



GROSSMONT MIDDLE COLLEGE HIGH SCHOOL

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Mary Beth Kastan, Principal

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

Dear Parents and Community:

Welcome to Grossmont Middle College High School (GMCHS), a partnership between Grossmont Union High School District and Grossmont-Cuyamaca Community College District. Grossmont Middle College High School is a unique educational opportunity that offers a small school feeling on the community college campus. Sixty-six eleventh and twelfth grade students are enrolled in English and social science courses with Grossmont Union High School District teachers. Students also take a study skills class through the high school and participate in career-related internships. Other high school graduation requirements are met through community college coursework.

The mission of Grossmont Middle College High School is to provide a bridge from school to career utilizing real life experiences via internships and enriched and challenging educational opportunities. GMCHS assists college capable students in the successful completion of high school while concurrently completing coursework that earns college credit and meets freshman entrance requirements.

On average, graduates of Grossmont Middle College High School have earned one year of college credits by graduation. Last year 75% of the graduating class earned acceptance to four year colleges and universities; their average high school GPA was 3.6.

College course fees are waived for GMCHS students. Transportation is the responsibility of the student as are college texts, the college health fee (\$13) and student representation fees (\$1).

Contact Information

Parents or community members who wish to participate on leadership teams or school committees or those who are simply seeking more information may contact the office at (619) 644-7524.

School Profile

Grossmont Middle College High School is located on the beautiful, serene and spacious campus of Grossmont College. It is the first comprehensive middle college high school in San Diego County offering high school students the entire range of courses and activities on the Grossmont College campus excluding only intercollegiate sports. Founded in 2001 as a smaller learning community, GMCHS provides an enriched and challenging environment for bright but sometimes underperforming students who are disenchanting by, or disengaged from, the traditional high school model.

School Profile

Student Enrollment by Ethnic Group

2005-06

	Percentage
African American	7.7
American Indian	0.0
Asian	3.1
Caucasian	69.2
Filipino	4.6
Hispanic	9.2
Pacific Islander	0.0
Multiple or No Response	6.2

Parent Involvement

Grossmont Middle College greatly benefits from its supportive parents who participate in social events such as our fundraiser dinners at Souplantation. The school has a strong base of parent volunteers who enjoy assisting with preparations for our small but delightful celebrations such as Senior Banquet and Senior Brunch, Prom and Graduation. Parents are welcome to join the Advisory Board which also serves as our School Site Council. In addition, the school benefits from several community partnerships including the state Fund for Student Success Grant that provides funding for our counselor and many college outreach activities including tours of universities and colleges in Northern California and the Los Angeles and San Diego areas.

Enrollment By Grade

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

Enrollment By Grade

Enrollment Trend by Grade Level

	2003-04	2004-05	2005-06
11th	32	27	31
12th	37	36	34

Enrollment By Program

During the 2005/06 school year 66 students were enrolled at Grossmont Middle College High, of which 0% were students with disabilities, 2% were English Learners, and 6% were socioeconomically disadvantaged.

Safe School Plan

Safety of students and staff is a primary concern of Grossmont Middle College which has the advantage of being a part of the college safety and security system. A full time professional police force is available on campus 24/7, providing an exceptionally safe and secure environment. 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 will be reviewed and updated during March by the School Safety Committee. All revisions will be communicated to the both the classified and certificated staff. The school's disaster preparedness plan will include steps for ensuring student and staff safety during a disaster. Fire and disaster procedures are reviewed on an annual basis. Visitors are asked to check in at the high school office.

Discipline & Climate for Learning

We envision each and every student fulfilling his or her personal, social and academic promise. Students at Grossmont Middle College are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the student Handbook and Planner which is given to all students upon acceptance at their individual family advising session. Additional information is provided regularly, at least weekly and sometimes daily, via email and mail.

Students are encouraged to participate in academic and extracurricular activities, which are an integral part of the educational program. Many students have participated, and are presently participating, in college governance; the current Grossmont College Associated Student Government president is a GMCHS senior as are several of the ASGC board members. Students have participated

in the college choir and symphony orchestra, debate team and clubs and have been published in the college newspaper and literary magazine.

Students may, with the permission of high school administrators, participate in high school athletics and extracurricular activities, although most switch their allegiance and involvement to the larger college and community arenas. GMCHS students are active in club sports, community and faith-based service organizations, and numerous charitable, cultural, and social organizations.

