difficult as student mastery happens. Every Thursday and Friday is set aside for students to play for the teacher in front of the room. While one student is being heard by the instructor, the rest of the class is practicing the skill they will perform that day or a skill they are working on to reach mastery.

The theater class also utilizes performance based assessments. They include play analysis, vocabulary and rubrics for performance, as the one in the appendix.

World Languages

El Cajon Valley High School offers courses in Spanish and German (and Chinese through 2013-14.) The World Languages teachers at ECVHS use a variety of assessment practices to enhance student learning. Spanish teachers use the formative and summative standards-based assessments provided by the

D2.Special Education Reading with Symbols Lowest Support.pdf

D2.Formative Assessment.Special Education English 5C-6C. Roots, Prefixes, Suffixes (Eldred)

D2.Formative Assessment.Special Education English 5C-6C. Roots, Prefixes, Suffixes (Eldred) COVER PAGE

D2.Short Answer.Jewelry. Chapter 6 Quiz Emphasis (Travis)

D2.Short Answer.Chinese 1C2C. Test and ReTake (Chang)

newly-adopted textbook. The German and Chinese teachers have developed their own formative and summative assessments. World Language courses evaluate the ability of students to read, write, speak, and comprehend through listening. These skills are measured by short answer tests, presentations, projects, and teacher observation. When students perform poorly on an assessment they are encouraged to relearn and retest. When majority of students do poorly on the test, some teachers reteach the lesson and re-assess student performance. Moreover, the teachers of World Language courses strive to help students better understand the cultures through cultural related activities, such as festivals celebrations, food tasting, art making, and more.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Findings

**Supporting Evidence
(Web Sites, Document
Titles, File Names)**

ECVHS has worked this year to develop new Expected Schoolwide Learning Results via a committee headed by Social Science teacher, Ryan Trammel. Our new ESLRs are:

Bold lifelong learners who:

- Adapt proactively to varied roles, job responsibilities, schedules, and contexts
- Manage time and workloads efficiently and avoid procrastination
- Meet or exceed the California State Standards in all content areas

Resourceful users of technology who:

- Utilize technology as a tool to research, evaluate, and communicate information in a learning environment
- Expand the use of technology to employ different learning modalities in all content areas
- Demonstrate competence in using computers and other technological devices to create reports and projects in preparation for a career or college

Analytical thinkers who:

- Apply complex problem-solving processes and critical thinking to school and real-life scenarios
- Use unconventional problem-solving skills in both academic and work environments
- Make innovative decisions when gathering, analyzing, synthesizing, and evaluating data in all content areas

Valuable members of society who:

- Participate in civic life by staying informed and aware of the impact their actions have on the community
- Contribute time, energy, and talents to improve the quality of our school, El Cajon community, nation, and world
- Exhibit self-discipline, integrity, and socially responsible behavior

Effective Communicators who:

- Articulate thoughts and ideas effectively using oral or written skills
- Demonstrate ability to exchange ideas effectively and respectfully with diverse teams
- Exhibit writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college

As we move into the 2013-14 school year, the ESLRs will become more integrated into our monitoring of student achievement. Teachers have committed to referencing the ESLRs as part of their learning objectives for daily lessons.

Many teachers at ECVHS have started to use Illuminate as an assessment and monitoring system. Illuminate allows teachers to create and share common assessments. Furthermore, it allows teachers to compare student performance data quickly and accurately. It is worth noting that in

D3.ECVHS ESLRs

April of 2013 the Grossmont Union High School District Department of English Learner Programs added tests from the district's English Language Development curriculum to Illuminate. This will facilitate the use of Illuminate as the primary assessment system in ELD classes not only at ECVHS, but also across the district.

Speaking of district-led assessment systems embraced at ECVHS, district final examinations have been used in Algebra 1C, Geometry, and Algebra IIC for years.

In 9th grade ECVHS has students participate in the CAHSEE Readiness Report and the Exit Exam Math Assessment Preparation. The school uses these to prepare students for the California High School Exit Exam.

RFEP and RFEP Monitoring

As mentioned above in section D1, teachers report on the progress of each student the sixth week and the twelfth week of each semester. These progress reports are sent home to notify parents of their student's academic progress. In addition to Progress Reports, many teachers participate in D/F Monitoring. And at the end of each semester final grades for each course are collected and sent home via a Report Card. Additionally, parents have access to their student's academic progress via Parent Guardian Portal. Furthermore, many teachers use online grade books such as EngradePro.com in order to collect and report academic progress.

Another assessment and monitoring system available to teachers at ECVHS is Performance Profile. Logging in to Performance Profile gives teachers access to any student's current academic information, including information on standardized assessments.

ECVHS implemented the Be BRAVE program during the 12-13 school year. The purpose of the program is to encourage student success, recognize student success, and reward student success. The assessments we use for measurement in the Be BRAVE program are mainly CSTs and CAHSEE scores. The rewards range from public recognition for high scores to receiving an early lunch pass to being invited to special Be Brave celebrations.

Via the Guidance Department, all students' academic achievement is monitored throughout the year in myriad ways. In the third week of school, students with an F in a core class (math, English, history, and science) are notified and subsequently called in by either an academic advisor or counselor in order to identify barriers keeping the student from being successful. Suggestions are then given to students according to what problems are identified.

Following the third-week check, counselors and academic advisors meet with students who have multiple Ds and Fs at the seven-week mark (which happens four times per year). Again, solutions are offered and parents are notified of their student's lack of progress.

Counselors monitor the overall individual student progress by looking at their grades throughout the year, evaluating transcripts, and providing interventions to help students meet their goals towards high school graduation and post graduation options. However, different staff members look at data to monitor students and create programs that benefit our students. For instance, the English Language coordinators look at our English language learners' progress through CELDT results, benchmarks, etc to determine their English placement for the following year.

Counselors communicate with staff about individual students' progress after meeting with students, parents or when a meeting such as a Student Support Team (SST) meeting or IEP happens. But counselors haven't had the responsibility of collecting schoolwide data and sharing it with staff.

Weakness: The guidance staff looks more at individual student information and progress rather than the whole student population and the data. Counselors need to be part of a "Data Driven Team" and look at data together with staff from each department to see how our students are progressing over time and what interventions are needed for our students to achieve.

When a student continues to show a lack of academic progress, a counselor will invite the student and parents to participate in a Student Study Team (SST). In this meeting (which is comprised of the student, parents, teachers, the counselor, and the school psychologist), the student’s academic, social, and behavioral history is reviewed. The team then gives feedback regarding the student’s progress, identifies patterns in behavior, and then comes up with a plan to help the student improve his/her grades, behavior, and/or attendance.

Special Education

Academic progress for the Special Education student population is monitored by quarterly goal reporting on IEP annual goals. Staff records if students are meeting their individual set goals directly into the computerized IEP program. Advocates monitor student progress on each goal over a period of time. This information is shared with parents when progress reports are generated.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?

Findings	Supporting Evidence (Web Sites, Document Titles, File Names)
The modifications to the educational program based on student assessment results primarily	

occur outside of the classroom. Many teachers use formative assessments to modify instruction and many interventions happen outside of the regular school day. The modifications to the school's program are based on implementing interventions according to assessment results. The Instructional Leadership Team (ILT) works to develop and implement interventions at ECVHS. Most of the members of this team have participated in Project Achieve training offered by the San Diego County Office of Education. The ILT is responsible for many of the supplemental interventions mentioned in this document. A further example of the kind of work this team does is CAHSEE preparation offered during this year's CST. That is, seniors who have not passed the CAHSEE will get additional test preparation during block periods where 9th-11th graders will be taking CSTs. Identifying this kind of opportunity and planning the logistics of such an intervention is the business of the ILT.

ECVHS has implemented Brave School. This program gives students the opportunity to receive extra instruction outside of regular class time in order to learn a concept and retake assessments. Through Saturday Scholars many intervention components (as noted in section B and C) are run. One such intervention is aimed at helping 11th and 12th grade students who have not yet passed the CAHSEE. We also offer the Diamonds program. ILT identifies students who need additional preparation for the 10th grade administration of the CAHSEE and Diamonds gives 10th grade students further CAHSEE preparation over several Saturdays. Not only does this program prepare students for the CAHSEE, but due to the additional time in the classroom, ECVHS is able to recover attendance time.

ECVHS uses a variety of programs to systematically monitor student understanding and provide interventions when needed. Not all students participate in each program, but these programs are available as needed:

- Ed 20/20 (credit remediation online)
- USA Test Prep (online test preparation resource)
- NWEA (ELD courses use information from this assessment to inform placement decisions)
- READ180 (a computer program designed to develop reading skills)

Our library at ECVHS has changed to meet the needs of our students. Steve Montgomery, our librarian, has worked to include more technology and access to online databases in the library. The librarian has also used schoolwide reading assessment results as a guide to developing the library's print and online collections, assuring that students of all reading levels have access to high interest fiction and nonfiction. Also, students are able to get free tutoring at Night Library Mondays through Thursdays after school.

The math department has worked to develop clear advancement and assessment procedures. All teachers within the department give common assessments by course level and all teachers follow relatively similar grading practices. This means that the math department is able to rely on grades to make placement decisions. Having these common practices allows for equity across the team. It allows teachers to have data and share strategies. Also, by having this commonality and PLC team emphasis it allows for fine tuning of the course on a yearly basis. Finally, it is also very beneficial because the tests scores and grade in the class dictate their course for next year. Math teachers also recommend to the guidance department students to advance from college prep to honors. This was done this year on a Google spreadsheet that was then shared with the Guidance team.

The English department has decided to participate in come-togethers for 9th and 10th grade classes. This entails teachers bringing all students together and having the students rotate through groups of English teachers to receive teaching and reteaching in specific skills. Our guidance department has a protocol which calls for counselors to talk to students with 2 or more failing grades. Counselors give students information about the help available at ECVHS. Each science team at ECVHS has shared benchmarks. Students who don't achieve 70% or higher receive additional instruction and reassessment.

A new school wide effort rolled out this year is the *ECV Way*: Academic directive verbs. The core

academic departments on campus met to develop the *ECV Way* to increase the number of times that students are exposed to high level directive verbs. Each week teachers receive a new directive verb in their mailboxes. The goal is to mention and use the new verb at least once each teaching period. This means that students are exposed to the week's word many times over the course of the day.

All special education students participate in statewide testing using accommodations and modifications that are outlined in their IEP. This testing includes California Standardized Tests, CAHSEE and all other summative assessments required by the state of California.

Section D Conclusion

A majority of the assessments gathered in this study have formative elements, meaning that they are not simply evaluations of learning gathered at the end of instruction. Rather, a majority of the assessments in the evidence for this document include, as part of their design, reteaching and retesting. The point of this model is to afford students opportunities to demonstrate growth in learning. Admittedly, all students do not take advantage of the opportunity to retake a test. Usually teachers ask that students attend tutoring sessions in class, after school, or study in the Night Library in order to take a test again. Because attendance is not mandatory in the after school programs at ECVHS, attendance is unpredictable.

Again, our findings are that there are a variety of assessment practices at El Cajon Valley High School. Based on our findings, the majority of teachers at ECVHS use appropriate assessment practices. Certainly, some groups at ECVHS have more systematic approaches to assessment than others. Still, on an individual basis, the assessment practices of the majority of teachers are enhancing student learning of standards-based curriculum content.

Areas to build include looping back the assessment results to effective instructional strategies and using the common formative assessments to inform timely intervention. These two areas are strong in pockets while are in need of growth and development in others.

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Overall Strengths and Growth Needs

Areas of Strength	Areas of Growth
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<ul style="list-style-type: none">• We meet as teams to develop/analyze assessments/results.• READ 180/ System 44: interventions are driven by assessment.• Use of EngradePro is commonly used and becoming universal.• Many teachers are using Illuminate to grade and track student formative assessment data in class.• Parent Portal, Dropout Prevention Specialist and Parent Mentors help additional communication and understanding for parents.• Staff participation in D/F monitoring• Staff available to help parents' access assessment results and learning progress--especially with translation.	<ul style="list-style-type: none">• Interventions being driven by assessments: make this fundamental to every department. (Some departments have this characteristic while others do not.)• More systematic interventions for students who do not master content, such as Brave School and Saturday Scholars. (As these programs are emerging, we need to strengthen and continue them.)• Develop common assessments for common courses. (Lacking in some courses.)• Articulate how assessments drive student placement (specifically language). (Assessment plans needed.)• Use data in real time. We gather data, but do we use it in real time to provide interventions and re-evaluate student placement. (Need to create reporting timelines and guidance for teams.)• Implement standardized reporting systems/protocol among core subject areas. (Need to create reporting timelines and guidance for teams.)• <i>Emerging</i> common formative/summative assessments in departments. (More work needed in this area to continue this work.)
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Focus Group E: School Culture and Support for Student Personal and Academic Growth

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings/Narrative	Evidence/Data
<p>School leadership actively encourages parent and community involvement at El Cajon Valley High School. To meet the needs of our varied population, the leadership team has developed many types of informational services, including Freshman Showcase, Back to School Nights, and AVID Parent Nights. These offer information for parents and students; they promote active involvement at ECVHS. Our Parent Portal and Engrade programs keep parents “in the loop” in an online format with both grades and school records. Coffee Talks, PIQE (Parent Institute for Quality Education) and English Learner Advisory Committee meetings draw our non-English speaking parents onto our campus. The community also becomes involved when we have opportunities for guest speakers for AVID and government classes, Coffee Talk presentations, as well as during Multicultural Week. Community businesses also offer fundraising opportunities for several of our school clubs.</p> <p>According to the Parent Survey done in December 2012, 35% of parents strongly agree to the statement, “I feel welcomed at ECVHS.” While 40% agreed. So, 75% of parents responding answered positively. 20% were neutral. While only 3% disagreed with 1% strongly disagreeing. So, 4% of the parent population that responded answered negatively. Additionally, when asked to respond to the statement, “ECVHS Teachers and staff are respectful to me and my child”, 38% strongly agreed, 41% agreed, 16% were neutral, 3% disagreed and 1% strongly disagreed. In all, 79% answered positively and only 4% answered negatively. It appears as if the majority of parents feel welcome and respected on ECVHS’s campus and/ or when engaging with staff. When staff were asked to respond to the statement, “ECVHS is a welcoming place for students and parents,” 28% strongly agreed, 56% agreed, 15% were neutral and only 1% disagreed.</p> <p>Approximately 50 parents signed up to volunteer at ECVHS in the 12-13 school year. Unfortunately, of those 50 parents only a few actually were able to volunteer. There is not a solid structure in place to facilitate volunteers at ECVHS. This is an area of need as we do want to strengthen parent involvement.</p> <p>Encouraging parent and community involvement is one way to help our students meet El Cajon Valley High School’s high expectations. These programs enrich our students’ school experience by supplying support, helping students achieve, and giving them academic options.</p>	<p>Our school website Athletic programs All school calendar Summary of parent and student response at WASC Focus Group Meeting April 24, 2013</p>
<p>ELAC, Parent Meetings, and PIQE - ECVHS has an English Language Advisory Committee (ELAC) which provides information about programs related to the English Learner (EL) population. ELAC meets monthly, with the agenda being parent-driven. Parents of English Learners receive a monthly mailing regarding meetings and potential agenda items. To encourage parental involvement, some teachers offer incentives to students whose parents/guardians attend the meetings. During the school year, ELAC hosts a tour of the campus and a lunch for these families.</p> <p>Parent Institute for Quality Education is a program for parents new to or those who have felt disenfranchised by the school systems of the United States. This program is a nine week course in which all aspects of schooling are addressed from why discipline is handled the way it is to how to read and transcript to what to look for in a college. ECVHS did not have PIQE in the 11-12 or 12-13 school years as we had declining interest from parents since this program was also offered at the local middle school. For 2009-10 there were over 80 parents involved and then in 2010-11 there were 35. We will have PIQE again for 13-14 from October to December as there are many parents interested again.</p>	<p>E.L.A.C. Flyers E.L.A.C. minutes agenda sign-in sheets parent suggestions Moving up ELD students Core offerings for students Funding notes Standards assessment and accountability paper</p>

