

Grossmont Union High School District

Grossmont High School

2008-2009 School Accountability Report Card

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Principal**

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Principal's Message

Dear Parents and Community:

Thank you for taking the time to learn about Grossmont High School. As we approach our eighty-ninth birthday, we can look back proudly on a grand tradition of excellence. For the better part of the twentieth century, our graduates have not only made an indelible mark on San Diego's East County, but the greater region and beyond, to the State and national levels. Our staff and administration are committed to providing the highest quality learning experience for our students. To that end, we offer a comprehensive academic program which meets the diverse needs of all students, whether in preparation for post-secondary education or the world of work and career. Additionally, our students may choose to participate in the full range of co-curricular and extra-curricular activities, enabling them to grow and express themselves in the most constructive and productive manner.

In addition to this publication, you may consider reviewing our El Requerdo yearbook, the Foothills Echoes student newspaper, OBRA short stories and poetry, or an edition of the Grapevine, our PTSA/Principal's newsletter.

Please make arrangements to visit our school by calling for an appointment. We enjoy talking with new residents and showing our campus. We highly value open dialogue with all stakeholders in our community. We look forward to seeing you.

Theresa Kemper
Principal

School Profile

Grossmont is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on meeting high academic standards and developing literacy. The school supports cultural awareness on a daily basis through its diverse literature selections and class curriculum. During the 2009/10 school year, 2596 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	6.4%
American Indian	1.1%
Asian	2.4%
Caucasian	53.7%
Filipino	2.9%
Hispanic or Latino	26.0%
Pacific Islander	0.9%
Multiple or No Response	6.7%

Discipline & Climate for Learning

Students at Grossmont are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Grossmont discipline program is to help students focus on learning and maintain a safe school atmosphere. Parents and students are informed of school rules and discipline policies through classroom visitations and the student handbooks which is available on line throughout the the school year (copies may also be obtained in the Assistant Principal's Office).

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:

- | | |
|--|---|
| Academic League | Anime Club |
| Asian Pacific Student Assoc. | Associated Student Body-class |
| AVID | Best Buddies Club |
| Body Language Club (Concert Dance) | Catholic Club |
| Cheerleading | Chess Club |
| Choir-class | Child Development |
| Club Latino | Christian Club |
| Club Green | Dance Team |
| Distributive Education Clubs of America (DECA) | Drama Club |
| French Club | Future Business Leaders of America (FBLA) |
| Girls League | Grossmont Dance Team |
| GSI Stepper | Hiller's Basketball Club |
| Interact (Rotary) | Invisible Children |
| Key Club (Kiwanis) | Lacrosse |
| Link Crew | Model United Nations Club |
| Newspaper (Echoes)-class | Peer Mediation |
| Pep Squad | Ping Pong Club |
| Spanish Club | Surfing Club |
| Yearbook (El Recuerdo)-class | |

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

- | | |
|-----------------------|----------------------|
| Cheer | Cross Country – Boys |
| Cross Country – Girls | Football |
| Golf – Girls | Tennis – Girls |
| Volleyball – Girls | Water Polo –Boys |

WINTER SPORTS

- | | |
|--------------------|-------------------|
| Basketball – Boys | Basketball –Girls |
| Soccer –Boys | Soccer –Girls |
| Water Polo – Girls | Wrestling |

SPRING SPORTS

- | | |
|---------------------|-----------------|
| Baseball | Golf – Boys |
| Gymnastics | Lacrosse – Boys |
| Lacrosse – Girls | Softball |
| Swim – Boys & Girls | Tennis – Boys |
| Track – Boys | Track – Girls |
| Volleyball – Boys | |

Grossmont recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during Star Student of the Month, Senior Awards Assembly and by classroom teachers.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	333	368	357	3656	3109	3856
Suspension Rate	14.1%	15.6%	14.5%	15.3%	12.8%	15.6%
Expulsions	20	21	26	182	195	230
Expulsion Rate	0.8%	0.9%	1.1%	0.8%	0.8%	0.9%

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	651	558	664
10th	535	630	575
11th	586	571	612
12th	582	607	613

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	23	23	24	62	63	58	26	11	8	20	33	36
Mathematics	24	24	26	49	44	46	23	19	13	21	28	32
Science	28	29	31	9	11	9	26	19	7	21	27	38
Social Science	27	27	30	23	26	19	18	7	8	42	52	52

Curriculum Development

All curriculum development in the Grossmont Union High School District is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2008/09 school year:

New Courses Course Number(s) Department	Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP	Biology 1, 2 IB SL R238/R239 Science
Cel Animation 1C, 2C B263/B264 Art	Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
French 3, 4 IB HL2 G037/G038 Foreign Language	Professional Musical Theatre
Performer T510/T511 ROP	Science 1, 2 Sheltered R023/R024 Science
COURSES PENDING UC APPROVAL	Environmental Design I & II J140/J141
History IB HL1 S096/S097	

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<http://portal.guhhsd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

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

Counseling & Support Staff

It is the goal of Grossmont High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Grossmont High.

