



GRANITE HILLS HIGH SCHOOL

1719 E. Madison Ave. El Cajon, CA 92019 • (619) 593-5500

Georgette Torres, Principal

School Accountability Report Card

Principal's Message

Principal's Message and Mission Statement

Dear Parents and Community:

Granite Hills High School will focus on four main goals: Improving Student Achievement, Improving Client Services, Integrating Technology, and continuing to ensure School Safety. We are an official International Baccalaureate (IB) school. The International Baccalaureate program offers a range of study in six academic subject areas, the Theory of Knowledge, independent research and analysis in an extended essay, and a community service requirement. Many diverse and prestigious educational institutions worldwide recognize this program and the education provided. Additionally, a wide variety of Advanced Placement and honor courses are also available. Granite Hills provides tutorial opportunities for students taught by credentialed teachers both before and after school. CAHSEE intervention classes are offered during the school day as well as before and after school. An Eagle Link class provides mentorship and guidance to 9th grade students. Students have many opportunities to be involved in extra-curricular activities and athletics. Our strong AVID program and AVID Site Team provide services for students wanting to attend a four-year university.

Students will complete STAR testing, International Baccalaureate and Advanced Placement testing during the month of May. Every year we increase the number of students taking the AP/IB exams and passing those exams. Granite Hills continues to improve overall student attendance every month because we know consistent attendance at school improves learning and grades for students.

Technology is infused in all curriculum areas and new classrooms being renovated are equipped with the latest technology equipment. A telephone is available in every classroom, and each staff member has an email account. In addition to improving and facilitating teacher/parent communication, these two features add to our overall school safety plan. Officer Sean Sayre continues as our School Resource Officer from the El Cajon Police Department.

The curricular and facilities improvements at Granite Hills during the last five years have greatly enhanced our program. As a result of Prop H, approximately half the buildings on campus will be modernized and renovated. A new Science building is scheduled to be built during the 2008-09 school year. The Stadium Committee hopes to break ground on a new synthetic field during the summer of 2008 and the East County Aquatics Foundation has begun fundraising to construct a 65 meter pool to serve the needs of East County residents. We will continue to explore new programs and improve our curriculum through grant writing and visiting successful programs in other schools. We look forward to working with you to meet the educational needs of our community.

Georgette Torres
Principal

School Profile

Granite Hills is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on addressing California State Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and multiple clubs and intercom announcements.

During 2006/07, 2,811 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.7%
American Indian	3.1%
Asian	1.7%
Caucasian	67.0%
Filipino	1.3%
Hispanic	20.5%
Pacific Islander	0.7%
Multiple or No Response	2.9%

Discipline & Climate for Learning

Students at Granite Hills are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Granite Hills discipline program is to ensure the safety of all students and promote the learning environment for all students. Parents and students are informed of school rules and discipline policies through the Student handbook, the PTSA newsletters, and the inserts included in the progress grading reports, which are mailed home approximately every six weeks. School rules and discipline policies are also posted on the school website.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	320	318	205	4000	4230	0
Suspension Rate	11.4%	11.1%	7.7%	16.0%	17.3%	0.0%
Expulsions	14	17	18	160	186	0
Expulsion Rate	0.5%	0.6%	0.7%	0.6%	0.8%	0.0%

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, ASB, Band, Colorguard, Big Brothers Big Sisters, California Scholarship Federation, Cheer, Choir, Clarion, Club AVID, Destination Imagination, Europe Club, Fellowship of Christian Athletes, French Club, GHAW, Green Club, GSA, Home Economics Club, Human Rights, Key Club, LEO's, National Honor Society, Native American Club, Red Sea Christian Club, Reflections Literary Magazine, Robotics, Rolling Eagles, Science Club, Si Se Puede, Surf Club, Touchdown Club, Trap Shooting Club, Yearbook, and Young Black Scholars.

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: Boy's & Girl's sports in Cross Country, Waterpolo, Golf, Volleyball, Tennis, Basketball, Soccer, Lacrosse, Swim, and Track and Field, as well as Football, Wrestling, Gymnastics, Field Hockey, Baseball and Softball. Granite Hills recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during the annual Athletic Awards Evening and the Academic Awards Assembly, as well as through intercom announcements and Soaring Eagle nominations.

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	850	734	690
10th	730	765	602
11th	679	674	724
12th	557	694	663

Enrollment By Program

During the 2005/06 school year 2892 students were enrolled at Granite Hills High, of which 12% were students with disabilities, 5% were English Learners, and 18% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	24	25	20	63	58	88	32	21	31	34	41	28
Mathematics	27	29	24	29	28	41	25	14	23	44	51	39
Science	28	29	26	21	20	22	11	11	19	39	36	30
Social Science	24	27	19	58	43	86	27	27	36	39	43	35

Instructional Time (includes Minimum days)

For the 2006/07, Granite Hills offered 180 days of instruction, comprised of 166 regular days. The additional 14 minimum days were utilized for: Collaboration time for teacher professional learning communities, and time to address departmental and schoolwide goals outlined in the Single Plan for Student Achievement.

