

**El Capitan High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	El Capitan High School
Street	100 West Farmland Avenue
City, State, Zip	Merced, CA 95348
Phone Number	209-384-5500
Principal	Lee Shaw
Email Address	lshaw@muhsd.org
Website	<a href="http://ech.s.muhsd.org/ech.s">http://ech.s.muhsd.org/ech.s</a>
County-District-School (CDS) Code	24-65789-127373

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209-325-2000
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	www.muhsd.org

### School Description and Mission Statement (School Year 2020-2021)

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Principal Lee Shaw's Message:

Welcome to the new 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 was 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 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 2019-2020)

Grade Level	Number of Students
Grade 9	455
Grade 10	433
Grade 11	418
Grade 12	396
<b>Total Enrollment</b>	<b>1,702</b>

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.5
Asian	12.5
Filipino	1.3
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	0.4
White	18.5
Two or More Races	1
Socioeconomically Disadvantaged	68
English Learners	7.3
Students with Disabilities	5.1
Foster Youth	0.8
Homeless	6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	72	69	74	499
Without Full Credential	4	5	4	25
Teaching Outside Subject Area of Competence (with full credential)	11	11	25	150

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	11	11	25
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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020, September

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 2020-21 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 student to one device 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 (+Pre) HMH California Collections 9 (Adopted 2016) English 10 (H) 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Intro to Integrated Math, HMH Integrated Math 1 (Adopted 2016)</p> <p>Integrated Math A HMH Integrated Math 1 (Adopted 2016)</p> <p>Integrated Math B HMH Integrated Math 1 (Adopted 2016)</p> <p>Integrated Math 1 HMH Integrated Math 1 (Adopted 2016)</p> <p>Integrated Math 2 HMH Integrated Math 2 (Adopted 2016)</p> <p>Integrated Math C HMH Integrated Math 2 (Adopted 2016)</p> <p>Integrated Math D HMH Integrated Math 2 (Adopted 2016)</p> <p>Integrated Math 2 Advanced HMH Integrated Math 1 &amp; 2 (Adopted 2016)</p> <p>Integrated Math 3 HMH Integrated Math 3 (Adopted 2016)</p> <p>Integrated Math 3 Advanced HMH Integrated Math 2 &amp; 3 (Adopted 2016)</p> <p>PreCalculus ( &amp; H) Larson &amp; Hostetler Precalculus with Limits (Adopted 2016)</p> <p>AP Calculus AB Key Cur Press Calculus Concepts &amp; HMH Calculus of a Single Variable (Adopted 2016)</p> <p>AP Calculus BC Brooks/Cole Calculus (Adopted 2016)</p> <p>AP Statistics Freeman Practices of Statistics &amp; Prentice Hall Stats: Modeling the World (Adopted 2016)</p> <p>Statistics &amp; Probabilities Freeman Basic Practices for Statistics (Adopted 2016)</p> <p>Preparing for College Math MUHSD Preparing for College Math (Adopted 2016)</p> <p>Financial Algebra Cengage Financial Algebra (Adopted 2016)</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	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 Forensic Science Advanced Investigations Cengage: 2016	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Economics</p> <p>Principles in Action Prentice Hall 2007 (Adopted 2007)</p> <p>CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007)</p> <p>CA American Anthem Holt, Rinehart &amp; Winston 2007 (Adopted 2007)</p> <p>Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007)</p> <p>Government by the People, Pearson Education 2006 (Adopted 2007)</p> <p>Magruder's American Government, Prentice Hall 1999 (Adopted 1999)</p> <p>Modern World History, Patterns of Interaction, McDougal Littell 1999</p> <p>World History the Modern World 2007</p> <p>Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004)</p> <p>Modern World History, West Publishing 1999, (Adopted 2005)</p> <p>World Geography, Prentice Hall 2005 (Adopted 2006)</p> <p>Why Women Should Rule the World, HARP 2008 (BCHS)</p> <p>Freshman Seminar</p> <p>Odysseyware Online course</p> <p>IMPACT California Social Studies: Principles of American Democracy. McGraw Hill 2019</p> <p>History of the Sierra Nevada, Laws Field</p> <p>Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	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 Discovering French 1-3 McDougal 2004 Vista Temas 2014 Abriendo Puertas Tomo 1-2 McDougal 2003 (supplemental) Asi Se Dice 1, 2016 Asi Se Dice 2, 2016 Asi Se Dice 3, 2016 El Espanol Para Nosotros 1, 2014 El Espanol Para Nosotros 2, 2014	Yes	0.0
<b>Health</b>	Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	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) Design Basics 9th Ed Cengage: 2016 Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCBS, GVHS, MHS)	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	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

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

## School Facility Conditions and Planned Improvements

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Poor	swimming pool: drains are clogged