9th - Juliana Manuel 668-6047	10th - Rebecca Vargas-Wilson 668-6042
11th - Lori Dietrich 668-6046	12th - Laura Dawson 668-6045
EL - Guadalupe Sturgeon 668-6044	Sp.Ed. - Rebeca McMillan 668-6048
GRC - Noel McMahon 668-6049	

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Guidance Secretary	2	1.0
Guidance Technician	1	1.0
Guidance/Academic Counselor	9	1.0
Nurse	1	1.0
Psychologist	1	1.0
Speech/Language/Hearing Specialist	2	.5

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009-10 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	98	98	98	1080
Without Full Credentials	2	2	0	8
Working Outside Subject	0	0	0	22

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	76.5%	23.5%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

Acupuncture and Nutrition
 Asperger's Syndrome
 Assistant Principal Leadership Seminar
 Collaboration Technology Tools
 Differentiated Instruction for the Teenage Brain, Parts I & II
 EL Workshop
 Gang Awareness
 Making Common Assessments Meaningful Using Edu-Soft
 Outrageous Teaching!
 PLC On-Site Training
 Principal Leadership Seminar
 Rebels With Applause -- Motivating Reluctant Learners
 Strategies for Great Teaching
 Teachers' Toolbox
 Working With Challenging Students, Parts I & II

Algebra Workshop
 Assistant Principal Apprentice Program
 Breakdown Those Classroom Walls
 Conscious Classroom Management
 Effective Teambuilding
 Equity & Diversity Training
 Literacy Assessment
 Maximizing Student Access to Library Materials
 Papers, Papers, Papers -- Handling the Paperload
 Poverty Training
 ProACT Training & Refresher
 Special Ed in the Regular Ed Classroom
 Stress Management
 Working and Communicating Effectively with Colleagues

Parent Involvement

Grossmont greatly benefits from its supportive parents who are involved in academics and extra-curricular programs. The school has a strong base of parent volunteers who are involved at every level. Parents are also welcome to join PTSA and the Grossmont High School Educational Foundation. The school also benefits from several community partnerships, including those in the Career Pathways.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (619) 668-6000.

California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	51	50	52	43	44	47	43	46	50
Mathematics	20	23	28	22	23	29	40	43	46
Science	42	48	47	32	41	46	38	46	50
History/Social Science	38	43	42	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	35	16	39	27
American Indian	62	25	*	*
Asian	57	35	36	50
Filipino	63	33	*	47
Hispanic or Latino	41	20	32	28
Pacific Islander	38	29	*	*
Caucasian	59	33	53	51
Males	49	30	47	47
Females	56	26	46	37
Socioeconomically Disadvantaged	33	24	29	23
English Learners	13	16	16	5
Students with Disabilities	30	29	33	14
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.2%	24.3%	64.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	4	4	7	
All Students				
Actual Growth	8	25	-2	758
Socioeconomically Disadvantaged				
Actual Growth	11	46	20	696
Hispanic or Latino				
Actual Growth	15	39	5	704
Caucasian				
Actual Growth	7	20	-5	787
Students with Disabilities				
Actual Growth	67	37	38	612
English Learners				
Actual Growth	-	53	6	659

National Assessment of Educational Progress

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

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

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

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

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

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
School			District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	68.6%	*	*
American Indian	78.6%	*	*
Asian	70.6%	*	*
Filipino	82.6%	*	*
Hispanic or Latino	59.0%	*	*
Pacific Islander	75.0%	*	*
Caucasian	82.4%	*	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	59.0	49.9	48.6	58.6	54.6	52.9	56.2	51.8	52.0
Mathematics	66.7	55.8	49.9	69.5	55.7	51.3	67.0	58.4	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43.8	30.1	26.0	33.0	44.1	22.9
Males	47.9	29.4	22.6	31.7	40.8	27.5
Females	39.4	30.9	29.7	34.4	47.8	17.8
African American	51.2	31.7	17.1	43.9	36.6	19.5
Hispanic or Latino	60.9	23.2	15.9	48.6	38.6	12.9
Caucasian	35.4	32.3	32.3	25.5	46.9	27.6
English Learners	63.7	24.8	11.5	44.7	44.7	10.5
Socioeconomically Disadvantaged	60.4	26.0	13.6	44.5	42.6	12.9
Students with Disabilities	76.9	21.2	1.9	66.0	26.4	7.5