All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	71,737

School Facilities

Granite Hills was originally constructed in 1960 and is comprised of 106 classrooms, 1 gyms, 1 cafeteria (no indoor seating for students), 1 library, 1 staff lounge, and 3 computer labs. Recent remodeling includes work currently being done to modernize the 40 and 50 buildings. Modernization work will continue on the 10, 20, 70, and 140 buildings. A new Science building will be built during the 2008-09 school year. Restrooms on the campus will be upgraded and meet ADA requirements. New shade structures, as well as landscaping, was completed in the student quad area. Additionally, the stadium received new stadium lights and a sound system, and new bleachers were installed in the gym. Surveillance cameras have been installed throughout the campus for increased security.

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

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

Safe School Plan

Safety of students and staff is a primary concern of Granite Hills. 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 is reviewed and updated throughout the school year by the School Site Council and the School Safety Committee. All revisions are 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, including a lockdown drill conducted between classes. Students are supervised before and after school and during lunch by campus security, the School Resource Officer, and Administration. Certificated staff are available to assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. This curb area is located to the north of the staff parking lot on Fourth Street. Visitors may park in the 24-minute parking located in front of the Administration Building on East Madison Avenue. Visitors must check in the Administration Building during school hours.

Counseling & Support Staff

It is the goal of Granite Hills 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 Granite Hills High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.00
Psychologist	1	1.00

At Risk Interventions

Granite Hills provides before and after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Granite Hills include: before and after-school tutorial classes for students needing to pass the CAHSEE, Eagle Link mentorship program and tutorials, support groups and other intervention programs being established by the Guidance Center.

Dropout & Graduation Rates

Granite Hills 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: Alternative Education programs through the district, before and after school tutorial programs, CAHSEE tutorials both inside and outside the school day, and summer school enrichment courses such as Bridging.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	1.14%	0.60%	1.22%
Graduation Rate	94.00%	93.90%	93.70%

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 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/>. **Data was not provided by the district.**

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.

Advanced Placement Classes

Granite Hills High encourages students to continue their education past high school. Granite Hills 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
English	1	64
Foreign Language	1	32
Mathematics	2	41
Science	1	38
Social Science	2	185
Totals	7	360
Percent of Students in AP Courses		13.4%

UC/CSU Course Completion

Students at Granite Hills 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	66.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	36.7%

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

Career Technical Education (CTE) Programs

Granite Hills 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 Granite Hills have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: PLAN testing is administered to all Sophomore students (results interpreted in Sophomore conference with student and parent), Four-Year Academic Plans, and a new Guidance Career configuration, which will include job shadows and internships.

School Leadership

Leadership at Granite Hills is a responsibility shared between 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 8 years, leadership duties were assumed by Principal Georgette Torres. Principal Torres has 32 years of experience in education with positions as Special Education Aide, Teacher, Special Education Department Chairperson, AVID Trainer (Administration Strand), Assistant Principal, and governing board member of CASA (Communities Against Substance Abuse). Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Department Chair Council, Vision in Planning (VIP) Commission, Staff Development Committee, Student-Administration Summit and School Site Council.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
	All Students														
School	49	51	58	45	38	45	35	31	41	36	31	32	34	31	36
District	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
	Males														
School	37	43	50	36	29	41	29	23	32	41	34	38	34	31	36
District	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
	Females														
School	61	59	66	52	45	49	41	38	50	31	27	26	32	31	36
District	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
	Socioeconomically Disadvantaged														
School	24	40	43	23	16	32	18	13	20	17	15	19	22	15	20
District	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
	African American														
School	21	35	56	19	14	27	8	5	24	13	29	19	33	5	24
District	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
	American Indian														
School	33	33	50	43	27	33	* 28	40	33	31	22	*	32	40	
District	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27
State	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30
	Asian														
School	46	63	27	*	*	67	*	*	46	*	*	47	*	*	38
District	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
	Filipino														
School	50	33	*	*	55	*	*	*	38	*	36	*	*	*	38
District	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
	Hispanic														
School	38	42	43	27	27	31	22	21	30	19	24	22	24	21	26
District	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
	Caucasian														
School	56	55	64	50	41	49	39	34	45	41	33	35	35	34	39
District	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
	Students with Disabilities														
School	14	13	8	10	8	11	7	5	4	9	7	5	6	3	7
District	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
	English Learners														
School	12	13	9	9	9	3	11	5	5	4	6	3	8	8	8
District	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

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

CAT-6

The CAT-6 is not offered at the high school level.

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>.

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
2006-07 Test Results**

9th Grade	
School	
School Overall	N/A
School (Boys)	N/A
School (Girls)	N/A
District	
District Overall	0.8%
District (Boys)	0.5%
District (Girls)	1.2%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

*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.

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

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	557	31.4%	527	548	0
05-06	694	38.5%	498	517	495
06-07	663	33.2%	501	529	502
District					
04-05	4,986	0.35%	514	527	0
05-06	5,395	0.34%	497	511	493
06-07	5,999	0.31%	484	502	483
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	6	6	
Similar Schools Rank	4	4	3	
All Students				
Actual Growth	7	2	15	731
Socioeconomically Disadvantaged				
Actual Growth	15	9	14	654
Hispanic				
Actual Growth	12	6	18	692
Caucasian				
Actual Growth	17	-6	15	743
Students with Disabilities				
Actual Growth	-	-6	-9	477

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 50 students with valid scores.

