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El Capitan High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

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

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

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	El Capitan High School
Street	100 West Farmland Ave
City, State, Zip	Merced, CA 95348
Phone Number	209-384-5500
Principal	Lee Shaw
E-mail Address	lshaw@muhsd.org
Web Site	http://echs.muhsd.org/
CDS Code	24-65789-127373

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

School Description and Mission Statement (School Year 2016-17)

Principal's Message:

Welcome to the 2016-17 school year at El Capitan High School, home of the Mighty Gauchos! If you are new to El Capitan, welcome to the Gaucho Family! You are coming to an awesome school where students come first, academics are a priority, and excellence is strived for inside and outside the classroom. The school is part of a forward-thinking district that strives to be on the cutting edge of education as we aim to equip all students to be college and career ready by the time they graduate. At El Capitan, as well as throughout Merced Union High School District, staff and students are supported with the latest resources to allow them to function at the highest levels in modern education. We strive for our students to be 21st Century learners as well as 21st Century leaders.

Our staff, parents, and community have been extremely supportive in helping El Capitan become established as the great school it is.This year, we will continue to work together to enable our students to master the skills required to be successful as they progress towards their chosen careers or colleges. We will strive to enable them to think globally and become critical thinkers who are able to evaluate and solve real-world problems. Progressing forward, we will continue working together as one family. To help keep this in mind, this year's school hashtag is #gauchofam. When you see Gauchos showing that family attitude and community mindset, please use #gauchofam as you post to your social media platform of choice. We are one family.

Welcome!

Lee Shaw
Principal
El Capitan High School
(209) 384-5500
lshaw@muhsd.org
"Learn, Love, Lead & Leave a Legacy"

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

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

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	459
Grade 10	416
Grade 11	390
Grade 12	292
Total Enrollment	1,557