<p>Back to School Nights - Parents may attend Back to School Nights to hear about teacher and classroom expectations. Parents attend a barbeque hosted by PTSA (and paid for by Title 1 parent involvement funds); a general session chaired by the principal is held. After the general session, they may visit classrooms, schedule appointments with teachers if desired, and receive the passwords for Engrade and Parent Portal. The library features book displays for parents, so that they can see the wide range of materials available to support their student's academic and personal growth. Displays include books on study skills, test preparation, colleges and careers, navigating high school, successful parenting strategies, and many others. An invitation to this event is issued through the all-call system; also, the date is posted on the school website and endorsed in the parent newsletter.</p> <p>On average over the last three years we have served over 500 hot dogs each year at the barbeque, indicating approximately parental 25% attendance for this event.</p>	<p>Flyers Schedules Samples of ECVHS student & parent attendance sign in sheets Photos of library displays</p>
<p>AVID Parent Night - Parent night 2011-2012 was 10/25/11, which is early in the school year. There were breakout sessions presented in Round Robin style on various topics (Advanced Placement, Financial Aid, Binder and Planner organization, Parent Outlook on AVID). In 2012-2013, our Parent Night was 3/19/13. Similar topics were discussed and we added a spaghetti dinner. We also send periodic newsletters home informing parents of upcoming AVID fundraisers and events.</p>	<p>Back to School Flyer Sample Sign in sheets</p>
<p>Multicultural Week- Multicultural Week celebrates the theme of <i>Unity Through Diversity</i>. During this week students learn about the cultures of our community through presentations by ECVHS staff and community volunteers; an assembly also showcases our multiethnic population through dances, readings, and a parade of flags. Recent community presentations include: <i>The Lost Boys of Sudan</i>, <i>The Black Storytellers of San Diego</i>, <i>The Chaldean-Middle Eastern Social Services</i>, and <i>The Barona Band of Mission Indians</i>. Additionally, the community is invited to attend the Multicultural student-choreographed assembly in an evening performance. This year approximately 800 parents, students, staff, and community members attended.</p>	<p>Flyer Sign up list for presentations Presenters 2012-2013 Participatory sheet 2012-2013 Door Decorating contest flyer</p>
<p>Got Plans? - El Cajon Valley is involved in an annual district-wide college and career fair planned and organized by Grossmont Union High School District counselors and academic advisors in collaboration with Cuyamaca and Grossmont Colleges. Students and parents can meet with college representatives and attend workshops ranging from <i>Financial Aid</i> to <i>How to Succeed in High School</i>. GOT PLANS? has averaged 5000 attendees every year since its inception about eight years ago.</p>	<p>Flyers re workshops offered Maps of the event Flyer of overall event for community Sample student sign in lists</p>
<p>Freshmen Showcase - Every spring semester, ECVHS holds a freshman showcase to show our incoming 9th graders and their parents what to expect from high school. Elective classes, AVID, sports and clubs and other specialty areas of our campus show what is offered at ECVHS. Parents may take a tour of the campus to see these areas--Video production, Restaurant Services, library, etc. In the library, for example, incoming freshmen and their parents are introduced to the extensive print and online resources available in the library to support students' academic and personal growth. The tours are conducted in Arabic, English, and Spanish.</p>	<p>Showcase flyer Schedule available upon request Photos of library displays</p>

<p>Financial Aid Night - As graduating seniors seek higher education opportunities, the Guidance department assists them in a number of ways. Counselors go out to senior classes to inform them of ways that they can find money for college. Guidance also reaches out to inform and assist the families of students in the financial aid process. We invite parents/guardians to our Financial Aid Nights in hopes of educating them on the process of enrolling for college and applying for scholarships, as well as answering any questions they may have. Workshops are offered in three languages-Arabic, English, and Spanish-to accommodate as many parents as possible. On average, about fifty families attend each of these meetings.</p> <p>The Guidance counselors also assist students and parents to work on the financial aid applications in the College and Career Center after school several times every year. An average of about twenty families attend each time.</p> <p>El Cajon Valley High School also opened its facilities to all students and families district-wide in partnership with Cal-SOAP. For the past two years, representatives from Cal-SOAP have come to help students, focusing on completing the FAFSA application. The turnout has been overwhelming both years, with representatives helping several hundred students through "Cash for College". This event has been a tremendous success because of the collaboration and vision of Cal-SOAP (college representatives) and district-wide administration and counselors. Cal-Soap college representatives also used call slips to meet with students in the library.</p>	<p><i>Sample sign in sheets</i> <i>Sample newsletters</i> <i>Cash for college info</i> <i>Financial Aid Basics</i> <i>Lesson in financial aid for 12th graders</i> <i>Financial aid flyers</i></p>
<p>Senior Awards Night - El Cajon Valley High School has kept the tradition of honoring graduating seniors and their families for their hard work at our yearly Senior Awards Night. This particular evening is designed to recognize seniors for their academic success, school service, community service and athletic accomplishments. Members of San Diego businesses, organizations, foundations and colleges honor scholarship recipients during that evening, leaving families with a great sense of accomplishment. On average, Senior Awards Night is attended by four to five hundred people.</p>	<p><i>Samples of Senior Awards Night programs</i> <i>Honor Roll lists</i></p>
<p>Family Resource Center (FRC) – The FRC came about in response to the critical area of need from the 2007 WASC. At that time there had been a Parent Resource Center but being staffed by a school staff member, it was more of a mentoring situation rather than a full service resource center. So, ECVHS contracted with San Diego Youth Services to provide a coordinator as well as bilingual (Arabic and Spanish) case managers to link families to outside agencies as well as work with them on mental health and family issues that were impacting student success. As the FRC settled into ECVHS’s culture, we added Coffee Talks to provide education/outreach to parents along with parent support groups and Parent Mentors (started in 2009.) Our Parent Mentors are two parents, one Arabic speaking and one Spanish speaking who have children at ECVHS or graduates from ECVHS who work 20 hours per week helping parents better access ECVHS’s services. They walk parents through filling out free and reduced lunch forms, registration materials, and signing up for parent portal. Over the last three years they have helped over 2,000 parents sign up for parent portal so parents can better access their students’ school record information. The past two summers they have done home visits in the summer to all families who did not pick up or return registration packets. This was extremely helpful to the office staff in ascertaining who had moved or was attending elsewhere as well as to the families who maybe did not realize or had forgotten to complete paperwork.</p> <p>The FRC coordinator and case managers attend and actively participate in the El Cajon Community Collaborative meetings every month. The El Cajon Collaborative represents and promotes coordinated health, education, social and recreational services to improve the wellbeing of the people of El Cajon, thereby contributing to a healthy, thriving community in</p>	<p>Sample Group meetings (guys, girls, pregnant teen and family, drug and alcohol abuse, etc.) Informative brochure in Arabic, English and Spanish Bullying Brochure Coffee Talk invitations in multiple languages Conflict Resolution classes Adopt a Family (holidays) Cultural adjustment classes Parent mentor photo Parent mentor job description</p>

<p>which all are valued and nurtured. The Family Resource Center offers support groups for drug and alcohol use and prevention, positive decision making and healthy relationships, general support groups for boys and girls, as well as newcomer students who need acculturation support. In addition, the Family Resource Center staff use access to all programs offered by San Diego Youth Services (SDYS) to fully engage and support students and their families.</p> <p>In the December 2012 survey, parents were asked to respond to two questions about the FRC. For the first, "I have been to the FRC at ECVHS", 10% responded frequently, 28% sometimes, 19% occasionally, 35% never, and 7% I don't know. The second question, "I have made use of the FRC's programs at ECVHS (ex: Coffee Talks, parent mentors, etc.)" 10% indicated frequently, 19% sometimes, 17% occasionally, 44% never, and 9% I don't know. These statistics are not a big surprise considering that the FRC is an intervention that most families will not need but the families who do, really do need it.</p> <p>When asked, "I make referrals to the FRC as needed." Teachers responded 22% strongly agree, 31% agree, 31% neutral, 13% disagree and 3% strongly disagree. It is unclear why they do not make the referrals as needed – if they haven't needed to or if there is a problem. This was a poorly worded question perhaps.</p>	
<p>Community Partnerships - Our campus partners with several organizations which help our students gain valuable connections within the community. Here are just a few:</p> <p>LEOs club partners closely with the Lions Club and learn that giving back to the community reaps benefits for all.</p> <p>The East County Career Center has developed the Young Adult Career Development Program. Students learn job readiness and are involved in paid internships..</p> <p>Public Library GUHSD Partnership-In a pilot program with the San Diego County Library (SDCL), the librarians of the Grossmont Union High School District have a goal of all high school students in East County having a public library card, as well as access to the local public library and its excellent online resources. To this end, in 2012, an application for a public library card was added to the registration packets at GUHSD high schools. Students who completed and returned the application have received their cards. Other goals of this program include:</p> <ul style="list-style-type: none"> • Improving academic achievement and supporting lifelong learning by encouraging reading and literacy • Teaching and promoting information literacy skills • Modeling and reinforcing ethical behavior online and in the use of information technology • Providing equitable access to information and technology through resource sharing • Both expanding and focussing services to meet the needs of underserved and special needs populations • Contributing to community-building and connection-building in both physical and virtual spaces • Supporting educational goals, and providing opportunities for career planning and lifelong learning 	<p>Public library card application List of online programs available to ECVHS students Description of Public Library GUHSD Partnership</p>

<p>American Cancer Society - ECVHS partners with the American Cancer Society by hosting an annual Relay for Life on our campus. We assisted with set up and clean up. clubs and staff were encouraged to participate in this worthwhile cause.</p>	
<p>LEO's Club - LEOs is a service club on campus affiliated with the LIONS Club in El Cajon. They are very active in our community. Some of their activities include running blood drives, helping at the Alpine parade, doing a Christmas and Easter service project and serving at a pancake breakfast fundraiser. Each year the LIONS come to ECVHS and have lunch with our LEOs, to encourage them to continue their activities. The LEOs are also eligible for a special scholarship.</p>	<p>Sample list of activities of LEOs Pictures of activities/LEOs Sample Agenda</p> <p>Pictures of blood drive Pictures of parade Pictures of Easter egg hunt LEOs Luncheon with LIONS Pictures of Christmas project Permission slips for activities LEO of the year nomination form</p>
<p>Respectful Relations Program - This educational program assists students who have been involved in bullying incidents. Assigned to take these 4-hour classes at Chaparral High School, students learn about one or more of the following topics:</p> <ul style="list-style-type: none"> • Types of bullying – physical, emotional, verbal, social/relational, and racial • Cyberbullying and Harassment • Identification and discussion of the roles students play in the act of bullying • Review of California Education Code and Grossmont District Policy • Consequences to the victims and the bully • Characteristics of the bully • Development of empathy skills, anger management, conflict resolution • Active listening skills, communication skills, problem solving skills • Setting goals • Ways students can help stop bullying on campus 	<p>Parent information about Respectful Relations Program Sample referral to program 4 page description of the program Map of Chaparral High School</p>
<p>Classroom Guest Speakers - Guest speakers in the classroom organized by teachers and the Guidance department include Kelsey Lizee from the DeVry University & Keller Graduate School of Management, Education Representatives from Platt College, previous El Cajon Valley High School graduates, Fashion Institute of Design and Merchandising (FIDM), Grossmont College representatives and Just Yell Fire (a self-defense training program for high school female students). Each class in Career Technical Education Pathways are also required to have two guest speakers each year.</p>	<p>Emails www.fidm.com www.lcad.com www.goarmy.com www.gcccd.net www.justyellfire.com CTE Program Spreadsheet Also look in Multicultural Week folder for more on this</p>
<p>504 - Under Section 504, students with mental or physical disabilities are eligible to receive</p>	<p>Student Portal</p>

<p>reasonable accommodations designed to meet their needs as adequately as the needs of non-disabled students. El Cajon Valley High School currently serves about 35 students with 504 accommodations. Upon receiving a Physician’s Statement form, we determine whether or not an initial meeting is needed. 504 meetings include a district representative, an administrator, a school counselor, teachers, the student and his/her parent/guardian. Once 504 accommodations have been established, a review is conducted each year.</p>	<p>Brochure outlining rights of parents and students Sample Physician Statement Application form</p>
<p>Individual Graduation Plan/Post Secondary Plan - Every student within the Grossmont Union High School District is required to complete an Individualized Graduation Plan (IGP) and Post Secondary Plan (PSP) with the assistance of their school counselor.</p> <p>Each grade level is required to complete a specific list of tasks through a program known as Career Cruising. As freshman, students are required to complete the Career Matchmaker assessment, select at least one career to save, and then do the Learning Styles Inventory. As sophomores, students review their Career Matchmaker survey, do the My Skills assessment, save at least three careers of their choice, explore and save at least three schools of interest and complete the Post-Secondary Plan. Juniors complete/review items from the previous year. As seniors, they review again and make any necessary changes. As seniors, they do the same and make any necessary changes. Seniors also meet one-on-one with their counselors to complete their Individualized Graduation Plan (IGP) which is has to do with what they plan on doing after high school and how they plan to pay for college. The PSP and IGP process has been an integral part of the El Cajon Valley planning process for the last few years. We have served every student in our school in this manner.</p>	<p>Portfolio completion forms for each grade-- IGP and PSP Sample PSP</p>
<p>Teacher Websites - Many teachers at ECVHS have created a website to give students and parents’ information about classes. Homework assignments may be posted; syllabi may be included so parents may check on classroom assignments. Students may email teachers for clarification or to turn in assigned work.</p> <p>These websites can also be found on the Virtual Library Learning Commons website. Many times the Teacher-Librarian will add links for teachers’ individual class assignments.</p>	<p>www.guhsd.net www.library.guhsd.net</p>
<p>Engrade - Many teachers at El Cajon Valley High School use Engrade, an online grade book that enables teachers to post assignments and grades for parents and students. Many students use the library computers to access their Engrade accounts.</p>	<p>www.engagepro.com www.guhsd.net/staff</p>
<p>Teacher + Parent Portal - All ECVHS teachers use the Teacher Portal to take daily attendance. Parents can check on students’ attendance daily.</p>	<p>www.guhsd.net/staff</p>
<p>Parent/Teacher Communication-Teachers communicate with parents via telephone, email, progress reports, semester reports, and parent conferences. Spanish and Arabic translations are available on site. Often a class syllabus helps to explain the requirements of the class and the expectations of the teacher. Parents of students receiving a D or an F are notified through the student monitoring at three-week intervals.</p> <p>Teachers may also have one of our Bilingual/Cross-cultural Aides or the Bilingual Community Liaison assist in contacting non-English speaking parents (by phone or email) about their child. This can be done in Spanish, Arabic or Chaldean.</p>	<p>Classroom assignments of aides Sample of emails Sample log of phone calls www.assessment.guhsd.net</p>
<p>P.T.S.A. - The Parent/Teacher/Student Association at El Cajon Valley is a group advocating for all students. The PTSA meets monthly and discusses programs, fundraisers, events, issues, and concerns regarding how to best meet the needs of students and staff. Seventeen teachers at ECVHS are members of PTSA; we would love to improve that number!</p>	<p>Flyer number of staff belonging per PTSA president</p>