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 (2007-08)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	8.00%

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 a student's success in college and their general educational development. Granite Hills offers two college admission test preparation courses each year, one in the fall and one in the spring. Additionally, the PTSA sponsors the Kaplan SAT practice test and teach-back twice yearly. 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.

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.

CAHSEE By Subject									
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	54.1	52.2	49.0	57.9	55.4	51.1	55.9	49.9	48.6
Mathematics	56.5	53.1	45.2	54.3	55.3	46.8	55.4	55.8	49.9

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 Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	44.1	30.0	25.9	44.6	33.8	21.5
Males	50.9	29.2	19.9	41.4	34.8	23.7
Females	36.9	30.9	32.2	47.9	32.8	19.2
African American	68.8	25.0	6.2	81.2	12.5	6.2
American Indian	72.2	11.1	16.7	61.1	22.2	16.7
Asian	26.7	46.7	26.7	20.0	33.3	46.7
Hispanic	59.8	23.6	16.5	61.1	27.0	11.9
Caucasian	38.0	32.3	29.8	37.8	37.8	24.4
English Learners	75.8	21.2	3.0	83.3	15.2	1.5
Socioeconomically Disadvantaged	63.4	23.2	13.4	59.9	26.1	14.1
Students with Disabilities	86.0	12.3	1.8	86.2	12.1	1.7

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 2006/07 school year:

New Courses Course Number(s) Department
 Advanced Video
 Production 1, 2 Y512/Y513 Non-Departmental
 Beginning Video
 Production 1, 2 Y510/Y511 Non-Departmental
 Dental Introduction T195 ROP
 French 1, 2 HL IB G035/G036 Foreign Language
 Human Anatomy 1C, 2C R400/R401 Science
 Medical P.E. 1, 2 P700/P701 Physical Education
 Technical Theatre 3, 4 T501/T502 ROP

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.

http://edtech.guhisd.net/textbooks/textbook_adoption.php

Additional Internet Access/Public Libraries

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

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 Granite Hills High. Generally, the district does not experience any problems finding qualified substitute teachers.

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	79.5%	20.5%
District	74.0%	26.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	75.5%	24.5%

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 62 days to staff development annually for the past three years. Topics for staff development during the 2007/08 school year included:

- A Kinder, Gentler Classroom
- AP Workshop
- Conscious Classroom Management
- Data Analysis
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Diversity Training – Toward Equity
- Educational Benefits of a Teacher Website
- Edu-Soft Training
- Effective EL Strategies
- Evidence-Based Coaching for Peer Support
- Gang Awareness
- Geometry Assessment
- Google for Educators
- Literacy Training
- Making Vocabulary Stick At Any Level
- Nuts & Bolts of Teaching
- Outrageous Teaching!
- PLC English Workshops
- PLC Math Workshops
- PLC Science Workshops
- PLC Visual & Performing Arts Workshops
- PLC World Languages
- Poverty Training
- Reducing the Paperload
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Stop Bullying Now
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Unicorn Library Automated System Training
- Using Rubrics to Improve Student Learning
- Walk in the Shoes of a Student with AS
- Web 2.0 for Your Classroom
- WebQuests Made Easy
- Working With Challenging Students

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 Principal or the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated against the California teacher's standards.

District Expenditures

Grossmont Union High spent an average of \$9,030 to educate each student, based on 2006-07 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	\$9,030
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	N/A

District Revenue Sources

In addition to general state funding, Granite Hills receives state and federal funding for the following categorical funds and other support programs: professional development training funds for the International Baccalaureate program.

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2006-07 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.

Parent Involvement

Granite Hills greatly benefits from its supportive parents who are actively involved in their student's education. The school has a strong base of parent volunteers who assist in building our strong programs even stronger through fundraising and supervision. Parents are also welcome to join a number of committees and groups on campus, including the PTSA, which is a strong advocate for improving education. The school benefits from several community partnerships, including ROP Advisory Boards and articulation with community colleges regarding our career courses. The school also sponsors several clubs which articulate with community and business organizations, including Robotics, Destination Imagination, Key Club, and Rotary Interact.

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.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Erin Coyne at (619) 593-5500.

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.

Average Teacher Salaries	
School & District	
School	\$67,854
District	\$60,266
Percentage of Variation	12.59%
School & State	
All High School Districts	\$62,833
Percentage of Variation	7.99%

Average Salary Information

Teachers - Principal - Superintendent

2005-06

	District	State
Beginning Teachers	\$33,932	\$39,456
Mid-Range Teachers	\$59,249	\$66,091
Highest Teachers	\$77,520	\$82,529
Elementary School Principals	-	-
Middle School Principals	-	\$104,975
High School Principals	\$113,250	\$116,464
Superintendent	\$163,317	\$171,138

Salaries as a Percentage of Total Budget

Teacher Salaries	37.8%	37.4%
Administrative Salaries	5.0%	5.2%