Advanced Placement Classes

Grossmont High encourages students to continue their education past high school. Grossmont High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	2	105
Social Science	4	241
English	2	158
Foreign Language	1	18
Mathematics	1	34
Totals	10	556
Percent of Students in AP Courses	4.4%	

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

Students at Grossmont High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	68.8%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	67.7%

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

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	1,389
What percent of the school's pupils complete a CTE program and earn a high school diploma?	56.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	33.9

Dropout & Graduation Rates

Grossmont believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: drop-off prevention specialist, SARBs, and academic intervention.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.90%	2.00%	2.30%
Graduation Rate	96.20%	96.30%	91.20%



Career Technical Education (CTE) Programs

To ensure that our students achieve their academic and personal potential, Grossmont High School's mission for the delivery of Career Technical Education (CTE) is to create a community that fosters a connection between academics and career technical education, involvement with the business community, and integration of relevant real world skills within CTE curriculum to develop personal responsibility, diverse opportunities, and students' work related interests and abilities.

Grossmont High School fosters, and is committed to, a collaborative teaching environment. We work in professional learning communities which allows us time within the school day once a week to focus our Career Technical Education (CTE) goals and the direction of our program. We are proud of our district focus on CTE and the strong commitment towards academic teaming within the CTE courses across schools. We have articulated a majority of our CTE courses with our two local community colleges which gives academic credit at the community college for students who complete our approved high school courses with a grade of B or better.

Career Technical Education flourishes at Grossmont High School. We have partnerships with the East County Chamber of Commerce, the Grossmont Healthcare District, and the East County Career Center. We are encouraged by the direction and advice we receive from these organizations as well as from the parents and students of our school. The business industry has been actively involved at Grossmont and has provided tremendous guidance and support for our CTE programs over the years.

Grossmont High School focuses on integrating our special populations into our Career Technical Education classes. In our Media and Design Arts pathway alone, 20% of our students enrolled in these courses are designated special needs or English learners. This is true of our other pathways as well. Special education teachers and language aides are available in these CTE courses to provide additional support to the students and CTE teachers.

Safe School Plan

Safety of students and staff is a primary concern of Grossmont. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on May 2009 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school and during lunch by staff. There is a designated area for student drop off and pick up. Visitors (same as the district policy) may call the office ahead of time to schedule visits.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Web Design		In today's academic and professional world individuals need to be effective and efficient users of technology and information. Technology Discoveries and web design teaches students computing skills that will make them more effective students, employees and/or business owners.	Web Design classes are open to all students, including students with special needs, EL students, general education students and GATE students together. Classes offer students information on post secondary options for career opportunities.	Technology Discoveries and Web Design are both "Project Based" courses. Students are introduced to current technologies and techniques. Then student learning is evaluated based on their ability to use the technology to complete "Real World" projects that are common found in a university or office setting.
Industrial Technology		We use "hands on skills" in the lab to reinforce and compliment theory and concepts discussed in the classroom	We offer the opportunity for students to gain work experience through community classrooms and apprenticeships in their field of study.	Auto tech courses are evaluated annually by an advisory committee made up of industry professionals and teachers. They evaluate the curriculum, the facility and equipment and give recommendations on any changes necessary to keep us up to industry standards.
Child Development		Child Development is a class designed to teach students about parenthood. We learn about the developing child and focus on ways to be better parents. This class is open to all students, but is designed for students who want to work with young children, teen parents and students who want to have a family one day.	Students can earn up to four units of college credit if they take and pass the child development sequence with an A or B.	This class is evaluated, not only by the ROP program, but also by Grossmont and Cuyamacca Colleges. The credits that can be earned in this class transfer to these two colleges. Students who take the sequence of Child Development, and Child Development intern and pass with an A or B, can begin working at a day care or child development center right out of high school.
Photography	Grossmont High School	Photography courses support student achievement through the integration of core studies, including reading and writing across the curriculum. Courses include students of all academic levels, working together. Achievement is also strengthened through student participation in competitions and exhibitions of artwork created in the classes.	Photography classes are open to all students, including students with special needs, EL students, general education students and GATE students together. Classes offer students information on post secondary options for career opportunities.	CTE and ROP courses are evaluated annually to determine if they are viable and effective career education.
Digital Arts		Digital Arts courses support student achievement through the integration of core studies, including reading and writing across the curriculum. Courses include students of all academic levels, working together. Achievement is also strengthened through student participation in competitions and exhibitions of artwork created in the classes.	Digital Arts classes are open to all students, including students with special needs, EL students, general education students and GATE students together. Classes offer students information on post secondary options for career opportunities.	
Computer Programming		Courses support student achievement through the integration of core studies, including reading and writing across the curriculum. Courses include students of all academic levels, working together.	Classes are open to all students, including students with special needs, EL students, general education students and GATE students together. Classes offer students information on post secondary options for career opportunities.	Our courses are evaluated and approved through Advisory committees who look at how many students take advanced classes and they make decisions regarding our outlines and competencies so that they are appropriate for the real world.
Computer Animation				