<p>PTSA goals include:</p> <ul style="list-style-type: none"> • Communication Headquarters: integrate school information through the parent newsletter, meetings, forums, and PTSA web page. • Student Participation: encourage students to hold positions on our PTSA board and committees. • Parent Volunteers on Campus-help develop and coordinate a program for parent volunteers on campus. 	
<p>School Site Council (SSC) - School Site Council is comprised of school administrators, teachers, counselors, classified staff members, students, parents, and community members. Meetings are held monthly on campus in the evening. The SSC is a group of teachers, parents, classified employees, and students who work with the principal to develop, review and evaluate school improvement programs and school budgets. They are responsible for creating the Single Plan for Student Achievement (SPSA), which is updated on a twice yearly basis and submitted to the school board for approval. All federal and state regulations are followed by the SSC.</p> <p>The SSC at El Cajon Valley High School works to make sure that the school is identifying and implementing appropriate curriculum and instructional practices. The SSC develops a budget; monies include categorical funds, as well as other funding. A process is in place giving staff members the opportunity to seek categorical funds and to speak to the council about how funds will improve student learning.</p>	<p>Sample Agendas Sample Minutes By Laws Characteristics of effective school site council Goals for 2012-2013 Programs funded 2011-2012 year Flyers Summary form Sample request for funds</p>
<p>ECVHS Brave News - One way the school communicates with parents is through this newsletter, which includes school news and upcoming events; the students section highlights student achievement in different areas, such as academics, athletics, etc.</p>	<p>E.C.V. Brave News sample</p>
<p>Scholarships - Helping ECVHS students win scholarships is an important part of their high school experience. Many of our students dream of going to college, but have no money to reach that goal; scholarships are a way to keep the dream alive. Guidance publishes a monthly scholarship newsletter. In AVID classes, students are encouraged to look for scholarships as part of their class work; in addition, teachers proofread scholarship application essays and offer constructive criticism. Above all, the ECVHS staff encourages all students to apply for all scholarships they qualify for, in the hopes of assisting more of our students to realize their dreams. Students are able to research, access and apply for scholarships online in the library.</p>	<p>11th & 12th grade sign in sheet Programs Senior Awards Ceremony, 2010 & 2012 with scholarship announcements Monthly Scholarship Alerts</p>
<p>Art Show - ECVHS students have many opportunities to participate in numerous public art shows throughout the year. Art department staff has a goal of 100% participation in our two on-campus shows, so each student may have a share of the limelight. Hundreds of students' works are featured in these shows. Other off-site shows are juried competitions, which include the San Diego County Fair, GUHSD Annual Spring Show, Cuyamaca College's "Got Arts?", Helix Water District Show (Photography), Golden Artistry Design Competition (Jewelry), Mudfest (Ceramics) and Vans Shoe Design Competition. ECVHS students consistently win high recognition at these competitions. Additionally, students participate in various community based projects, both on and off campus, such as mural painting, logo designs, club and sports posters, and multicultural door decorating. For example, a student is participating in the Adams Avenue Art Walk, held June 1, 2013.</p>	<p>Pictures - Helix Water Competition and county Fair Art Show 2013 Brochure Superintendent's NEWSLINE 4-26-13</p>
<p>CTE - Career Technical Education (CTE) provides opportunities to students to apply their</p>	<p>Advisory Board</p>

<p>learning and to make it relevant to their personal goals for life after high school. The current CTE pathways at ECVHS are Restaurant Services, Arts, Media and Entertainment, and Fabrication & Welding. ECVHS has a site-level advisory board for all classes in each pathway where industry professionals and teachers are able to collaborate. These boards provide technical assistance, grants and scholarships, curriculum reviews, guest speakers, mentors, internships, field trip opportunities, and make recommendations on equipment purchases. Labor market information is also reviewed at these meetings. Individual elective classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities.</p>	<p>minutes for each class in each pathway. Brochure Pictures of Restaurant services Pictures of Arts, Media and Entertainment</p>
<p>Plus 8 - The goal of the program is to have 8 more students attend school than did on the same day in the previous year. Plan:</p> <ul style="list-style-type: none"> • At 8:30 am, the automated caller will begin calling all absent students’ parents. • At 10:00am, attendance clerk will give staff a list of students that need to be called. Staff will begin personal phone calls to all absent students’ parents in English, Arabic, or Spanish <p>In order to achieve this goal:</p> <ul style="list-style-type: none"> • The attendance information must be accurate • All teachers must take attendance within the first 15 minutes of class. If attendance is not taken parents will not be notified of absent students and we will be unable to recover these students. • All excused absences (from parent phone calls) must be immediately imputed into the computer. • All field trips / students in the counseling office / nurse’s office / suspensions / Independent study contracts need to be update immediately. 	<p>Description</p> <p>Attendance data for 4 years indicating an increase in attendance</p>
<p>“A” For The Day - “A” For The Day is one of many recognition programs at El Cajon Valley High School. On a daily basis, a student will be honored in one of five categories when nominated by a staff member.</p> <p>The five “A’s” include: <i>Attendance, Attitude, Academics, Achievement, and Athletics</i>. When a student is selected as “A” For The Day, his/her name is announced during that day’s broadcast with a brief message written by the nominator; s/he is also formally recognized in one of their classes. In addition, the “A” For The Day recipients are honored at a monthly luncheon with parents/guardians invited called Hall of Braves. Hall of Braves is a long-standing tradition at ECVHS and students are honored with their families or guests present which makes this even more special.</p>	<p>Emails List of winners description of program sample of nomination form</p>
<p>ECVHS Alumni Website- The ECVHS website provides information for alumni about ECVHS events and alumni reunions. Many of the alumni prefer to use Facebook as their connection, so not every class is represented.</p> <p>The library is the official repository for ECVHS’s school history archives, which are being organized with the help of alumni, library club members and other interested students. In August 2012, ECVHS opened the Brave Memories Museum, a space on campus that displays items from the historical archives, past yearbooks, and other memorabilia. Open house events are already in place for alumni. Many of these materials are also being digitized and placed into an electronic database. As digitized materials become available, they will be displayed on the ECVHS School History website, which can be found under the “Links” button on ECVHS’s Virtual Library Learning Commons (VLLC) (http://library.guhsd.net).</p>	<p>http://braves.guhsd.net/index.php/alumni</p> <p>VLLC at http://library.guhsd.net</p>
<p>Faculty Follies- El Cajon Valley High School staff puts on a Faculty Follies show every year, and</p>	<p>Flyers</p>

<p>the money raised is awarded to selected graduating students. ECVHS invites students, parents, and members of the community to attend the show. The staff and faculty of El Cajon Valley High School award several \$1000 scholarships to graduating seniors who intend to further their educations at vocational schools, colleges or universities. This scholarship money is sent directly to their educational facilities of choice.</p> <p>Criteria for choosing the scholarship winner is based on:</p> <ol style="list-style-type: none"> 1. School Service (amount of service given) 2. Academic Achievement (2.5 GPA and up) 3. Financial need 	<p>Programs Scholarship Email Pictures Video</p>
<p>Golf Tournament - This fun event raises money for athletic insurance for students who can't afford it. Teachers/departments sponsor a hole, get sponsors for playing in the tournament, or just donate money for this good cause.</p>	<p>Flyer email regarding donations</p>
<p>Virtual Library Learning Commons - District librarians have created and maintain a website called the Virtual Library Learning Commons (VLLC) (http://library.guhsd.net). The VLLC provides extensive resources for students, staff, and parents. Parents can view teacher websites with library project information and resource links; research tools available to students, including paid online databases and source citation generators; information about library hours and catalog holdings; ECVHS school history archives; etc.</p>	<p>VLLC at http://library.guhsd.net</p>

E2: To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Findings/Narrative	Evidence/Data
<p>El Cajon Valley High School maintains a safe and nurturing environment that promotes an optimal learning experience. In the surveys given in December 2012, 28% of parents strongly agree and 39% agree that ECVHS is a safe place to attend school. 23% of parents surveyed</p>	

were neutral while 5% disagreed and 3% strongly disagreed. In the student survey, that same question was posed and 26% of students strongly agreed while 43% agreed that ECVHS was a safe and functional place to attend school. 25% were neutral while 4% disagreed and 2% strongly disagreed. In the staff survey, 29% of staff surveyed strongly agreed while 57% agreed that ECVHS is a safe place while 10% were neutral, 3% disagreed and 1% strongly disagreed. In summary, 67% of parents, 69% of students, and 86% of staff think ECVHS is a safe place while 8% of parents, 6% of students, and 4% of staff think ECVHS is not safe.

For the question, "ECVHS has clean and functional facilities." Staff responded 30% strongly agree, 56% agree, 12% neutral, 1% disagree and 1% strongly disagree. This question was not asked this directly in the parent or student survey as they were both linked with the school safety. This is an issue that will be fixed for the next survey. Half of the students' written comments were about bathroom availability during lunch which has been addressed by having more restrooms open during the lunch hour. (Several had been previously locked to discourage students from graffiti and being out of bounds.)

Respect was an issue asked about in all surveys. When staff was asked to respond to, "ECVHS faculty and staff are respectful to students." 24% strongly agreed, 55% agreed, 18% were neutral, and only 3% disagreed while 0 strongly disagreed. When students were asked, "ECVHS teachers are respectful to me." 40% strongly agreed, 35% agreed, 18% were neutral, 5% disagreed and 2% strongly disagreed. When parents were asked, "ECVHS Teachers and staff are respectful to me and my child." 39% indicated strongly agree, 41% agreed, 16% were neutral, 3% disagreed and 1% strongly disagreed. In analysis of this, 3% of staff, 7% of students, and 4% of parents think that staff are not respectful or respectful enough to students.

When asked the opposite, "ECVHS students are respectful towards teachers and other staff." Teachers responded with 5% strongly agree, 43% agree, 33% neutral, 17% disagree, and 1% strongly disagree. Students responded with 9% strongly agree, 20% agree, 46% neutral, 19% disagree, and 6% strongly disagree. Students had a more negative view of themselves and their peers with 25% negative while staff perception is 18% negative.

From an adult view of other adults on campus, staff was asked to respond to, "ECVHS faculty and staff are respectful to one another." In response, 25% noted strongly agree, 42% marked agree, 23% were neutral, while 10% disagreed. In another view of the same issue staff were asked, "ECVHS faculty act professionally." The responses were 25% strongly agree, 41% agree, 26% neutral, 7% disagree and 2% strongly disagree. As mentioned in previous chapters the 11-12 school year was a difficult year for staff and there were many divisions. 2012-13 was better and people were starting the process of rebuilding and coming together. These statistics reflect this.

When asked, "ECVHS administrators treat all students in a fair and consistent manner." Students responded with 23% strongly agree, 33% agree, 29% neutral, 11% disagree and 5% strongly disagree. Staff responded with 20% strongly agree, 51% agree, 17% neutral, 10% disagree, and 2% strongly disagree. Parents responded with 29% strongly agree, 41% agree, 23% neutral, 5% disagree, and 3% strongly disagree. To address this problem in the district as a whole, schools went to a Positive Behavior Intervention (PBIS) training in spring 2013. ECVHS's plan has been implanted in 12-13 with a reflection room to start instead of punishment and discipline matrix that clearly defines how behaviors are to be monitored and disciplined if discipline is necessary. This makes the discipline process more consistent and

<p>makes it more understandable for all stakeholders.</p> <p>Prior to the beginning of their freshman year, our students are made aware of our expectations for academics and conduct through our Brave Adventure Program and Freshman Orientation. We further nurture student learning by offering a multitude of programs that foster connectedness to the campus, their fellow students and their faculty. Clubs such as Friday Night Live give students a safe place to express their interests and talents. Link Crew pairs juniors and seniors with freshmen to let the incoming students know what high school is like as well as explaining the expectations our school has of all students. Camp Lead helps students realize their potential to make a positive impact on ECVHS's campus. The library provides a safe and encouraging place to study, read and/or use a computer. Students know that the staff and other students are here and ready to help them succeed in high school!</p>	
<p>Brave Adventure Program - This is a one week camp-like program that introduces students to academic and extracurricular opportunities, while instilling within them a sense of connectedness and ownership to the ECVHS campus. A scavenger Hunt to familiarize freshmen with the campus is just one of the ways Brave Adventure connects students to ECVHS. Teachers become familiar faces instead of strangers.</p>	<p>Flyers Permission Slips Pictures</p>
<p>Security - The ECVHS campus has taken strong measures to protect its staff and students by providing a secure campus with minimal outside access and gate security. There are limited entrances and exits for the school, and each one is manned by a Campus Supervisor who makes all who enter identify themselves and their purpose upon check in. Supervisors make multiple rounds of our campus, checking gates and bathrooms along the way. They also encourage students out of class to return speedily, and watch for truants.</p>	<p>Pictures of gate entrances/exits (Including campus supervisor, table and /visitor stickers.)</p>
<p>Clean Campus - ASB creates and places clean campus poster reminders around campus and in classrooms; bulletin announcements spread the word to throw trash in the trash and recycle material in the appropriate bins. Students are responsible for their own litter/trash, and in the past earned ecology duty for not doing their part to keep our campus clean. Thus, they would spend the end of their lunch and a few minutes into their next class cleaning up the trash from Nutrition Break and/or Lunch in various areas of the campus. Reduction of the ground staff from three to two has impacted the overall cleanliness of our campus.</p>	<p>Pics of recycle bins outside and in classrooms Pics of ASB creating posters</p>
<p>Recycling Program - ASB has placed recycling bins in every classroom and in numerous places across campus (next to every trash can.) There are contests for recycling slogans and posters every year where the winning class or individual student (depending on the type of contest) can earn monetary rewards; as a class, students can earn a pizza party.</p>	<p>pictures of bins Kids picking up recyclables. ASB students sorting and redeeming recyclables.</p>
<p>Safety Committee - The school's Safety Committee is made up of certificated/classified staff and administrators from all aspects of the school who plan to meet monthly to come up with ideas to keep our campus safe and secure and to prevent problems like those appearing across high school campuses nationwide</p>	<p>Sample minutes Job description sample email from SRO to all staff</p>
<p>Inviting and Stimulating new classrooms that are ADA compliant - Wheelchair ramps have been added across all areas of the campus, giving all ECVHS students access to their newly updated campus. The new classrooms provide modern technology opportunities for the</p>	<p>Pictures of braille/room # sign, handicapped ramps</p>