Grossmont Middle College recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during class, via email, and at the Senior Banquet and Senior Brunch and Graduation.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Grossmont Middle College High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	0	0	4,607	4,000	4,230
Suspension Rate	0.000%	0.000%	0.000%	18.840%	18.060%	17.300%
Expulsions	0	0	0	215	160	186
Expulsion Rate	0.000%	0.000%	0.000%	0.880%	0.720%	0.760%

* District numbers are for entire district.

School Facilities

Grossmont Middle College is located on the Grossmont College campus which opened in 1964 and has expanded to serve nearly 17,000 students each semester. GMCHS students have the advantage of all of the college facilities and services. The high school has offered classes on the campus since the fall of 2001. Cleaning, Maintenance and related budgets are the purview of Grossmont College.

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

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 2005/06 school year, the most current data are reported.

Teacher Assignment				
Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	2	2	2	972
Without Full Credentials	0	0	0	58

Teacher Assignment			
Teacher Credential Status			
	04-05	05-06	06-07
Working Outside Subject			N/A

Vacant Teacher Positions			
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	2	0
Misassignments of Teachers of English Learners	2	2	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

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 2005-06 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.

Highly Qualified Teachers		
NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Grossmont Middle College High	100	0
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Grossmont Middle College High. Generally, the district does not experience any problems finding qualified substitute teachers.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

At Risk Interventions

Grossmont College provides tutoring in English/Language Arts and mathematics for those students performing below grade-level standards or who are at risk of not being successful in their coursework. Students may choose to take intersession courses to accelerate or to make up work. Several Personal Development Courses are available to students to assist in their developing effective college-level study skills and planning for their futures. Other intervention programs offered at Grossmont Middle College include personal tutoring by the high school instructors in English/Language Arts and/or social science.

Counseling & Support Staff

It is the goal of Grossmont Middle College 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 Middle College High.

Counseling & Support Staff

Curriculum Development

All curriculum development in the Grossmont Union High 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 2005/06 school year:

Completion of chemistry curriculum guide
Revised First Aid curriculum
Alignment of AP/IB course titles with College Board
English Language Development courses receive English graduation requirement credit
English as a Second Language courses receive elective credit
Addition of the following courses to the Master Course Catalog:

- CAHSEE English Intervention
- Bible as Literature, 2A
- IB Theatre Arts 1st Year, 1-2HL
- IB Theatre Arts 2nd Year, 3-4 HL
- IB Film 1st Year, 1-2
- IB Film 2nd Year, 3-4
- CAHSEE Math Intervention
- AVID Junior Seminar
- IB/CAS International Baccalaureate/Community Action Service

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, 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. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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.

District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 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.

District Revenue Sources

In addition to general state funding, Grossmont Middle College receives state and federal funding for the following categorical funds and other support programs:
Gifted and Talented Education (GATE)
Fund for Student Success Grant (FSS)

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.

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>.

Combined % of Students Scoring at Proficient and Advanced Levels															
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
Grossmont Middle College High							75	81					74	54	
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
Grossmont Middle College High							69	*	92				85	*	83
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
Grossmont Middle College High							79	77	89				67	45	68
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Caucasian															
Grossmont Middle College High							74	94	95				73	61	82
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48

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

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at Grossmont Middle College High did not participate in the California Achievement Test.

CAT-6

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

Local Measures

All California Standards Tests and GUHSD Program Assessment Tests are administered to GMCHS students who have earned the highest, or among the highest, scores in the district. GMCHS has consistently met, and exceeded, all API growth targets and it has met it's AYP each year. One hundred percent of GMCHS students have passed the CAHSEE and 85% of the class of 2006 completed A-G requirements. In comparison with a control group of college students, GMCHS students have faired at least as well, if not better, in their college coursework.

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. Since Grossmont Middle College only includes grades eleven and twelve, no students participated in the physical fitness test.

Physical Fitness

Percentage of Students in Healthy Fitness Zone			
	Test Results		
	5th Grade	7th Grade	9th Grade
Grossmont Middle College High			
Grossmont Union High			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

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.

Academic Performance Index								
API School Results								
Base				Growth				
All Students	02-03	03-04	04-05		03-04	04-05	05-06	
API Score	769	698	715	API Growth Score	782	715	792	
Growth Target	2	5	4	Actual Growth	13	17	77	
Statewide Rank	9	7	7	Eligible for Awards	Yes			
Similar Schools Rank	N/A	N/A	N/A	Eligible for II/USP	No	No	No	
Subgroups								
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.								
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.								