School Facilities

Grossmont was originally constructed in 1922 and is comprised of 90 classrooms, 2 gyms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounges, 5 computer labs, and 1 playground. Recent remodeling includes instructional infrastructure work and placement of relocatable classrooms.

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

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Conditions				
Date of Last Inspection: 11/10/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Pool - * Equipment rm. - no access. Bldg. 200 storage area - Hot water heater t & p not plumbed per code - safety. Restroom 100 - Floor drain grate damaged. Bldg. 800 IDF - 2" Clean out cover missing - exterior east.
Interior		X		Room 130 - Stained ceiling tiles. Room 125 - Stained ceiling tiles, flooring damage at door. Room 110 - Stained Ceiling Tiles. Room 105 - Stained Ceiling Tiles. Restroom Building 200 Boys - Ceiling tiles stained. Crack at wall sink. Bldg. 200 Child care - Flooring damaged in RR. Room 0. Rm 100 Career Center - Stained ceiling tiles. Bldg 200 Boys RR - Crack at sink wall, stained ceiling tiles in entry. Bldg. 200 corridor - Ceiling tiles stained, missing. Rm. 235 - Flooring damaged at the restrooms. Bldg. 200 girlsRR - Paint/plaster damage at the walls and ceiling. Speech - Floor damaged at the door. Rm. 210 - Ceiling tiles stained and hanging. Bldg. 300 girls RR - Ceiling in the vestibule damaged, numerous cracks in the walls. Bldg. 300 corridor - Ceiling tiles missing/damaged. Bldg. 300 boys RR - Ceramic tile missing where the toilet partition was moved. Rm. 570 ASB - Flooring damaged throughout. Teachers lounge - Ceiling tiles missing. Team rm. - Office - ceiling damaged. Drywall missing at the pipe repair and ceiling tiles damaged. Property storage - Ceiling damage, drywall missing at the gardeners storage. Old gym stage - Ceiling damaged backstage. Bldg. 600 staff RR - Cove base damaged, plaster damaged at the corridor corner. Old gym - Wall tiles missing. Rm. 600 Drama - Carpet transition missing. Rm. 620 - 2 Ceiling tiles missing in the office, floor damaged at the office door. Rm. 610 - Ceiling damaged at the heater flue penetration. Utility / supply - Wall damage at the light switch. Boiler rm. - Ceiling damage, wall damage in the vestibule. Coaches Office - Wall damage / cracks. Relo. RR - Boys - flooring damage at cove. Relo RR north - Boys - 3 ceiling tiles missing. Rm. 15 - Trip hazard at the carpet / door. P-5 ROTC - Cover base missing, wall paper damaged at the north wall. P-16 - Wallpaper damaged. Rm. 955 band - Flooring and casework damaged in the work rm., ceiling damage in storage. Color guard - 2 Ceiling tiles out. Gym - Ceiling damage - south vestibule, equipment rm., floor damaged at the south vestibule. Cafeteria / classroom - Ceiling tiles missing / hanging. Kitchen - Holes in the walls. Wall damage at the cust; ceiling tiles missing, wall damage at the south door. Storage / testing - Ceiling tiles missing / hanging in storage and IDF. Nurse - Ceiling tiles stained, flooring missing at the sink.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Special Ed. Administration - Diffuser missing in the Asst. Directors office. Room 130 - 4 Diffuser missing and several diffusers cracked. Room 115 - All diffusers missing. 1 Light out. 1 receptacle cover cracked. Room 105 - 5 Lights out. 1 Diffuser missing. 