<p>teachers and students, as well as instilling a sense of pride in the improved ECVHS buildings. Two new computer labs have been opened, with state of the art equipment. Construction is ongoing; our 300 Building is scheduled to be completed in Fall 2013.</p>	<p>some of 600's hall (SH) handicap restroom New classrooms w/technology aspects Computer labs and COWS Cart of MacBook Pros</p>
<p>Safety Drills - ECVHS participates in a multitude of safety drills every school year, including: The CA Earthquake (Shake Up), fire, secured campus and lockdown drills. Each classroom has a getaway pack to assist teachers in making sure that all students are accounted for.</p>	<p>Class emergency packet for teachers and students Pics of emergency trash cans inside and out List of contents Sample pics of Site Safety Book</p>
<p>Prevention and Intervention Programs -Positive Learning Utilizing Success (P.L.U.S.) Program –Special Education program (see C for details) -Brave School -Night Library - Saturday Scholars</p> <ul style="list-style-type: none"> • Diamonds Program • STAR School <p>-Credit Retrieval (ED 20/20 and APEX) -READ 180 -Achieve 3000 -Reading and ELD Support Classes -Language Interpreters/Classroom Aides</p>	<p>See Saturday Scholars/Diamonds evidence screen shots of Credit Retrieval READ 180 Achieve 3000 Language! Interpreters/Classroom Aides APEX Reading and (ELD) Support Classes</p>
<p>School Resource Officer - Part of having high expectations for students and allowing them to express their individuality and to realize their learning potential is helping them feel safe on campus. El Cajon Valley High School's School Resource Officer (SRO) is on campus and interacts with our students daily. They can speak to him if they have a question or concern. The SRO collaborates with school staff, especially the admin team and the campus supervisors. S/He is a member of ECVHS's Safety Committee. S/He also has participated in parent group meetings (such as Coffee Talk, PTSA meetings, etc.) In addition to having authority to arrest students who have committed a crime, the SRO also has a direct line for community resources to help students who need immediate assistance.</p>	<p>Job description ECVHS student handbook copy Photo of Officer Sargeant on duty Superintendent NEWSLINE article</p>
<p>ID Cards - All students and staff are given an ID card to use on campus. Carrying this card every day is a school rule and helps to easily identify our students. This promotes safety on campus. Our school also uses the ID card with our incentive programs. With our Be BRAVE program, students who achieve certain goals (passing CAHSEE on first try, Proficient on CSTs, etc) are given a special ID which gives them privileges (going to lunch 5 minutes early, special lunch entertainment, etc.) ID card distribution is managed through the library. Students who come to ECVHS after the</p>	<p>Scan photo of faculty ID (front and back), student IDs, Be BRAVE symbol</p>

<p>first month of school have their picture taken and the ID card produced by the Library Technician. Replacement IDs are also made in the library at a cost of \$5.00.</p>	
<p>AED (Automated Electronic Defibrillator) - ECVHS has two of these apparatus on campus: one in the front office and one in boys' P.E. office</p>	<p>Picture of the AED and the instructions</p>
<p>Interquest - Drug-sniffing dogs come to school to check for illegal substances. During a random search of the classroom, a dog is brought in to search. In approximately 5 minutes, the handler/dog team is finished, and the students return to the classroom. Students do not know when Interquest will be at school.</p>	<p>http://www.interquestk9.com/schools.html Picture of "incident reports" email of monthly schedule (twice monthly) for visits.</p>
<p>Family Resource Center (FRC)- See E1</p>	
<p>Link Crew - Our Link Crew Program matches upperclassmen with ninth graders in order to provide our freshmen with mentors. Link Crew is a nationally known program which was created by the Boomerang Project and is designed to make connections between freshmen and upperclassmen. Last May we chose 83 upperclassmen (self referred as well as staff recommended). In August those leaders completed a ten hour training. They learned activities to run with their group; often these students would be assigned to them at Freshman Orientation. In 2012, Freshman Orientation was held the Friday before school started and consisted of freshmen and one to two Link Leaders per group. All the students completed activities specifically designed to foster a connection between the leaders and the freshmen during the orientation. Throughout the year our Link Crew Leaders hold events for freshmen in order to help them feel connected to school such as Homecoming Tailgate, Movie Night, Pancake Breakfast, etc.</p>	<p>Pictures Sign-In Sheets Flyers Applications</p>
<p>Camp Lead - LEAD stands for Leadership for Equity & Access District-wide. It is a weekend-long free camp designed to allow our students to take part in a series of activities designed to foster leadership skills and improve understanding & respect between students. On average, about 300 El Cajon Valley High School students participate in this three-day leadership and human relations development program per year. Students come back with a new sense of understanding and respect not just for others, but also for themselves. A number of students have returned to Camp Lead as Student Representatives because of the great experience they had the first time around. Camp Lead is coordinated by district personnel, school administrators, teachers, counselors, support staff, etc.</p>	<p>pictures permission slip flyer Student Representative Guidelines Medication form</p>
<p>Friday Night Live (FNL) - Friday Night Live is a club that is 80% fun and 20% prevention (drugs, alcohol, and tobacco). Activities include:</p> <ul style="list-style-type: none"> • Red Ribbon Week (during this week we pass out red ribbon bracelets, hold information booths, have guest speakers, and hang up posters about facts and statistics) • Kick Butts Day (similar to Red Ribbon Week, but one day smoking prevention) • fun nights without alcohol drugs such as Movie Nights and Open Mic Nights • attending youth development trainings 	<p>Flyers sign-in sheets pictures</p>
<p>ASB - The student government class works with the House of Representatives (comprised of</p>	<p>Pictures of clubs and</p>

<p>two appointed students from each fourth period class) and the Senate (comprised of the lead people from clubs, varsity teams, classes and organizations) for the purpose of providing an enriching activities program for the student body. As a class, the ASB runs the recycling program, advertises events and athletic contests, and promotes a clean campus via posters, bulletins and marquee messages.</p>	<p>club activities-- yearbooks? Pics of ASB students creating posters list of clubs in yearbook 2012 ASB Activities by date 2013 list of Sports in yearbook 2012</p>
<p>Clubs - We have over 20 active clubs at ECVHS in 2012-13. Some of these include Debate Club, LEOs Club, El Cajon Valley Theatre Company, Link Crew, Friday Night Live, CARE Club, Library Club and Gay/Straight Alliance.</p>	<p>Spreadsheet of clubs 2012-13</p>
<p>Club INSPIRE - Club Inspire is an inclusive club for students of all ability levels. The purpose of the club is to increase the opportunity of all club members to participate in social/recreational events, as well as provide service to our community. Our club participates in the following types of events: Community service projects, school events, and recreational events. Members of the club are expected to do their part to ensure that each member has the support he/she needs to actively participate in the events.</p>	
<p>Be BRAVE Incentive Program- The purpose of Be BRAVE is to encourage, recognize, and reward student success. At ECVHS we recognize the value of academic success. Most teachers wear Be BRAVE T-shirts on testing days and to build school spirit. We want to let the students who are successful know that they are appreciated. For more information, please see A1.</p>	<p>Posters DVD Pictures Ways to Be BRAVE</p>
<p>C.A.R.E Club - The Charity Assistance Relief Endowment was created in 2005 as a grassroots organization at El Cajon Valley High School, with a focus on bringing peace, equality, and justice to our world through acts of charity. We attempt to spread awareness about real issues happening around the world as well as in our own community. C.A.R.E. Club helps many different people and other organizations through our events and our fundraisers. On average, throughout the year C.A.R.E. Club raises over \$5,000 for people in need.</p>	<p><i>C.A.R.E. Club brochure, flyers and pictures</i></p>
<p>Project Achieve - The program's goals are to strengthen our collaborative practices, make data driven decisions, and increase rigorous instruction. Project Achieve has helped our school with our focus of assessments (formative and summative), our pacing guides, reteaching groups of students and evaluating our assessments (formative and summative) for validity and reliability.</p>	<p>Project Achieve Handouts</p>
<p>Teacher Evaluations - Probationary or Temporary teachers are evaluated by the Principal every year. Tenured teachers (under ten years of service) are evaluated by the Vice Principal's office every other year. Tenured teachers (over ten years of service) are evaluated by the Vice Principal's office every five years. There is a preliminary meeting to discuss the procedures of the evaluation, as well as a post evaluation debriefing regarding their findings.</p>	<p>Blank Evaluation</p>

<p>Professional Development Opportunities</p> <ul style="list-style-type: none"> -Common Core Training -Engradepro -Illuminate -Storm Literacy Training -FITT Training -Google Sites, Mail, Calendars, Docs -Teacher Websites -Curriculum Resources - APEX Training - AVID Institute - AP By the Sea - Lifeguard Training, CPR, and First Aid - Brave Adventure Training - CTE Externships and Mandatory Conferences (observations) - ProACT - CADA - CSU and UC Conferences (Guidance) - Camp Lead - Library Professional Development Section 	<p>PD Spreadsheets</p> <p>Fliers/ literature</p>
<p>School Site Council (SSC)-See E1</p>	
<p>Library - The El Cajon Valley High School Library assists all levels of students. Teachers can bring classes in to check out library books or to use the computers. We open before school (averaging 30-45 students) and during lunch (between 60-100 students daily) for students to finish work or read quietly. During class time, teachers may send students with a pass to work in the library. Our library is the largest classroom on campus: with both a Teacher-Librarian and a Library Technician on staff, students can receive assistance in locating a book, conducting research on the computer, or locating a variety of academic resources online. Students can study quietly in a safe and encouraging atmosphere. The Teacher-Librarian collaborates with classroom teachers on class assignments, and often gives book talks to excite students and help them find the perfect reading material. The Library Technician maintains our collection, keeping it in order and good repair so that the books are not only available, but also easy to find! Our library contains over 25,000 titles as well as 34 student computers. Students may print out school projects and papers at no cost.</p>	<p>Library photos</p> <p>Sample sign-in sheets</p> <p>Sample calendars</p>
<p>Night Library (NL)- Students come to Night Library for a variety of reasons. Some need extra help in math or English; teachers and tutors are available (in Arabic, English and Spanish). Many students do not have computer access at home and so come to Night Library to complete a project or do research for a report. There are also students who want a safe place to go to read or study until someone comes home. Night Library meets all these needs for any student interested in attending. Parents may call to check on their students' attendance at Night Library. Through a check in procedure monitored by the NL staff, students are scanned in and out using their ID card (or the number if they forgot their card). Parents can be assured that their student is staying after school to receive help, and that s/he is safe while doing so.</p>	<p>Sign In Sheets</p> <p>Pictures</p>

E 3& E4: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings/Narrative	Evidence/Data
<p>El Cajon Valley High School has used several programs to create individualized learning plans for students, as well as providing all students with support. These processes have taught us that we need a lot of work creating individualized learning plans for ALL students, and with following through with those plans.</p> <p>In the December 2012 survey, parents, students, and staff were asked to respond to, “The counselors provide excellent support (personal and academic) for students.” Teachers responded with 17% strongly agree, 43% agree, 28% neutral, 10% disagree, and 1% strongly disagree. Students responded with 24% strongly agree, 32% agree, 31% neutral, 9% disagree, and 5% strongly disagree while parents answered 25% strongly agree, 40% agree, 25% neutral, 7% disagree, and 3% strongly disagree.</p> <p>When asked, “All students are given an equal opportunity to learn at ECVHS,” students responded with 32% strongly agree, 40% agree, 21% neutral, 5% disagree, and 2% strongly disagree. Teachers responded with 37% strongly agree, 40% agree, 13% neutral, 9% disagree and 2% strongly disagree. Parents responded more positively with 45% strongly agree, 39% agree, 12% neutral, 3% disagree, and 1% strongly disagree. As we have created the Language Academy, solidified ESLRs, and agreed to a common vision and mission, we hope the positive numbers will increase.</p> <p>We also addressed whether classes were challenging with, “Classes at ECVHS are challenging.” Students responded with 22% strongly agree, 41% agree, 29% neutral, 6% disagree and 2% strongly disagree. Teachers responded with 8% strongly agree, 40% agree, 34% neutral, 16% disagree and 2% strongly disagree. Parents responded with 23% strongly agree, 42% agree, 24% neutral, 7% disagree, and 2% strongly disagree. Teachers, by far, had the most negative responses with 18% while students were 8% and parents 9% negative.</p> <p>Students and parents were asked whether family encouraged students to take challenging courses (ex honors, AP, A-G) and students responded with 35% strongly agree, 31% agree, 23% neutral, 8% disagree and 4% strongly disagree while parents responded 38% strongly agree, 32% agree, 20% neutral, 6% disagree and 1% strongly disagree.</p> <p>One area that we focused on building in 2012-13 was Saturday Scholars and Diamonds. These programs were designed to help students in their quest for enrichment and credit retrieval. Student Success Teams and the SART/SARB process bring together parents teachers admin and students to help unsuccessful students become successful. These programs, in addition to our Dropout Prevention Specialist, help reach some students who might otherwise drop out or do poorly in school.</p> <p>Due to the multi-ethnicity of our school population, we offer English Language and Math support classes. Other programs with individualized student learning plans include IEPs, 504 designation, advocates for our special education students and Career Cruising (headed up by the guidance department).</p> <p>We also offer alternative programming with our CTE programs—these programs interest some of our students and keep them in school! Various options for credit recovery are given to help ECVHS’s students graduate on time.</p>	

<p>Student Success Team - SST are comprised of a student, his/her parents/guardians, teachers, counselor, administrators and even the school psychologist and school nurse. This group meets when a student is not being successful in school. It is an opportunity for members of the team to discuss issues at hand, explore options and create a game plan for the student. At ECVHS, we typically hold between thirty and forty SSTs each school year. The team will meet periodically as needed to reassess and make any necessary changes to the plan that has been created.</p>	<p>SST brochure, teacher observation/student assessment findings form, SST summary form</p>
<p>Saturday Scholars, ECVHS Diamonds, STAR School- See description in section B3.</p>	<p>AP Saturday Scholars Proposal/Brave School Proposal 2013 Saturday Scholars System Manual rosters/sign-in sheets, ADA recovery memo attendance reminders parent permission slip Diamond letters of recommendation Diamond Diploma incentive postcard</p>
<p>Brave School- Brave School, which occurs after school between 3pm and 5:30pm, is another intervention we utilize. Brave school provides targeted re-teaching of material that students have not mastered. Students are given formative or benchmark assessments in their classes. If a student does not score proficient based on the content area team’s definition, that student is asked to attend Brave School. Students typically are asked to attend 3-5 hours of re-teaching and then are given a chance to demonstrate mastery through a retest for a higher grade.</p> <p>In 2012-13 Brave School was piloted by the math department and 11th and 12th grade English. In previous years they have run a similar program called GAP which focused on algebra students. Brave School was available to students taking Algebra I, Algebra II, Geometry, and Integrated Math. They can take the opportunity to improve their math grade. This program requires three hours of attendance at after school tutoring sessions over 3 days (spread out over 2 weeks) to re-learn the material presented in each chapter. At the end of the 3 days, students have the opportunity to retake a different version of the same test in order to improve their grade. Grade improvement is only available for students with a grade of D or F in that current chapter.</p> <p>Juniors and Seniors also had a chance to improve their English grades. Students who continued to score low on certain skills were assigned Brave School. In Brave School they are re-taught the material using different curriculum, and then they were reassessed. The previous assessment score was replaced by the new score.</p> <p>As we move into the 2013-14 school year, we hope to refine and expand our Brave School opportunities for students.</p>	<p>Math Brave School schedule/flyer</p> <p>Brave School Permission Slips Brave School Assignment Sheets</p>
<p>Peer Tutors - We offer a wide variety of peer supports on campus. We have students who receive elective credit to provide support to students with moderate and severe disabilities, either in the general education settings or in special day classes. In addition, students with</p>	<p>Peer tutor syllabus</p>