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

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	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No
Percent Proficient	Yes	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					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Grossmont Middle College High				-	-
Grossmont Union High	-	-	-	1	3.85

Dropout & Graduation Rates

Grossmont Middle College believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In its history, only one student was classified as a dropout. In spring of 2006, 100% of the senior class graduated and the majority are now attending college or university classes.

Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	3.23%	4.35%	1.59%
Graduation Rate	89.8%		0.0%

CAHSEE

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 2005-06 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.

CAHSEE

Completion of High School Graduation Requirements			
School	District	State	

Career Technical Education (CTE) Programs

The Grossmont Middle College High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Grossmont Middle College have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Through the comprehensive Career Pathways curriculum, all GMCHS students identify and research a career pathway and the education and training necessary for their success. All students fulfill a minimum of 60 hours internship each semester and prepare for their Senior Exhibition, the capstone project connecting all aspects of their classes and experiences at GMCHS.

Career Technical Education Participation

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

Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	11
What percent of the schools pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	36.4

UC/CSU Course Completion

Students at Grossmont Middle College 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 Completion

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
100.0%	41.9%
* Duplicated Count (one student can be enrolled in several courses).	

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to students' success in college and their general educational development. Grossmont Middle College offers a college admission test

preparation course during the regular school day which is paid for through the Fund for Student Success Grant. In addition, all juniors take the PSAT during the regular school day in preparation for the SAT.

Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Grossmont Middle College High					
03-04	37	75.7%	545	523	0
04-05	36	91.7%	561	535	0
05-06	34	152.9%	536	520	511
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

Grossmont Middle College High encourages students to continue their education past high school. Grossmont Middle College 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. During the 2005/06, 0 students participated in taking the exams.

Advanced Placement Classes

Advanced Placement Classes	
# Classes	Enrollment

School Leadership

Leadership at Grossmont Middle College is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Mary Beth Kastan, Director of Curriculum. Ms. Kastan has 18 years of experience in education with positions as social science teacher, ASB Advisor, Assistant Principal and Director of Curriculum. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. The leadership team also includes Cathy Zemlick, Lead Teacher, Stephanie Contos, counselor, Vincent Legg, social science instructor, and Sue Halvin, secretary.

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 Grossmont Middle College High School staff. The district dedicated three days to staff development annually for the past five years in addition to attending conferences and doing individual research. Topics for staff development during the 2005/06 school year included:

Lead Teacher/English Teacher

- Research & visit middle college high schools – Spring 2001
- Attend Middle College National Consortium conference, Spring 2003
- Attend and present at National Council of Instructional Administrators Conference, Spring 2004
- Attend Coalition of Essential Schools Conference, San Francisco, Spring 2005
- Attend and present at American Association of Community Colleges National Conference – Long Beach - April 24, 2006
- WASC FOL Self-Study Training
- March 16, 2005 – Point Loma Nazarene, San Diego
- January 18, 2006 - Point Loma Nazarene, San Diego
- September 22, 2006 – Garden Grove School District, Garden Grove
- January 16, 2007 - Point Loma Nazarene, San Diego
- Research FERPA policies – Spring 2006

- WASC Visit – April 3 – 5, 2006 - Julian High School
- WASC Visit – April 16 – 18, 2007 – The High School at Moorpark College

Social Science Teacher

- Coalition of Essential Schools Conference, San Francisco, 2005
- Researching “Fair Use” and other statutes related to in-class use of copyrighted materials
- Research on multi-media software and use regarding development of GMCHS informational DVD (March 2006)
- Participation/presentation at GUHSD/Digital University training sessions (Summer 2003)
- Consultation re: development of multi-media “critical thinking” (via informal fallacies) in-class instructional unit (Fall 2003)

Guidance Counselor

- University of California Counselor Conference, 2006
- California State University Counselor Conference, 2006
- San Diego State University Counselor Conference, 2006
- GUHSD Guidance Council Meetings
- Presenter, GUHSD “Got Plans?” Career/College Fair, 2006
- Cajon Valley Middle School Career Day, 2007

Secretary

- Site Support Technician meetings
- Excel Flex course, Grossmont College
- Insight class, Grossmont College

Instructional Time (includes Minimum days)

For the 2005/06 school year, Grossmont Middle College offered 180 days of instruction, comprised of 180 regular days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (includes Minimum days)		
Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	64,800