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior: Interior Surfaces</b>	Fair	<p>A210: Carpet is coming up, needs to be glued  A216: Carpet coming up, needs glue &amp; minor painting needed  h204: Trim coming off cabinets  B105: Countertop trim is coming off  B107: Countertop trim is coming off &amp; minor wall painting needed  B210: Water stained ceiling tile &amp; cabinet trim falling off  B104: Minor paint needed on walls  B209: Cabinet trim falling off  B110: minor wall paint needed  Theater: Minor painting needed  C110: walls need painting  C108: Ceiling tiles have holes and stained; floor tiles have holes and stained  C106: Holes and stains on the ceiling tiles  G102: walls need minor painting  D101: minor painting needed  D202: Minor painting needed on walls  D211: Minor painting needed  D213: Ceiling tile stained  Boys B RR upstairs: loose partition  E112: Walls need minor painting &amp; carpet coming up  Library staircase/eating area: Steps need painting  Boys upstairs RR: Loose partition  E205: Hole in the wall behind the door &amp; minor painting needed  F103: Minor painting needed  F105: minor painting needed on walls  F109: minor painting needed  F210: minor paint needed on walls  F206: trim coming off cabinets  F202: minor painting needed  Practice gym: walls need painting &amp; loose baseboards  H209: minor painting needed  J108: minor paint needed  J110: minor painting needed</p>
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	<p>Theater: The storage room has food  Football field: ants need to be sprayed  Softball field: ants need to be sprayed  Baseball fields: ants need to be sprayed  Soccer fields: ants need to be sprayed</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Admin office desk: Light Ballasts out A111: Light Ballasts out A124: Light Ballasts out A204: Light Ballasts out H210: Light Ballasts out B105: Light Ballasts out B203: Light Ballasts out Theater: Light Ballasts out D108: Light Ballasts out D101: Light Ballasts out D109: Light Ballasts out D210: Light Ballasts out D204: Light Ballasts out E114: Light Ballasts out E Girls RR: Light Ballasts out E112: lights out over the front desk E104: Light Ballasts out E105: Light Ballasts out Boys upstairs RR: Light Ballasts out Girls upstairs RR: Light Ballasts out E205: Light Ballasts out E203: Light Ballasts out E200: Light Ballasts out F105: light switches pop when being turned on/off F Boys upstairs RR: Light Ballasts out F Girls upstairs RR: Light Ballasts out F206: Light Ballasts out G104: light needs to be replaced G123: Light Ballasts out Boys RR lockerroom: Light Ballasts out G151: Light Ballasts out Men's RR gym: Light Ballasts out Swimming pool: need lights installed in the chemical room H girls upstairs RR: Light Ballasts out H203: Light Ballasts out H207: Light Ballasts out H209: Light Ballasts out Boys H downstairs RR: Light Ballasts out Girls H downstairs RR: Light Ballasts out H109: Light Ballasts out in dishwashing area J123 (outside): lights under cap ports do not turn off/on J104: Light Ballasts out J110: Light Ballasts out J123: lights do not turn off

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Boys upstairs RR: Missing a soap dispenser G102: outside fountain needs repair F Boys upstairs RR: missing soap dispenser H girls upstairs RR: missing soap dispenser
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	E103: missing classroom number plate outside of room door F football storage: missing room number plate outside of room
<b>Structural: Structural Damage, Roofs</b>	Poor	Admin office hallway: Cracked brick on the exterior corner, outside facing "F" Building C108: Chunks of bricks missing at the corner of the building G102: Brick falling off the building Library staircase/eating area: Brinck falling off on "G" street side J102: brick falling off the building J104: Brinck falling off the building J106: brick falling off the building J108: Brick falling off the building J110: brick falling off the exterior of the building J123: ceiling insulation falling off J117: ceiling insulation falling off J105: ceiling insulation falling off & brick falling off the exterior J113: ceiling insulation falling off
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	H114: window blinds need to be replaced
<b>Overall Rating</b>	Poor	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	60	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	28	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

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.

The CTE pathways available for students at ECHS include:

- Ag Mechanics: Small Engines
- Ag Mechanics: Welding
- Agribusiness
- Agriscience
- Animal Science
- Ornamental Horticulture
- Graphic Design
- Animation
- Performing Arts
- Media Arts
- Visual/Commerical Arts
- Business Management
- Financial Services
- Child Development
- Education
- Biotechnology
- Patient Care
- Information Support & Services
- Networking
- Marketing

The list of MUHSD CTE advisory committee and the industries they represent follows:

- Leslie Abasta-Cummings, Industry Representative, Health Science, and Medical Technology
- Constantino Aguilar, Assistant Superintendent of Educational Services
- Mandy Ballenger, Special Populations Representative
- Ana Boyenga, Industry Representative, Education, Child Development and Family Services
- Kahri Boykin, Secondary CTE Faculty
- Norma Cardona, Special Populations Representative
- Niza Crispin-Hernandez, Special Populations Representative
- Vinni DeAngelo, Industry Representative, Hospitality, Tourism, and Recreation
- Harry Dhaliwal, Industry Representative, Transportation
- Timothy Donovan, Postsecondary CTE Faculty
- Marisol Duran, Industry Partner, Fashion and Interior Design
- Jennifer Euker, Secondary Administrator
- Lily Flores, K12 Strong Workforce/CTE Coordinator
- Autumn Gardia, Postsecondary Guidance
- Laurie Goodwin, Parent
- Araceli Gonzalez, Postsecondary CTE Counselor
- Gwen Hagaman, Industry Representative, Information and Communication Technologies & Marketing
- Brent Jerner, Industry Representative, Energy, Environment and Utilities
- Cristi Johnson, Special Populations Representative
- Charles Jolly, Secondary Administrator

Kathleen Kanemoto, Postsecondary CTE Faculty  
 Kevin Kennedy, Industry Representative, Business and Finance  
 Kathleen Lasse, Industry Representative, Building and Construction Trades  
 Scott Lewis, Industry Representative, Building and Construction Trades  
 John Livria, Industry Representative, Information and Communication Technologies  
 Marvulli, David Industry Representative, Building and Construction Trades  
 Sukhraj Mehat, Secondary CTE Faculty  
 Anel Ochoa, Instructional Support  
 Ed Palomino, Industry Representative, Agriculture, and Natural Resources  
 Nathan Quevedo, Industry Representative, Arts Media, and Entertainment  
 Breanne Ramos, Industry Representative, Agriculture, and Natural Resources  
 Jeremy Rahn, Industry Representative, Public Services  
 Richard Regalo, Industry Representative, Agriculture, and Natural Resources  
 Terry Rolfe, Industry Representative, Building, and Construction Trades  
 Adam Saxon, Industry Representative, Marketing  
 Kanoa Smith, Secondary Faculty  
 Greg Soto, Postsecondary Administrator  
 Jay Sousa, Industry Representative, Arts Media, and Entertainment  
 Jennifer Sousa, Secondary Counselor, and Postsecondary Adjunct Counselor  
 Student, AHS (Name Redacted) Student  
 Student, LHS (Name Redacted) Student  
 Student, MHS (Name Redacted) Student  
 Barbara Tanzillo, Program Administrator  
 Bryan Tasse, Postsecondary Administrator  
 Brian Teague, Industry Representative, Building and Construction Trades  
 Anthony Thomas, Parent  
 Bob Valladao, Parent  
 Lisa Vigil, Industry Representative, Building and Construction Trades  
 Seneca Ybarra, Secondary Faculty  
 Kimberly Zamudio, Educational Services Program Administrative Assistant

**Career Technical Education (CTE) Participation (School Year 2019-2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1466
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	54

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.82
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	55.74

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-2021)

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, pastries for parents, and coffee socials. In addition, El Capitan has offered parent education opportunities and parenting skills development through our parent literacy classes, 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), Local Control Accountability Program (LCAP), and School Site Council (SSC). If parents want to become involved in any activities, they can contact the school secretary at 209-384-5500.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.7	2.1	2.4	5.6	6.7	4	9.1	9.6	9
Graduation Rate	95.2	95.9	96.5	91.3	90.5	94.2	82.7	83	84.5

## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.1	5.0	5.0	3.4	3.5	3.5
Expulsions	0.3	0.3	0.3	0.5	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	2.6	
Expulsions	.6	.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 (3 full time, 3 part time). We also have access to a School Resource Officer through a partnership with Merced Police Department.

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 and was approved by the School Site Council on 9/16/2020. 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 and students have been trained on coordinating and executing an evacuation from the school on a yearly basis.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	31	10	17	31	23	26	32	11	24	25	24	26
Mathematics	30	9	19	22	30	7	23	21	29	12	14	27
Science	33	4	7	26	25	18	12	12	30	8	8	25
Social Science	30	7	19	24	28	11	23	22	29	12	11	30

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	293.4

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	3

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9582.88	\$1362.85	8220.03	85562.64
District	N/A	N/A	12977.92	\$79,619
Percent Difference - School Site and District	N/A	N/A	-44.9	7.2
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	5.9	-5.4

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

## Types of Services Funded (Fiscal Year 2019-2020)

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:

- 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,725	\$52,670
Mid-Range Teacher Salary	\$79,771	\$89,660
Highest Teacher Salary	\$102,059	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$140,960	\$158,074
Superintendent Salary	\$200,454	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	13	14.2

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	9

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 2020-2021 calendar allows for the following sessions:

- Whole Child w/ higher level questioning
- Digital Citizenship
- 5 Cs
- Know your students

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. This unique schedule also allows for intentional professional development to be delivered that is in line with the instructional foci of the campus.