<p>learning disabilities can also receive support from peer tutors in their general education classes. All peer tutors receive training on how to provide the best support possible for the students to which they are assigned. We also utilize our bilingual students (Arabic, Spanish, Kurdish speaking) to help support teachers and students to bridge language barriers in the classroom.</p>	
<p>School Counseling Program - All students have access to a credentialed school counselor. The school counseling program provides guidance curriculum lessons and individual student planning to all students, as well as offering intervention and responsive services as needed. School counselors promote academic, career and personal/social development of all students and follow the Student Standards developed and adopted by the American School Counselor Association. Students have access to their school counselors on a walk-in basis before school, during break or lunch and after school. If a counselor is unavailable, students can submit a request to see counselor form and the student will be called out of class when s/he becomes available. A school counselor is also available everyday at lunch in the College and Career Center (new Student Center) for students to walk in and receive assistance.</p>	<p>ECVHS Graduation & A-G requirements handout, 9th grade lesson plan, 12th grade Financial Aid lesson plan, Transcript Evaluation/Credit Check form, Grad Status Report (English, Arabic, and Spanish)</p>
<p>Credit Recovery Programs- Students who are credit deficient have the opportunity to enroll in credit retrieval programs. We currently have two online programs. The first is called ED2020; it is an online program that allows students who have previously failed to receive credit in a graduation-required course to enroll in a self-paced online course via ED 2020. These programs are supervised by a credentialed teacher. Our second and fairly new online program is called APEX/GOAL. This program is designed for students who are only behind one or two classes. APEX/GOAL is currently offered after school for students. We also refer our students to our local adult schools for credit recovery. Students typically attend classes in the afternoon and/or evenings. All three of these programs have proven to make a significant difference in our graduation rates.</p>	<p>Adult School Application, GOAL/APEX Course Offerings GOAL Parent/Student contract Credit Retrieval Evidence Explore</p>
<p>Dropout Prevention Specialist (DPS) - The DPS identifies students who are at high risk of dropping out through home visits and Student Attendance Review Team (SART) meetings. S/He tries to triage the challenges which keep a student from being successful in school. The DPS works closely with parents/caregivers, counselors, teachers, Admin staff and law enforcement, as well as outside services/agencies for the sole purpose of ensuring student success. The DPS can refer students and their families to our Family Resource Center (FRC) for services. Students are also added to DPS /Be Brave motivational text messaging, receiving daily wake up calls. DPS also gives instruction to parents on using our Parent Portal to view daily attendance at home. If parents need further instruction they are directed to our FRC for a one on one tutorial, led by a parent mentor. We strive for parental involvement. The DPS will refer students who are not being successful with their SART contract to the Student Attendance Review Board (SARB) at the local police station with school staff, parent(s) and student to review the legal process to help support parents who are struggling to keep their kids in school. Under a SARB contract, parents can no longer excuse their student's absences. Only a school nurse or Dr. note can excuse them. A SARB contract stays in place until the student's 18th birthday.</p>	<p>Sample data from 2011-2012 and 2012-April 2013 Chart</p>
<p>Family Resource Center (FRC) – see E1</p>	
<p>CTE – See E1</p>	

Got Plans? – See E1	
PSP and IGP – See E1	
504 – See E1	
School Library Program - The ECVHS library is staffed by a certificated Teacher Librarian and a highly qualified Library Technician. This means that the ECVHS library program can offer personal support services for students who come to the library, including helping students with their academic research, as well as their inquiries about future aspirations (college/ university, career/work, exploration of personal areas of interest/talent, etc.). The ECVHS library program provides technology support in person and online through tutorials and translation tools on the Virtual Library Learning Commons (VLLC) (http://library.guhsd.net). Students also have the opportunity to become a Student Library Assistant, learning how to manage and maintain library resources; some students go on to work in their college or public libraries because of skills learned at ECVHS.	VLLC at http://library.guhsd.net Pictures of students in the library
Night Library –See E2	Sign in sheets
Bilingual Cross Cultural Aides – We have 4 full time aides that work directly in the classroom to provide translation and language support to students/teachers. We have Arabic and Spanish aides available. They work in all subject areas, including the electives.	Schedule Photos
AVID Information Nights – Our AVID program has AVID nights, during which parents, teachers, students and the community come together to raise money for AVID field trips. Our AVID Program provides college tutors in the classes to help students complete their coursework.	AVID dinner flyers
PLAN test offered to all 10th grade students – This preliminary ACT was given to all 10 th graders in 12-13. All AVID classes give the EXPLORE in 9 th grade which is a preliminary to the PLAN. The PLAN gives students a college readiness score and allows for a conversation with teachers and counselor about what students need to do to prepare for college.	<i>Explore Flyer</i> PLAN Administration and Fieldtrip Schedule Sample of student report
READ 180 – In 2012-2013 we implemented a READ 180 course to help students who are behind in their grade level reading. We had 5 sections in GE and 3 sections in SE. We purchased the READ 180 and System 44 licenses as a response to our lack of a comprehensive reading intervention program. In 2010-11 we had reading classes only for ELD students in beginning or high beginning levels. The Navigation Team (at that time) recognized, through analyzing NWEA test score data that we really needed reading intervention classes. So, in 2011-12 we ran reading classes but what came out of that experience was the need for differentiated curriculum (which we did not have - we used the green book of EDGE which is 9th-10th standards.) The Navigation Team met four times in 11-12 with the Reading Task Force and discussed the number of students 2 or more years below grade level, the need for differentiation, and which programs were available on the market. READ 180 was the one that stood out as having the most data to back up its claims of improving students' reading so we purchased enough licenses to cover the courses we have this year. Students are able to move between three stations in the classroom - the computer portion, small group direct instruction, and individual reading. These components work in tandem to hit phonetics and phonemic awareness all the way up to grade level comprehension and literary analysis. Anecdotal evidence so far suggests that the program is working well.	Screen Shot Report

<p>Math Support – We offer support classes for Algebra and Geometry. We currently have 5 sections of Algebra support and 1 section of Geometry support. Both classes support the topics that are covered in the regular class. This can be accomplished by pre-teaching or reviewing the material covered in class. Students also spend about 40% of their time practicing on www.ixl.com. Here they practice the current topics of the class. At the end of the semester, students were recommended by their core teacher to exit the class if it was felt that the student would be successful without support. Also at this time we added students who struggled in the first semester. If a student had space in his/her schedule they were added.</p>	<p>Schedule of classes offered and who is teaching it</p>
<p>ELD Support Class–We offer support classes for our ELD students. Most of the students in the beginning level of ELD are new to the country and new to English. The purpose of their ELD Support Class is to help these students acquire academic English and develop academic skills that will help them succeed in higher level courses. The class has a Peer Tutor, and the tutor helps to translate instructions from the teacher. The purpose of the Advanced level of ELD is to help students before they transition into a college preparatory English course. For this reason, the focus is on helping students acquire academic English proficiency.</p>	<p>http://www.mrdevine.net/sheltered-english-1c/sheltered-english-1c2c-meeting-calendar http://www.mrdevine.net/substitute-teachers</p>
<p>Long Term English Learner Support Class - This is an Intervention course is designed to build academic language skills for long term English learners and engage students using high interest and current issues. The curriculum would be modeled after Granite Hills’ classes, using "English 3D: Discuss, Describe, Debate." The course will meet graduation credits for English, but it is not designed to take the place of an English class. Students would be enrolled in both their English and Transitional English classes simultaneously.</p> <p>LTELSC targets students who are developed English speakers, but may still struggle with academic language in their core content areas. They also underperform on standardized tests such as the CELDT, CST, and CAHSEE. The content of Transitional English aims to improve academic reading, writing, speaking, and thinking skills by providing guided support and establishing routines and expected outcomes.</p>	<p>https://docs.google.com/a/guhsd.net/document/d/1zha0_S6ffb48qSH2z3pu3nYHU16h9GXkmdgBUKunuMc/edit</p>
<p>The Language Academy - The Language Academy (LA) is designed to meet our newly arrived immigrant students or newcomers who are English Language Learners. Students in the LA will be enrolled as a cohort in Beginning ELD and ESL, Social Science Language, and Science Language. Students will take mathematics (based on their mathematics placement) and another elective course. The cohort teachers will collaborate on teaching the California ELD standards and developing students' language proficiency. In addition, teachers will work closely with our Community Liaison to connect families to school in helping the students acculturate to El Cajon Valley High School and to understand the ELL programs and graduation requirements.</p>	<p>Language Academy Chart</p>
<p>Bilingual Community Liaison – Our current liaison, Mr. George Yousif, works in the main administrative office and is a huge resource for our Middle Eastern families. He helps teachers make calls home, meets with families daily and communicates concerns to admin team, works with students at night library, and attends the E.L.A.C. meetings.</p>	<p>Yousif call logs Sample email to teacher from Mr. Yousif</p>
<p>Parent Mentors – We have two part time parent mentors who work in the Family Resource Center. One speaks Spanish and English; the other speaks Arabic and English. They help with any translation issues with families. They also attend monthly coffee talks and parent meetings to help get the school’s messages to parents. During the summer, these mentors visit families who have not turned in registration materials. We are able to get much of our incoming 9th grade error data collected at this time.</p>	<p>Job Description Picture</p>

<p>New Student Orientation - New students receive a 30 minute presentation provided by a Vice Principal and Counselor (Interpretation in Arabic and Spanish provided by bilingual aides). Material covered includes: school rules, dress code, attendance, behavior, graduation requirements, guidance department resources and availability and Family Resource Center services. Plans to expand this into a new family orientation on one Saturday a month are ready for 13-14.</p>	<p>New Student Orientation Schedule New Student Orientation PPT (Guidance portion)</p>
<p>Special Ed Services – Students who receive special education services have an advocate teacher assigned to them. These teachers are a liaison for making sure that all services on the student’s IEP and behavior support plans are being implemented in all environments in which the student spends time during their school day. This can include assigning and training peer tutors and paraprofessionals to work with the student, modifying curriculum, making sure accommodations are in place for the student, and providing them with any assistive technology necessary for student success. In addition, advocate teachers are responsible for collaborating with the general education teachers in regards to special education students in their classes. A student’s advocate teacher is noted on their schedule in order to insure that other staff members such as school nurse, administration and guidance office are aware of student individual needs.</p> <p>ECVHS provides services to a full spectrum of students. This includes students with mild to severe disabilities, as well as students with emotional disturbances. In addition to special education teachers, the department includes two school psychologists, two speech and language pathologists and paraprofessionals. Our Plus program students have a full time therapist on site through Vista Behavioral Health.</p>	<p>student profile (name blacked out) student schedule (name blacked out)</p>
<p>Health Office - At ECVHS, our school nurse provides more than medical attention. She is trusted by the students, and they come to see her on a variety of topics; she then can direct them to the office which can help (FRC, counselor, admin team, etc.) This health professional is on campus the full school day. To help teachers track students sent to the nurse’s office during class time, she created a google doc of who/when/time students come to her office. This saves us from calling to see if a student made it. It also helps teachers understand how many students go through the office.</p>	<p>Nurse Pass Log of students in/out in Google docs</p>
<p>School Resource Officer – See E2</p>	
<p>Camp LEAD –Camp LEAD is a three day (overnight) leadership camp where students learn, through a variety of experiential activities, how to relate and empathize with others. In 2013, we took over 90 students. Most of these students bonded as a group; although not a formal “club, they meet often. Our plan is to follow up with Unity Days.</p>	<p>pictures permission slip flyer Student Representative Guidelines Medication form</p>
<p>Link Crew – See E2</p>	
<p>In Lieu of Suspensions opportunities – through support from our district office, we have the following classes that we can send students in lieu of suspending. The goal with the programs is to educate students on their behavior and choices versus punishment. Upon completion of a program, students have their suspension cleared to a field trip in their attendance record.</p> <p>Systems To Encourage Peace (STEP) - a three day class for students who are involved in their</p>	<p>Copies of all curriculum and sample referral sheets are available in the VP office.</p>

<p>first physical or verbal altercation.</p> <p>Alternatives To Smoking (ATS) - a two day class for students who are caught in possession or using tobacco products.</p> <p>Pointing Adolescents Toward Health (PATH) - a five day mandatory class for 1st offenses for possession, use or having paraphernalia associated with alcohol or other drugs.</p> <p>Respectful Relations (RR) - a one day course in conflict resolution/bullying.</p> <p>Positive Actions for Student Sobriety (PASS) - on a second offense for possession or use of alcohol or other drugs, we suspend 5 days, and in lieu of recommendation for expulsion, we offer a one year commitment to drug counseling and weekly random testing. As long as student is compliant with testing and counseling, they are not expelled. If they have an unexcused counseling miss or test dirty again, then they are recommended for expulsion.</p>	
<p>College and Career Center (New Student Center) - The College and Career Center is available to students on a walk-in basis everyday at lunch. A counselor is available at this time to provide support with college and financial aid applications, scholarship searches and applications, Career Cruising and Course Planner access, Post Secondary Plans, Job applications, resume development, and Transcript reviews.</p> <p>The College and Career Center is also utilized for Guidance lessons and student driven academic interventions.</p>	<p>College & Career Center Flyer</p>
<p>Community Representatives (Trio, Upward Bound, Cuyamaca Reps, Cal Soap) - These representatives meet students in the library, in guidance and in the College and Career Center. They encourage students to apply to colleges, assist with college applications, and sponsor buses for field trips for college bound students. Their assistance is invaluable to our multiethnic community of students.</p>	<p>Trio Brochure Cuyamaca Flyer, Cuyamaca Fieldtrip Request Form, Cuyamaca Application Workshop Sign-ups (2 pages)</p>
<p>Conclusion for E</p> <p>ECVHS provides a multitude of resources for all students and families to be successful – English only to newly arrived refugees. With the Drop-out Prevention program, Bilingual Community Liaison, Guidance Office, Administration, Family Resource Center, and other programs, ECVHS’s students have the resources to flourish. Some students and parents will never need some of these resources but others will need them often. Knowing that they are available to our student population gives staff peace of mind. With weekly case management meetings, guidance staff, FRC staff, the DPS, school psychologist, and special education LH super advocate all meet to make sure that students on their respective case loads are getting their needs met. These programs need to be continued and refined to support students and families.</p> <p>Additional programs to increase parent involvement and manage parent volunteers need to be explored. Parents are important and their help is needed to move ECVHS forward. The “who” and “how” are two major questions. Many of the goals regarding parent involvement from the previous WASC and SPSAs have been met – most were in relation to the providing of services and parent education. Now we need to look at our parent involvement from a partnership point-of-view and get our parents on campus.</p> <p>Another area that has started to be addressed in the back-to-school professional development days is relevant professional development. ECVHS and GUHSD provide many opportunities for teachers to be trained in Common Core as well as other research-based instructional strategies. One thing we needed was updated, culturally relevant information about our changed student population. We were able to work this into the professional development days</p>	

and it was positive. Yearly updates in this area are needed – particularly as the community continues to grow or if we get an influx of Assyrian refugees soon.