2 Diffusers hanging. Restroom Building 200 Boys - Soffit Light Diffuser missing, exposed conductors. Bldg 200 Boys RR - soffitt light diffuser missing-exposed conductors. Speech - Light out in the vestibule. Rm. 210 - 2 Diffusers missing. Rm. 340 - 1 Diffuser missing. Rm. 3 science prep. - J-box at the ceiling-cover missing. Rm. 305 - 2 Lights out. Rm. 320 - 2 Lights out. Mechanical block house - Combustible storage blocking exits ie: ceiling tiles, table. Rm. 570 ASB - 2 Lights out, 1 diffuser missing, 1 fixture hanging - Safety hazard. Teachers lounge - Combustibles stored in the electrical rm. - panels blocked. Old gym stage - Switch plate cracked. Old gym - 1 Wire light guard hanging - Safety hazard, 4 diffusers missing in finance. Rm. 600 Drama - East steel ramp not grounded. Rm. 620 - 2 Lights out. Rm. 780 - 7 - 2 - 3" Knock out covers missing on the exterior transformer west of bldg. Lounge - Receptacle cover missing on south wall. Rm. 865 - 2 Knock out covers missing at the irrigation j-box - east side. Equipment rm. - Receptacle buriht, cover off. Relo RR north - Girls - light switch broken. Rm. 32 - 2 Lights out. Rm. 17 - 1 Light out. Rm. 15 - Speaker / ceiling tile sagging - no support wire - safety hazard. P-2 - 2 Lights out. P-24 - 1 Diffuser missing. Rm. 955 band - 7 Diffusers cracked, 6 lights out in storage south vestibule, 5 lights out in the classroom, 1 diffuser missing, switch broken in drum storage, 2 lights out in sheet music storage. Color guard - 2 Lights out, 1 diffuser missing. PE exterior RR - Boys - 2 lights out. Cafeteria / classroom - 7 Lights out. Bldg. B - Diffuser missing in the stroage rm. Auto shop - 4 Lights out in the classroom.
Restrooms/Fountains		X		Bldg 200 Boys RR - 2 Faucets loose. Bldg. 200 corridor - 1 Drinking fountain-no water, 2 drinking fountains low pressure. Bldg. 300 girls RR - 1st sink leaking waste in the wall (into the boiler rm. below). Rm. 530 - Exterior drinking fountain handle missing. Relo RR north - Boys - 1 faucet no water. Rm. 955 band - Exterior west drinking fountain overpressure. Gym - Exterior drinking fountain - water controls loose. Restroom Building 200 Boys - 2 faucets are loose. Bldg. 200 girlsRR - 1 Toilet plugged. Rm. 220 - 2 Lights out, 1 diffuser hanging. Old gym stage - 2 RR need cleaning. Bldg. 800 boys RR - 1 Urinal and 1 toilet out of order.
Safety (Fire Safety, Hazardous Materials)	X			Special Ed. Administration - Fire extinguisher out of date (2007). Room 115 - No fire extinguisher. Room 105 - No fire extinguisher. Rm. 210 - No fire extinguisher. Rm. 220 - No Fire extinguisher. Bldg. 300 boiler rm. - Fire extinguisher out of date (2008). Rm. 305 - No fire extinguisher. Boiler rm. - Fire extinguisher out of date (2008). Rm. 36 - No fire extinguisher. Rm. 33 book rm. - Fire extinguisher out of date (2005). Relo 33 book rm. - Fire Extinguisher out of date (2005). P-7 ROTC - No fire extinguisher. P-1 - No fire extinguisher. Rm. 955 band - No fire extinguisher. Bldg. C - Fire extinguisher out of date (2007). Bldg. B - Fire extinguisher out of date (2007). Bldg 200 Boys RR - Peeling paint-west exterior wall. Bldg. 300 corridor - Peeling paint at the skylights. Bldg. 300 boys RR - Peeling paint at the ceiling and walls. Team rm. - Peeling paint - all walls. Auto shop - Peeling paint at beams.
Structural (Structural Damage, Roofs)	X			Equipment rm. - Structural cracks at all walls. Bldg. B - Dry rot at north west corner of the bldg.
External (Grounds, Windows, Doors, Gates, Fences)	X			Old gym stage - Asphalt trip hazards at the north west corner. Rm. 11 - Wood deteriorating at the end of ramp. Admin. - Trip hazard at the concrete - north side. Bldg. B - access for the animals under the bldg. north side. Bldg. 300 corridor - Cracks in the wire glass skylights. Bldg. 600 staff RR - Exterior door delaminating. Boiler rm. - Window broken at 9. Auto shop - North east exit door delaminating.

District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

District Revenue Sources

In addition to general state funding, Grossmont receives state and federal funding for the following categorical funds and other support programs: GATE, MAA, TUPE, EIA and Project Shield.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	5.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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