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.7
Asian	12.2
Filipino	1.7
Hispanic or Latino	61.7
Native Hawaiian or Pacific Islander	0.1
White	17.3
Two or More Races	0.7
Socioeconomically Disadvantaged	75.1
English Learners	9.5
Students with Disabilities	9.8
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27		72.2	
Without Full Credential	4		7	
Teaching Outside Subject Area of Competence (with full credential)	11		9	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1		0
Total Teacher Misassignments *	12		9
Vacant Teacher Positions	2		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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
All Schools in District	96.9	3.1
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 (+Pre) HMH California Collections 9 (Adopted 2016) English 10 (+Pre) HMH California Collections 10 (Adopted 2016) English 11 HMH California Collections 11 (Adopted 2016) Literacy, Advocacy & Public Service HMH California Collections 11 (Adopted 2016) AP English Language NA ERWC ERWC provided AP English Literature Thomson Perrine's Literature Film Composition & Literature (Eng12) Novels ELD 1 Hampton Brown Edge A (Adopted 2010) ELD 2 Hampton Brown Edge A (Adopted 2010) ELD 3 Hampton Brown Edge B (Adopted 2010) ELD 4/5 Hampton Brown Edge C (Adopted 2010) Strategic English Binders/copies (Adopted 2010) Intensive English Hampton Brown Edge A (Adopted 2010)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Intro to Integrated Math, HMH Integrated Math 1 (Adopted 2016) Integrated Math A HMH Integrated Math 1 (Adopted 2016) Integrated Math B HMH Integrated Math 1 (Adopted 2016) Integrated Math 1 HMH Integrated Math 1 (Adopted 2016) Integrated Math 2 HMH Integrated Math 2 (Adopted 2016) Integrated Math 2: Robotics HMH Integrated Math 2 (Adopted 2016) Integrated Math 2 Advanced HMH Integrated Math 1 & 2 (Adopted 2016) Integrated Math 3 HMH Integrated Math 3 (Adopted 2016) Integrated Math 3 Advanced HMH Integrated Math 2 & 3 (Adopted 2016) PreCalculus (& H) Larson & Hostetler Precalculus with Limits (Adopted 2016) AP Calculus AB Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (Adopted 2016) AP Calculus BC Brooks/Cole Calculus (Adopted 2016) AP Statistics Freeman Practices of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016) Statistics & Probabilities Freeman Basic Practices for Statistics (Adopted 2016) Preparing for College Math MUHSD Preparing for College Math (Adopted 2016) Financial Algebra Cengage Financial Algebra (Adopted 2016)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Life Science, Prentice Hall 2009 (Adopted 2008) Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Biology, Pearson Education 2002 (Adopted 2002) Chemistry, Pearson Education 2002 (Adopted 2002) Modern Earth Science, Holt 2002 (Adopted 2002) Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) Anatomy & Physiology Elsevier/Mosby The Human Body in Health Animal Anatomy & Physiology Delmar Introduction to Veterinary Science Biotechnology 1-2 Pearson Biotechnology, Introduction to Marine Biology H Prentice Hall Marine Biology an Ecological Approach	Yes	0.0
History-Social Science	Economics Principles in Action Prentice Hall 2007 (Adopted 2007) CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Government by the People, Pearson Education 2006 (Adopted 2007) Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Modern World History, Patterns of Interaction, McDougal Littell 1999 World History the Modern World 2007 Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Modern World History, West Publishing 1999, (Adopted 2005) World Geography, Prentice Hall 2005 (Adopted 2006) Why Women Should Rule the World, HARP 2008 (BCHS) History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS) Freshman Seminar Odysseyware Online course	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Hmong Arts, Books & Crafts (Adopted 2008) Santillana USA 2007 (Adopted 2007) Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Punjabi (Adopted 2006) Buen Viaje, Glencoe/McGraw Hill (Adopted) Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005) Medical Spanish Heinle & Heinle Medical Spanish A Conversation AP Spanish Language McDougal Abriendo Puertas Tomo 1-2 AP Spanish Literature Abriendo Paso Gramatica & Abriendo Paso Lectura	Yes	0.0
Health	Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Understanding Movies, Prentice Hall 2008 (Adopted 2007) Art Talk, Glencoe 2000 (Adopted 1999) The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials School provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	56	49	53	44	48
Mathematics	21	30	20	25	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	391	382	97.7	56.4
Male	11	197	191	97.0	54.2
Female	11	194	191	98.5	58.6
Black or African American	11	20	19	95.0	42.1
American Indian or Alaska Native	11	--	--	--	--
Asian	11	48	48	100.0	64.6
Filipino	11	--	--	--	--
Hispanic or Latino	11	234	231	98.7	48.0
White	11	75	71	94.7	77.1
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	276	273	98.9	48.0
English Learners	11	27	26	96.3	
Students with Disabilities	11	35	34	97.1	14.7
Students Receiving Migrant Education Services	11	14	13	92.9	46.1
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	390	381	97.7	29.7
Male	11	197	191	97.0	28.9
Female	11	193	190	98.5	30.5
Black or African American	11	19	18	94.7	16.7
American Indian or Alaska Native	11	--	--	--	--
Asian	11	48	48	100.0	37.5
Filipino	11	--	--	--	--
Hispanic or Latino	11	234	231	98.7	23.0
White	11	75	71	94.7	43.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	275	272	98.9	23.5
English Learners	11	27	26	96.3	
Students with Disabilities	11	35	34	97.1	2.9
Students Receiving Migrant Education Services	11	14	13	92.9	23.1
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	48	48	56	43	43	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	407	387	95.1	47.6
Male	209	203	97.1	48.8
Female	198	184	92.9	46.2
Black or African American	18	16	88.9	25.0
Asian	54	53	98.2	62.3
Hispanic or Latino	257	243	94.6	39.9
White	70	67	95.7	64.2
Socioeconomically Disadvantaged	285	268	94.0	38.4
English Learners	40	38	95.0	7.9
Students with Disabilities	43	39	90.7	30.8
Students Receiving Migrant Education Services	13	12	92.3	25.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

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

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

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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	820
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	73%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.95
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	20.5	21.2	37.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate			0.00			6.40	11.40	11.50	10.70
Graduation Rate			.00			90.28	80.44	80.95	82.27

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.7	4.9	5.5	7.0	5.4	6.2	4.4	3.8	3.7
Expulsions	0.0	0.3	0.3	0.1	0.7	0.8	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31	7	3	19	28	15	6	25	28	15	6	25
Mathematics	32	2	7	14	31	4	12	20	31	4	12	20
Science	33	2	5	13	34		11	18	34		11	18
Social Science	34	2	4	14	29	5	17	12	29	5	17	12

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	380
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,349	823	$4,526	$66,176
District	N/A	N/A	$4,952	$71,538
Percent Difference: School Site and District	N/A	N/A	-8.6	-1.1
State	N/A	N/A	$5,677	$77,824
Percent Difference: School Site and State	N/A	N/A	-15.4	-11.7

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

Types of Services Funded (Fiscal Year 2015-16)

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

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,291	$46,184
Mid-Range Teacher Salary	$70,218	$75,179
Highest Teacher Salary	$89,838	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$124,243
Average Principal Salary (High)	$107,881	$137,939
Superintendent Salary	$185,658	$217,637
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	12	.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

Ongoing professional development at ECHS consists of support through the instructional coaching model and through an on-site professional development calendar. The 2016-2017 calendar allows for the following sessions:
• Depth of Knowledge
• Student Engagement
• Meaningful Closure
• Instructional Norms
• Technology Integration

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