Finally, communication between staff and administration was a concern in this section as well as section A. As mentioned in chapter 3, the change in administration for the 2011-12 school year was at the hands of the superintendent. That year was traumatic for many with the loss of a great number of teachers and the division over the bell schedule. In the 2012-13 school year, these divisions began to heal some as we united with a common vision, mission, and new ESLRs. However, there is still trust-building work needed in this area on both sides – administration needs to e-mail or post information to staff as things change and decisions are made and staff need to read their e-mails and be involved with the decision making processes- many times there are open invitations to attend Instructional Leaders meetings or other decision-making committees (ex: Safety Committee, Positive Behavior Intervention and Supports Committee, etc.)

We are here for students. The bottom line is their success. As we continue to refine our programs and find ways to meet their needs, we are BRAVE.

E: Areas of Strength	E: Areas of Growth
<ul style="list-style-type: none"> • Bilingual Community Liaison (New to ECVHS in 12-13, this position helps us to reach out to our refugee and immigrant families.) • Family Resource Center (Provides services to families in need of intervention and resources beyond the academic to support student success.) • Number of support services available to families (See FRC, Drop-out Prevention, Plus 8, Parent Mentors, PIQE, as well as Guidance programs and academic interventions.) • Identifying at-risk students (The Administrative Team, Instructional Leadership Team, Department Chair Council, Guidance Team and Case Management teams all analyze data about student need and achievement in order to place students in appropriate interventions – in the school day or outside of it.) 	<ul style="list-style-type: none"> • Increase parent involvement (Approximately 25% parent attendance at Open House.) • Increase parent volunteers (Approximately 49 parents signed up to volunteer outside of PTSA. Of this group, maybe a dozen actually spent any time on campus volunteering.) • More relevant and increased professional development (Culturally relevant professional development is needed as the population of ECVHS has changed. This has been addressed in part in the back-to-school PD days.) • Communication between administration and staff (Survey data indicates that 11% of staff do not think administration is visible on campus during the day and 21% feel that administration does not provide good leadership. While 74% think they are visible and 54% think they provide good leadership. When asked specifics, many staff wrote that communication needed to be improved.) • Basic Skill Level Classes needed (ELL students have been mixed into sheltered classes in the past with no clear entrance and exit criteria.)

Conclusion for Chapter 4

The self-study process was a positive one for the ECVHS staff. The process challenged us personally and professionally to examine deeply the work we do on behalf of our students and their families. Our leadership team made a commitment early on to assure that the WASC self-study process was inclusive of all members of the ECVHS community. Broad, inclusive conversations often lead to disagreement and debate; fortunately, we had our share of both. Fortunately, because it was only by working through those difficult conversations—about our administration, our English Learners, our bell schedule, the rigor of our coursework, etc.—that we were able to emerge from this process with an inspiring vision, a clear mission, and Expected Schoolwide Learning Results that now guide and strengthen the work we do at El Cajon Valley High School.

The inclusive nature of our process resulted in long lists of strengths and areas for growth. When it came time to decide which areas were most crucial for us to focus on—in terms of time, energy, and resources—focus groups examined trends across all focus group areas, revisited collected evidence, consulted WASC self-study criteria, and looked back at Critical Areas of Follow-up identified during our last WASC visitation.

In terms of overall strengths, the evidence shows that we do a good job of 1) supporting students in achieving their personal and academic goals; 2) designing effective interventions for students who are struggling academically; and 3) providing students with substantive and varied curricular offerings. The self-study process reminded us that chief among our strengths at ECVHS are our diverse and respectful student body, and our committed, conscientious staff.

At ECVHS, one of our greatest challenges has—and will continue to be—serving the needs of our English Learners, so it is no accident that this topic shows up again and again throughout Chapter 4. The introduction of our new Language Academy this year demonstrates our collective belief that English language proficiency must be the focus of our work with these students, especially those who arrive at our school with little or no English language fluency. Our mission clearly challenges us to graduate *all* ECVHS students with “high levels of critical thinking, academic achievement, and personal excellence,” and so it is also our challenge to continue to examine the learning needs of our native English speakers, particularly those with special learning needs and challenging personal circumstances. This means that there is still much work to do as we examine the rigor of our coursework, continue aligning course assessments, implementing California Common Core standards, and preparing students for high-stakes exams. Finally, it is clear that the adults on campus must challenge themselves to the highest standards of professionalism, including open channels of communication with their students and colleagues, and ongoing collaboration with their peers. We must live our vision of a community that is “Working Together, Learning Together, Succeeding Together.”

Areas of Strength and Growth Combined

STRENGTHS	AREAS for GROWTH
1. The number of support services available to students and families (ex: Family Resource Center and On-Campus Community Liaison)	1. Graduation Rate

2. The <i>ECV Way</i> – Schoolwide Academic Vocabulary Program	2. ELL (Sheltered) Class Placement, Evaluation, and Movement
3. Emerging Prevention and Intervention Programs (Brave School, Saturday Scholars, etc.)	3. Systematic use of assessments to inform decisions and place students in interventions (in real time) and to provide instructional staff with timely knowledge of students progress on curriculum objectives (Common Core, CAHSEE, etc.) and effective instructional practices
4. Large Amount of Student Choice in Pathways and Courses	4. Common assessments (formative and summative) and pacing for common courses including the development and implementation of the Common Core Curriculum
5. Diverse student body	5. CAHSEE Proficiency/Passage Rate and when implemented improvement in the Measurement of Academic Performance and Progress as related to the Common Core Standards
6. Dedicated, conscientious staff	6. Collaboration between and in departments particularly to integrate reading and writing skills for Common Core into classes
7. New Schoolwide Vision and Mission	7. Communication between Administration and Staff

Chapter 5 Title Page

Goal #1: Increase the number of students who are credit current in grades 9, 10 and 11.

Rationale:

This goal aims to take a proactive approach to keeping students credit current earlier in the students’ academic career prior to senior year. Emerging systems to meet this goal are our Prevention and Intervention Programs (PIPs), ongoing common formative and summative assessments to direct students into PIPs for re-teaching and grade recovery opportunities, and the development of the Language Academy to provide ELL students with access to the core.

School wide areas of growth that support this goal are

- Systematic use of assessments to inform decisions and place students in interventions
- Common assessments (formative and summative) and pacing for common courses
- Graduation rate

Data reviewed from Chapter One:

- Graduation rates
- Enrollment data
- ELL data (entry dates to U.S. schools)

Indicators from Chapter Four:

Focus Group B: Access to core classes, especially ELL students.

Focus Group C: Improve the supports in sheltered classes.

Focus Group D: Interventions driven by assessments and more systemic interventions available for students. Assessments driving ELL student placement.

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement effective and engaging curriculum that is standards-based and purposeful using research-based instructional strategies.	Admin Team/ Department Teams	1. Develop common expectations in grading policies, pacing, and sequence. Before School PD Days 2013 2. Continue to fund Brave Adventure freshman introduction summer program. Summer 2013 3. Continue to implement EDGE curriculum in ELD classes. School Year (SY)	FTEs for Support Programs/Interventions and Class size reduction, Summer Curriculum Writing, Substitutes for Pull-out days, Travel & Registration, Consultant Contracts, Materials & Supplies, College Tutors, PD
	Grants Coordinator/ Summer School Admin/ Brave Adventure Teachers		
	ELD Coordinator and Team		

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>By June 2014</p>	<p>Instructional Leadership Team (ILT) / Department Chair Council (DCC)</p>	<p>13-14</p> <p>4. Continue to fund Bilingual/ Cross-cultural (BLCC) Aides to help with ELL classes SY 13-14</p> <p>5. Provide Teachers/ Teams with A, B, C rates. Teams can then discuss strategies for improving passage rates. After Each Grading Period</p> <p>6. Supplemental materials/ supplies for academic classes. By Spring 2014</p> <p>7. Design and Implement Professional Development and Learning Plan focused on:</p> <ul style="list-style-type: none"> ▪ Literacy Skill acquisition ▪ Continue to send certificated staff to conference that offer research-based instructional strategies to give them ideas and educate them on the latest teaching techniques. ▪ Continue to offer and implement research-based Instructional strategies during pull-out day professional development opportunities. Before School – Summer 2013 	<p>materials and supplies, Grants Coordinator monitoring and release time, TA/Sub for proctoring, Summer School Teacher Salaries, BLCC and TA salaries, materials, supplies, field trips, busing, Edge Consumable Workbooks and supplement materials and supplies, Curriculum Writing, Substitutes</p> <p>Cost:\$400,000</p> <p>Title I, District Title 1, EIA, CAHSEE, Supplemental School Instruction (SSI), District Title 1 PD Set-asides</p>
	<p>Grants Coordinator</p>		
	<p>Grants Coordinator/ ILT/ Admin Team</p>		

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>2. Create, use, and analyze standards-based common, formative assessments and benchmarks – use data to inform decisions.</p>	<p>Professional Development Assessment Coordinator/ ILT/ DCC</p> <hr/> <p>Grants Coordinator</p>	<p>1. Design and Implement Professional Development and Learning Plan focused on:</p> <ul style="list-style-type: none"> • How to write and use common formative benchmark assessments to inform instruction • Training and implementation on effective and engaging instructional strategies with a system to monitor implementation and effectiveness Before School PD Days 2013 <p>2. Continue to implement use of NWEA MAP tests as a means of giving formative assessment data in the areas of reading comprehension and language. Fall Scores, Winter Scores, and Spring Scores.</p>	<p>Formative Assessment Coordinators for Math and English, PD Books and materials, Consultant Contracts, PD coordination and implementation, substitute coverage, summer curriculum writing</p> <p>Cost: \$170,000</p> <p>Title 1, EIA</p>
<p>3. Provide support and intervention classes in areas of reading and math and for students who have failed courses or at risk.</p>	<p>Grants Coordinator/ ILT</p> <hr/> <p>Admin Team/ Guidance Team</p>	<p>1. Continue to implement READ 180/ System 44 Reading Intervention Classes to improve student literacy. Identify continuing students prior to school year based on spring testing and freshmen based on</p>	<p>Teacher Salaries, College Tutors, Additional READ 180 licenses and materials, Salaries for teachers of Credit Retrieval and Learning Center and Ed 20/20 licenses, Materials and</p>

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
By June 2014	ILT/ Math Team	middle school ELA CST. Monitor after each grading period 2. Fund sections of Credit Retrieval Program/ Learning Center SY 13-14 3. Fund Math Intervention Classes for students. SY 13-14 4. Summer school classes Summer 2013 5. Provide all freshmen with access to technology and tech skills. Online Class SY 13-14 6. Fund technology support and equipment for computer labs and portable labs to support electronic interventions and programs implemented to improve student literacy, math, and technology skills. As needed SY 13-14	supplies for labs, mini-labs for classes, other equipment and repair for equipment. Cost: \$100,000 Title 1, EIA, CAHSEE, SSI
	Summer School Admin/ Guidance/ Grants Coordinator		
	Technology Coordinator/ Online Class Teacher / ILT/ Admin Team		
4. Implement outside-the-school –day interventions and re-teaching for students who are not passing benchmarks or are in need of additional support. By June 2014	Grants Coordinator/ ILT/ DCC/ Intervention Specialist	1. Advertise these programs and resources. 2. Brave School 3. Saturday Scholars 4. Night Library 5. SES Tutoring Monthly	Teacher pay – after school, Intervention Consultant, tutors, BLCC Aides additional hours, materials and supplies. Cost: \$ 150,000 ASSETs, Title 1, District Title 1, SSI, EIA
5. Create a tiered	Schoolwide English	1. Create clear entrance and	BLCC Aides, Coordinators

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>program of New Comers, ELD, Sheltered, and Mainstream to address the different needs of students.</p>	<p>Learner Programs Team/ Guidance Team/ Admin Team</p>	<p>exit criteria for movement between programs. Summer 2013</p> <p>2. Create educational plans for all students labeled ELD. Create Summer 2013 – Implement all year</p> <p>3. Professional Development in Advanced SDAIE. Summer 2013</p> <p>4. Strive to maintain class size reduction for sheltered sections. SY 13-14</p>	<p>to provide support with effective EL teaching strategies, ensure compliance with state and federal laws, coordinate Professional Development, and ensure the use of common formative assessments and pacing in English and math.</p> <p>Title 1, EIA, SSI, District Title 1 and EIA</p>
<p>6. Provide after school Extended Day Classes for students who need additional support or are credit deficient.</p> <p>By Semester 2 2013-14</p>	<p>EL Team/ Grants Coordinator/ ILT/ Guidance Team/ Admin Team</p>	<p>1. Identify students for extended day classes. Semester 2</p> <p>2. Schedule and run class(es). Semester 2</p>	<p>Teacher pay, tutor pay, TA pay, materials and supplies</p> <p>Cost: \$8,000</p> <p>ASSETs, Title 1, SSI, EIA</p>
<p>7. Weekly meetings with AP Attendance, DPS, Attendance Clerk to update “most-wanted list.”</p> <p>Monthly 2013-14</p>	<p>Admin Team/ DPS/ Attendance Technician</p>	<p>1. Positive Attendance Incentives Monthly</p> <p>2. Monthly drawings for 100 % attendance Monthly</p> <p>3. Semester luncheons for 100% attendance students at the Wig Wam Restaurant End of Each Semester</p> <p>4. Attendance Display on</p>	<p>Student luncheons, Movie ticket incentives, other incentives</p> <p>Cost: \$1,500</p> <p>Attendance Incentive,</p>

Action/ Date Goal #1	Person(s) Responsible	Task/Date	Cost and Funding Source
		quad to track schoolwide monthly attendance. Updated Monthly	ASSETs
<p>8. Continue to address the issue of student connectivity by providing before and after school program, Camp Lead, and Link Crew activities to connect incoming Freshmen to upper classmen to promote student connectivity and improve student achievement.</p> <p>By June 2014</p>	<p>Link Crew Teacher Leaders/ Guidance Team/ DPS</p>	<p>1. Link Crew Activities – Freshmen Orientation – August 2013</p> <p>2. Camp Lead. Mid-Year</p> <p>3. Before and After School Programs through ASSETs – get student input Spring 2013, Book consultants and run enrichment programs before and after school. SY 13-14</p>	<p>Hourly Instructor Rate, Student and Staff Travel & Registration, Camp Lead Facility Rental, Bus costs, Link Crew T-shirts and supplies, Consultant Contracts</p> <p>Materials & Supplies, catering for required snacks, parent meetings</p> <p>Cost: \$ 150,000</p> <p>ASSETs, Title 1, Attendance Incentive</p>
<p>9. Continue to implement and refine ance, Drop-out</p> <p>By June 2014</p>	<p>Admin Team/</p>	<p>1. Recruit Volunteers to include parents and community members in the school community. at El Cajon Valley Hig School iing a viable ECHVS web page. SY 13-14</p>	<p>Consultant Contracts, Community Liaison,Supplies,</p> <p>Title 1, EIA</p>

Goal #2: Increase the number of students scoring proficient on the CAHSEE in the 10th grade.

Rationale:

This goal aims to increase the CAHSEE passage rate and to increase the number of students who score proficient on the examination. In 2013 the number of students who score proficient increased however, the overall number of students passing the CAHSEE stayed about the same. Mathematics has improved steadily over the years but our numbers of newly arrived English Learners impacts our English Language Arts passage rates.

School wide areas of growth that support this goal are

- Systematic use of assessments to inform decisions and place students in interventions
- ELL (Sheltered) class placement, evaluation, and movement
- Collaboration between and in department particularly to integrate reading and writing skills in classes
- CAHSEE passage rate

Data reviewed from Chapter One:

- CAHSEE data
- ELL data

Indicators from Chapter Four:

Focus Group B: ELL (sheltered) class placement, evaluation, and movement and collaboration between and in departments particularly to integrate reading and writing skills in classes

Focus Group C: More support for sheltered classes and collaboration around areas of student need.

Focus Group D: Interventions driven by assessments, more systemic interventions available for all students, articulation of how assessments drive student placement, standardized CAHSEE enrichment (Saturday), and criteria to enter/exit sheltered/non sheltered courses.

Action/ Date Goal #2	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement the use of IXL, and USA Test Prep as individualized, web-based CAHSEE and CST prep programs.	Admin Team, Department Teams	1. Determine need, purchase, and implement programs within academic classes or intervention programs. Summer 2013	Licenses of programs, supplemental materials and supplies Cost: \$7,000 Title I, EIA, CAHSEE,

<p>By June 2014</p>			<p>Supplemental School Instruction (SSI)</p>
<p>2. Continue to use CAHSEE and CST released questions core classes with test taking strategies.</p> <p>By June 2014</p>	<p>Core Class Teachers and Leads</p>	<p>1. Update Curriculum. Summer 2013</p>	<p>Duplicating costs</p> <p>Cost: \$500</p> <p>Site Title 1, CAHSEE Budget</p>
<p>3. Continue to offer additional test prep for CAHSEE in the form of after school intervention, CAHSEE support classes, substitutes for CAHSEE testing days, and supplemental materials and supplies to support test prep.</p> <p>By March 2014</p>	<p>Admin Team/ ILT/ DCC</p>	<p>1. Have freshmen students take Emap and district CAHSEE ELA diagnostic for the following year. Spring 2013</p> <p>2. Identify and place students for CAHSEE “Diamond” Saturday Intensive Program. January 2014</p> <p>3. Refine curriculum. January 2014</p> <p>4. Monitor students who attend. Provide encouragement and incentives as needed. Spring 2014</p>	<p>Faculty Salaries, materials and supplies for test prep, Substitute pay, outside the school day teacher pay, curriculum writing, professional development</p> <p>Cost: \$70,000</p> <p>ASSETs, Title 1, CAHSEE, SSI</p>
<p>4. Be BRAVE Incentive Program – 380 Tribe, testing rewards and incentives for students achieving Advanced or Proficient or making large gains in scores. Includes the “Why Try?” booklets.</p> <p>By June 2014</p>	<p>Be BRAVE Committee meetings on incentives</p>	<p>1. Establish which students scored 380 of higher. Spring 2013</p> <p>2. Provide these students with the ID card that allows them early access to lunch. Fall 2013</p> <p>3. Provide other incentives. SY 13-14</p>	<p>To include movie tickets, possible assembly, other rewards, Why Try booklet creation, pencils or buttons</p> <p>Cost: \$5,000</p> <p>Attendance Incentive, ASSETs,</p>

			Site Funds
5. Offer support classes such as Integrated Math.	Core Department Chairs and Admin Team	1. Identify students for support classes. Summer 2013 2. Implement Integrated Math curriculum. SY 13-14	Intervention Teacher Salaries Cost: \$200,000 Title 1, CAHSEE
6. Explore offering additional CAHSEE prep classes for students who do not pass the CAHSEE as first time test-takers. By Fall 2013	Admin Team, ILT, Guidance Team	1. Identify number of students in this situation. Summer 2013 2. Explore adding a CAHSEE class within the school day to meet these students' needs. Summer 2013	Teacher for class section (s) Cost: \$100,000 Title 1, CAHSEE

Goal #3: Improve the graduation rate of seniors.

Rationale:

During the review and development of our mission and vision, the staff determined that graduation is a priority. This goal aims to focus on the various aspects that affect graduation and to put systems in place that will support students in attaining a high school diploma.

School wide areas of growth that support this goal are

- Systematic use of assessments to inform decisions and place students in interventions
- ELL (sheltered) class placement, evaluation and movement
- Graduation rate
- CAHSEE passage rate
- Communication between administration and staff

Data reviewed from Chapter One:

- Graduation rates
- ELL data (entry dates to U.S. schools)

Indicators from Chapter Four:

Focus Group B: ELL (sheltered) class placement, evaluation and movement, basic skills level classes needed, collaboration between and in departments particularly to integrate reading and writing skills in classes

Focus Group C: Improve the supports in sheltered classes and collaboration around areas of student need.

Focus Group D: Interventions driven by assessments and more systemic interventions available for all students, articulate how assessments drive ELL student placement, use of data in real time to provide interventions and evaluate student placement, and criteria for entrance/exit for ELL and sheltered courses.

Action/ Date Goal #3	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Implement effective and engaging curriculum that is standards-based and purposeful using research-based instructional strategies.		See Goal 1 for details	
2. Provide support and intervention classes in areas of reading and math and for students who have failed courses.		See Goal 1 for details	
3. Implement outside-the-school –day interventions and re-teaching for students who are not passing benchmarks or are in need of additional support.		See Goal 1 for details	
4. Provide after school Extended Day Classes for students who need additional credits or are in need of passing the CAHSEE.		See Goal 1 for details	
5. Weekly meetings with AP Attendance, DPS, Attendance			

<p>Clerk to update “most-wanted list.”</p> <p>Positive Attendance Incentives:</p> <p>Monthly drawings for 100 % attendance; Semester luncheons for 100% attendance students at the Wig Wam Restaurant; Attendance Display on quad to track schoolwide monthly attendance.</p>	<p>See Goal 1 for details</p>		
<p>6. Increase number of students taking and passing A-G requirement classes.</p> <p>Semester 1 and 2 2013-14</p>	<p>Guidance Team/ Admin Team/ ILT/ Department Teams</p>	<p>1. Change curriculum for English 1C/2C Sheltered. Summer 2013</p> <p>2. Implement new Schoolwide EL Programs model. Fall 2013</p> <p>3. Implement Brave School re-teaching/ retesting programs to address student passage rates. For Fall 2013 – Review monthly</p>	<p>Materials and Supplies, Supplemental Books and Materials, Teacher/ Tutors for Brave School</p> <p>Cost: \$ 50,000</p> <p>ASSETs, Title 1, CAHSEE, Site Funds</p>
<p>7. Collaborate across departments to facilitate the creation and implementation of a set of schoolwide skills to be taught at every grade level.</p>	<p>Admin Team/ Department Teams</p>	<p>1. Convene a team interested in setting up this process. Summer 2013</p> <p>2. Decide skills on which to focus. Summer 2013</p> <p>3. Implement skills within classes. SY 13-14</p>	<p>Substitute pay for Pull-out Days, Summer Curriculum writing</p> <p>Cost: \$65,000</p> <p>Title 1, EIA</p>
<p>8. Increase students awareness of jobs and job skills needed for post-high school employment success.</p>	<p>Administration/ CTE Coordinator/ CTE PLC Team/ Guidance Team/ PLC</p>	<p>1. Create a plan to incorporate job skills at each grade level across all classes. By Spring 2014</p> <p>2. Expand and refine our</p>	<p>Curriculum Writing, Substitutes, Transportation, college fieldtrips, Materials & Supplies, Refreshments for parent nights, Pay for teachers/ counselors to run after school or Saturday</p>

<p>June 2014</p>	<p>Teams/ AP Coordinator/ AVID Coordinator</p>	<p>CTE programs through the development of Career Pathways and we will design and implement 4 year post-secondary preparation plan with an awareness and development activity at each grade level. This includes the Individual Graduation Plans (IGP) and the Post-Secondary Plan (PSP). By Spring 2014</p> <p>3. Increase number of students attending college field trips. SY 13-14</p> <p>4. Continue to offer college placement testing on campus, college application help sessions, FAFSA help sessions, and other college related informational and help seminars. SY 13-14</p>	<p>sessions.</p> <p>Cost: \$10,000</p> <p>ASSETs, Title 1, CTE/ROP</p>
<p>9. Design and implement a Parent Involvement Plan to assist in our goal of improved student achievement .</p> <p>Spring 2014</p>	<p>Administration Title I & Grants Coordinator FRC Coordinator, Guidance Team AVID Team</p>	<p>1. Parent Institute for Quality Education to educate parents about the school system. Fall 2013</p> <p>2. Offer seminars to parents (Coffee Talks, Counseling Nights, etc.) on standardized testing, postsecondary options and preparation, and other issues of concern such as safety, gang awareness, and personal finance. SY 13-14</p> <p>3. Continue to offer the parent-to-parent model of</p>	<p>FRC Consultant Contracts Parent Mentors, Workshop Registration, Materials & Supplies, PIQE Contract, Hourly Translations and Interpretations, Equipment for interpretation, Mailings, materials and supplies, welcome bag materials and supplies Catering</p>

		parent outreach. Ongoing 4. Continue to improve communication to parents through regular school newsletters, phone dialers, and updates mailed home, updates on website, and through the parent email list. Ongoing	Cost: \$250,000
10. Increase communication between adults on campus about events, policies, practices, and programs in order to better serve student needs.	Administrative Team and Teaching Staff	1. Provide updates from administration to staff regarding new programs and policies. Ongoing 2. Provide calendars, schedules, website updates, regarding new programs from grants office to staff. Ongoing 3. Staff will read e-mails and other communications in order to stay informed about the changes at ECVHS. Ongoing	Duplicating costs Site funds
11. Provide an exit survey to all seniors. June 2014	Guidance Team and Admin Team	1. Identify the needs assessment survey/ questions to ask exiting seniors. Summer 2013 2. Analyze the responses to make adjustments to programs and services offered to students. SY 13-14	Materials and supplies, duplicating costs. Site funds

Title Page

Appendix A

Results of Student Questionnaire/Interviews

WASC Student Survey

2012-2013

1618 students surveyed between
October and November 2012.

1. My grade level is:

(A) 9th = 362 = 22.4%

(B) 10th = 380 = 23.5%

(C) 11th = 392 = 24.2%

(D) 12th = 477 = 29.5%

E and Blank = 7 = .4%

2. My gender is:

(A) male = 812 = 50.2%

(B) female = 801 = 49.5%

Other and Blank = 5 = .3%

3. I know who my counselor is.

(A) yes = 1088 = 67.2%

(B) no = 522 = 32.3%

Other and Blank = 8 = .5%

4. I use school computers/ technology.

(A) daily = 447 = 27.6%

(B) weekly = 476 = 29.4%

(C) monthly = 450 = 27.8%

(D) never = 237 = 14.7%

E and Blank = 8 = .5%

5. I use the school's library.

(A) daily = 130 = 8%

(B) weekly = 354 = 21.9%

(C) monthly = 515 = 31.8%

(D) never = 597 = 36.9%

E and Blank = 22 = 1.4%

6. I use EngradePro to check my grades.

(A) daily = 225 = 13.9%

(B) weekly = 659 = 40.7%

(C) monthly = 326 = 20.2%

(D) never = 392 = 24.2%

E and Blank = 16 = 1%

7. I am enrolled in English Language Development Classes (ELD).

(A) yes = 413 = 25.5%

(B) no = 1170 = 72.3%

Other and Blank = 35 = 2.2%

8. I am confident that I am being prepared well for college and the real world.

(A) strongly agree = 374 = 23.1%

(B) agree = 689 = 42.6%

(C) neutral = 430 = 26.6%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 27 = 1.6%

Blank = 6 = .4%

9. ECVHS is a safe and functional place to attend school.

(A) strongly agree = 412 = 25.5%

(B) agree = 702 = 43.4%

(C) neutral = 408 = 25.2%

(D) disagree = 68 = 4.2%

(E) strongly disagree = 26 = 1.6%

Blank = 2 = .1%

10. My teachers are highly qualified to teach my classes.

(A) strongly agree = 481 = 29.7%

(B) agree = 675 = 41.7%

(C) neutral = 359 = 22.2%

(D) disagree = 74 = 4.6%

(E) strongly disagree = 22 = 1.4%

Blank = 7 = .4%

11. I am aware of ECV's mission statement and
Expected School-wide Learning Results.

(A) strongly agree = 187 = 11.6%

(B) agree = 421 = 26%

(C) neutral = 468 = 28.9%

(D) disagree = 249 = 15.4%

(E) strongly disagree = 283 = 17.5%

Blank = 10 = .6%

12. ECV teachers are respectful to me.

(A) strongly agree = 649 = 40.1%

(B) agree = 566 = 35%

(C) neutral = 290 = 17.9%

(D) disagree = 75 = 4.6%

(E) strongly disagree = 35 = 2.2%

Blank = 3 = .2%

13. ECV administrators treat all students in a fair and consistent manner.

(A) strongly agree = 370 = 22.9%

(B) agree = 529 = 32.7%

(C) neutral = 465 = 28.7%

(D) disagree = 174 = 10.8%

(E) strongly disagree = 75 = 4.6%

Blank = 5 = .3%

14. ECV students are respectful towards teachers and other staff.

(A) strongly agree = 149 = 9.2%

(B) agree = 318 = 19.7%

(C) neutral = 736 = 45.5%

(D) disagree = 308 = 19%

(E) strongly disagree = 102 = 6.3%

Blank = 5 = .3%

15. ECV's administration creates activities that support my academic learning.

(A) strongly agree = 295 = 18.3%

(B) agree = 631 = 39%

(C) neutral = 499 = 30.8%

(D) disagree = 134 = 8.3%

(E) strongly disagree = 55 = 3.4%

Blank = 4 = .2%

16. In general, I enjoy my time and feel welcome at ECVHS.

(A) strongly agree = 537 = 33.2%

(B) agree = 591 = 36.5%

(C) neutral = 338 = 20.9%

(D) disagree = 97 = 6%

(E) strongly disagree = 49 = 3%

Blank = 6 = .4%

17. There is at least one adult I can go to if I have a problem on campus.

(A) strongly agree = 619 = 38.3%

(B) agree = 493 = 30.5%

(C) neutral = 211 = 13%

(D) disagree = 174 = 10.8%

(E) strongly disagree = 118 = 7.3%

Blank = 3 = .1%

18. I have support for learning at home.

(A) strongly agree = 549 = 33.9%

(B) agree = 537 = 33.2%

(C) neutral = 326 = 20.1%

(D) disagree = 132 = 8.2%

(E) strongly disagree = 69 = 4.3%

Blank = 5 = .3%

19. My family believes I can do well in school.

(A) strongly agree = 1000 = 61.8%

(B) agree = 430 = 26.6%

(C) neutral = 130 = 8%

(D) disagree = 35 = 2.2%

(E) strongly disagree = 18 = 1.1%

Blank = 5 = .3%

20. My family encourages me to take challenging classes (i.e honors, advanced placement, etc.)

(A) strongly agree = 564 = 34.9%

(B) agree = 496 = 30.7%

(C) neutral = 368 = 22.7%

(D) disagree = 123 = 7.6%

(E) strongly disagree = 65 = 4%

Blank = 2 = .1%

21. ECV staff encourages me to take college prep (A-G) classes.

(A) strongly agree = 366 = 22.6%

(B) agree = 483 = 29.8%

(C) neutral = 462 = 28.6%

(D) disagree = 213 = 13.2%

(E) strongly disagree = 92 = 5.7%

Blank = 2 = .1%

22. The counselors provide excellent support (personal and academic.)

(A) strongly agree = 380 = 23.5%

(B) agree = 520 = 32.1%

(C) neutral = 495 = 30.6%

(D) disagree = 144 = 8.9%

(E) strongly disagree = 75 = 4.6%

Blank = 4 = .3%

23. All students are given an equal opportunity to learn at ECVHS.

(A) strongly agree = 515 = 31.8%

(B) agree = 649 = 40.1%

(C) neutral = 334 = 20.6%

(D) disagree = 82 = 5.2%

(E) strongly disagree = 33 = 2%

Blank = 5 = .3%

24. There is adequate technology on campus to meet my academic needs.

(A) strongly agree = 399 = 24.6%

(B) agree = 646 = 39.9%

(C) neutral = 388 = 24%

(D) disagree = 97 = 6%

(E) strongly disagree = 80 = 5%

Blank = 8 = .5%

25. I know what classes I need to take
to get into college.

(A) strongly agree = 574 = 35.5%

(B) agree = 511 = 31.5%

(C) neutral = 318 = 19.7%

(D) disagree = 147 = 9.1%

(E) strongly disagree = 62 = 3.8%

Blank = 6 = .4%

26. Writing is taught in most of my classes – “Not just in my English class.”

(A) strongly agree = 376 = 23.2%

(B) agree = 659 = 40.7%

(C) neutral = 369 = 22.8%

(D) disagree = 161 = 10%

(E) strongly disagree = 43 = 2.7%

Blank = 10 = .6%

27. Reading is assigned in most of my classes – “Not just in my English class.”

(A) strongly agree = 394 = 24.4%

(B) agree = 653 = 40.3%

(C) neutral = 374 = 23.1%

(D) disagree = 144 = 8.9%

(E) strongly disagree = 44 = 2.7%

Blank = 9 = .6%

28. In my classes, my teachers have learning goals and explain the purpose(s) of the lessons they teach.

(A) strongly agree = 460 = 28.4%

(B) agree = 686 = 42.4%

(C) neutral = 337 = 20.8%

(D) disagree = 103 = 6.4%

(E) strongly disagree = 25 = 1.6%

Blank = 7 = .4%

29. I am challenged by the work my teachers ask me to do.

(A) strongly agree = 353 = 21.8%

(B) agree = 662 = 40.9%

(C) neutral = 463 = 28.6%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 36 = 2.3%

Blank = 12 = .7%

30. My homework assignments are directly related to classroom activities.

(A) strongly agree = 516 = 31.9%

(B) agree = 724 = 44.7%

(C) neutral = 297 = 18.4%

(D) disagree = 59 = 3.7%

(E) strongly disagree = 15 = .9%

Blank = 7 = .4%

31. I understand my teachers' expectations for student behavior in the classroom.

(A) strongly agree = 670 = 41.4%

(B) agree = 726 = 44.9%

(C) neutral = 172 = 10.6%

(D) disagree = 24 = 1.5%

(E) strongly disagree = 18 = 1.1%

Blank = 8 = .5%

32. I know where I can go to get help
with my homework.

(A) strongly agree = 656 = 40.5%

(B) agree = 629 = 38.9%

(C) neutral = 220 = 13.6%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 27 = 1.7%

Blank = 8 = .5%

33. I am satisfied with the variety of classes at ECVHS.

(A) strongly agree = 365 = 22.6%

(B) agree = 603 = 37.3%

(C) neutral = 418 = 25.8%

(D) disagree = 152 = 9.4%

(E) strongly disagree = 70 = 4.3%

Blank = 10 = .6%

34. In general, my teachers use the entire class period effectively.

(A) strongly agree = 453 = 28%

(B) agree = 655 = 40.5%

(C) neutral = 376 = 23.2%

(D) disagree = 92 = 5.7%

(E) strongly disagree = 30 = 1.9%

Blank = 12 = .7%

35. Instruction in my classrooms encourages an understanding of diverse opinions, values, and cultures.

(A) strongly agree = 323 = 20%

(B) agree = 653 = 40.3%

(C) neutral = 501 = 31%

(D) disagree = 90 = 5.6%

(E) strongly disagree = 35 = 2.2%

Blank = 16 = .9%

36. Overall, my teachers use a variety of instructional materials (i.e., textbooks, video, computer, etc.) to present academic material.

(A) strongly agree = 569 = 35.2%

(B) agree = 722 = 44.6%

(C) neutral = 247 = 15.3%

(D) disagree = 54 = 3.3%

(E) strongly disagree = 13 = .8%

Blank = 13 = .8%

37. Concepts and information in class are covered at an appropriate pace for me.

(A) strongly agree = 303 = 18.6%

(B) agree = 675 = 41.7%

(C) neutral = 472 = 29.2%

(D) disagree = 119 = 7.4%

(E) strongly disagree = 35 = 2.2%

Blank = 14 = .9%

38. I believe there are a reasonable number of tests given in my classes. (For example, at the end of chapter, end of unit, weekly vocabulary, etc.)

(A) strongly agree = 541 = 33.4%

(B) agree = 697 = 43.1%

(C) neutral = 245 = 15.1%

(D) disagree = 78 = 4.8%

(E) strongly disagree = 45 = 2.9%

Blank = 12 = .7%

39. My teachers base the tests on what we learned in class.

(A) always = 825 = 51%

(B) often = 535 = 33.1%

(C) sometimes = 194 = 12%

(D) seldom = 30 = 1.8%

(E) never = 15 = .9%

Blank = 19 = 1.2%

40. My teachers have me take multiple choice tests.

(A) always = 315 = 19.5%

(B) often = 675 = 41.7%

(C) sometimes = 502 = 31%

(D) seldom = 79 = 4.9%

(E) never = 28 = 1.7%

Blank = 19 = 1.2%

41. My teachers have me write essays and/or short answers on tests.

(A) always = 300 = 18.5%

(B) often = 621 = 38.4%

(C) sometimes = 535 = 33.1%

(D) seldom = 112 = 6.9%

(E) never = 35 = 2.2%

Blank = 15 = .9%

42. My teachers test me in ways outside of essays, short answer, and multiple choice tests.

(A) always = 226 = 14%

(B) often = 456 = 28.2%

(C) sometimes = 565 = 34.9%

(D) seldom = 225 = 13.9%

(E) never = 128 = 7.9%

Blank = 18 = 1.1%

43. My teachers use rubrics to give me feedback on my learning.

(A) always = 262 = 16.3%

(B) often = 508 = 31.4%

(C) sometimes = 528 = 32.6%

(D) seldom = 206 = 12.7%

(E) never = 88 = 5.4%

Blank = 26 = 1.6%

44. My teachers tell me/show me how I score on my tests and essays.

(A) always = 670 = 41.4%

(B) often = 594 = 36.7%

(C) sometimes = 250 = 15.5%

(D) seldom = 53 = 3.3%

(E) never = 31 = 1.9%

Blank = 20 = 1.2%

45. My teachers tell me/show me how I score on my tests and essays within a reasonable amount of time after turning them in.

(A) always = 425 = 26.3%

(B) often = 546 = 33.7%

(C) sometimes = 428 = 26.5%

(D) seldom = 127 = 7.8%

(E) never = 70 = 4.3%

Blank = 22 = 1.4%

46. When my tests show a low score, my teachers give me a chance to learn again and take another test to raise my score.

(A) always = 268 = 16.6%

(B) often = 471 = 29.1%

(C) sometimes = 486 = 30%

(D) seldom = 238 = 14.7%

(E) never = 131 = 8.1%

Blank = 24 = 1.5%

47. My teachers use EngradePro to give me quizzes/tests.

(A) always = 142 = 8.8%

(B) often = 257 = 15.9%

(C) sometimes = 341 = 21.1%

(D) seldom = 302 = 18.7%

(E) never = 550 = 33.9%

Blank = 26 = 1.6%

48. My teachers use Illuminate (scanning with the ELMO) to score my quizzes/tests in class.

(A) always = 229 = 14.2%

(B) often = 476 = 29.4%

(C) sometimes = 479 = 29.6%

(D) seldom = 227 = 14%

(E) never = 178 = 11%

Blank = 29 = 1.8%

49. My teachers help me prepare to take CST and CAHSEE.

(A) always = 552 = 34.1%

(B) often = 509 = 31.5%

(C) sometimes = 346 = 21.4%

(D) seldom = 110 = 6.8%

(E) never = 80 = 4.9%

Blank = 21 = 1.3%

50. I try my best when I take CST and
CAHSEE.

(A) always = 1044 = 64.5%

(B) often = 335 = 20.7%

(C) sometimes = 152 = 9.4%

(D) seldom = 40 = 2.5%

(E) never = 25 = 1.5%

Blank = 22 = 1.4%

Comments 1

- I wish if we have driver licenses class to teach the students who like to drive a car.
- Need faster lunch lines; need the school to lock better; need to change the new dress code.
- We need a better football and baseball team
- I don't like the dress code regarding shoulders and hats, there is nothing wrong with shoulders being shown or wearing hats.
- They should put barcodes on the student ID cards so they can just scan the card at lunch and get their lunch faster speeding up the lunch lines leaving more time to eat.
- I think perfume/ cologne should be banned from school because it's a distraction and me and many other people are allergic to it and it makes me nauseous and feel like passing out so I can never focus in class and the feelings last for hours.
- I hate the songs that they play!
- _____ doesn't teach or does testing very well.
- My school should have staff who knows where things are on campus.
- They should cut down on school lunch prices at the lunch cart; they should reopen the computer lab.
- AP/AVID students should be given ipads.
- This school is better than El Capitan in the teachers, academics, and programs. This school has more and is better. Transferred from that school and spent my Junior and Senior year here.
- If teachers expect respect, respect should be given to the students. Kids should be allowed in the library whether they have their ID cards or not.

Comments 2

- Some of my teachers need to smile more and be more fun so that I'm engaged in learning. Our counselors are not helping us at anything with college applications.
- Some teachers are rude sometimes. They judge without spending the time to even know what's going on.
- Take bullying more seriously. Before dress coding a student please look at the item they are wearing and really consider if its offensive because some girls walk around inappropriately and the girls who get dress coded actually look decent.
- Please, a better lunch. Also, a better schedule because students are buried in work and teachers are scatterbrained trying to teach with the time given. Writing – we need help with it.
- Stop thinking your cool it's high school and cool means you're a senior and you have a 3.5.
- Recommendation: more variety of classes needed, ie: business, sociology. More availability to see grades. More feedback needed from teachers to help students grow.
- More activities: JROTC, cosmetology, French, floral design, Bakery. More Encouragement: spirit team, teachers get involved. More places to spend time at lunch.
- Attendance policy is ridiculous! I'm late a minute and get a 30 minute detention?

Comments 3

- Suggestions: More lunch variety, a less hectic schedule – too much homework.
- Needs more variety in courses, more challenging academic courses. Perhaps more variety in AP classes (such as AP Spanish Lit, AP Biology, etc.)
- Go back to a four period schedule; have different lunch and lunch times.
- Go back to block schedule.
- Bring back the 4-period schedule.
- Girls bathroom – no hand soap, no toilet paper, toilet covers!!!!
- Girl's Bathroom – need toilet covers, paper towels, hand soap.
- More food. Toilet covers.
- Clean trash cans around the school campus. Better food, rightly cooked food. Clean the boys bathroom and add the toilet papers for the toilet seats.
- Girl's Bathroom – toilet covers – toilet paper – paper towels – open bathrooms over lunch – handsoap.
- Need toilet covers – need more open bathrooms during lunch – bigger variety of food during lunch.
- The bathrooms are rarely open during lunch and it's a burden because there's not enough time to go during passing period.
- Bathrooms should be open during lunch time.

Comments 4

- The school lunch is unhealthy and nasty im surprise the district gives out this type of food to the students the only reason people get it is because there hungry otherwise they wouldn't..They should inspect and change the menu of the lunch. How does administration change the number of classes without seen the effect on teachers and most importantly students this act was unjustice and ignorant. Majority of the students can't handle this many classe and with it more students are failing! Clean the bathroom more and have toilet covers this is unsanitary plus the fact there isn't soap sometimes and trashcans with lids.
- School lunches need improvement. The food is not fresh and it's unhealthy. There needs to be more vegetarian options, It would also be a good idea to make water bottles more obtainable. One other thing would be nice is that food would have warnings if there are ingredients that people have common food allergies to or can not eat (example: meat, dairy, nuts, etc.)
- The teachers here at ECV are good.
- My classes do not reflect what I want to be in life. I want to create graphic novels and in all 3-years I've been at ECVH I have not taken enrolled in an art class though I've discussed my intentions in life with my counselor. P.S. This school does not support the individual talents of each student, which gives me reason to believe why our "school spirit" is so low.
- Our lunch is boring. We should be able to go off campus.

Comments 5

- No hand soap – toilet covers – paper towels – more bathrooms – better/ taller doors.
- The school needs more technology teaching.
- Some of the teachers don't even know about the subject their teaching and it scares me. I feel like I'm not learning enough. Some teachers aren't prepared enough.
- I would like a cosmetology class to be one of the varieties of classes. I think the females here at ECV will appreciate and like it.
- My one complaint is that teachers assume that every kid has home access to the computer. I understand that this school library has computers but that doesn't mean I have time to use them outside of not eating lunch which sometimes isn't enough time to type a whole paper.
- Computers for E20/20 in room 416 are slow. Need to change it. VP won't believe student if teacher writes you up for no reason. Need cleaner bathroom.
- The office staff/ school cop need to not be so rude or say were lying about things that happened to our friend just because they don't care anymore. My friend's getting bullied, she get's things thrown at her touched in personal areas and called derogatory names. My friend left the school because the VP office doesn't care about the situation. But thankfully we have parents that care enough to do something about.