



# 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 2008-09, 2,733 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

### 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.

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, 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.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.5%
American Indian	2.6%
Asian	1.6%
Caucasian	64.2%
Filipino	1.7%
Hispanic or Latino	22.6%
Pacific Islander	0.7%
Multiple or No Response	4.1%

#### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	318	205	229	4230	3656	3109
Suspension Rate	11.1%	7.7%	8.4%	17.3%	15.3%	12.8%
Expulsions	17	18	11	186	182	195
Expulsion Rate	0.6%	0.7%	0.4%	0.8%	0.8%	0.8%

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	734	690	687
10th	765	602	672
11th	674	724	678
12th	694	663	693

## 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:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	25	20	23	58	88	71	21	31	18	41	28	33
Mathematics	29	24	26	28	41	38	14	23	21	51	39	40
Science	29	26	29	20	22	15	11	19	15	36	30	36
Social Science	27	19	25	43	86	57	27	36	19	43	35	41

## 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.

## School Facilities

Granite Hills was originally constructed in 1960 and is comprised of 106 classrooms, 1 gym, 1 cafeteria (no indoor seating for students), 1 library, 1 staff lounge, and 3 computer labs. Recent remodeling includes work done to modernize the 10, 20, 40, 50, 70, and 140 buildings. A new Science building will be built during the 2008-09 school year, and it is expected to open January 2010. Half of the restrooms on the campus have been 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, a sound system, and an artificial turf field. New bleachers were installed in the gym. Surveillance cameras were installed throughout the campus for increased security. With the passage of Prop U, Granite Hills will complete the modernization of the campus including building a rubberized track and a new pool.

**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.

School Facility Conditions				
Date of Last Inspection: 12/15/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## 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 2007-08 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	68.0%	*	*
American Indian	93.0%	*	*
Asian	100.0%	*	*
Filipino	100.0%	*	*
Hispanic or Latino	75.0%	*	*
Pacific Islander	83.0%	*	*
Caucasian	87.0%	*	*

\* Data was not available at the time of publication.

## 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			
	04-05	05-06	06-07
Dropout Rate	0.60%	1.22%	1.98%
Graduation Rate	93.90%	93.70%	93.20%

## 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
Adaptive PE Specialist	1	
Aides for Learning Handicapped	7	
Assistant Principal	4	
Athletic Director	1	
Attendance Clerk	2	
AVID Tutor	4	
Band/Music Director	1	
CAHSEE Specialist	1	
Campus Supervisor	8	6.5
Computer Instructional Assistant	1	
Computer Technician	1	
Counselor	5	
DIS Teacher	1	
English Language Learner Teacher	1	
Guidance Secretary	1	
Guidance Technician	4	
Librarian	1	
Library Clerk	1	
Media Specialist	1	
Music Teacher	1	.6
Nurse	1	
Police Officer	1	
Psychologist	1	
Social Worker	2	
Special Education Teacher	10	
Speech and Language Specialist	1	

## CAT-6

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

## 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 2007-08 Test Results	
9th Grade	
School	
School Overall	35.3%
School (Boys)	34.7%
School (Girls)	36.0%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	6	7	
Similar Schools Rank	4	3	4	
All Students				
Actual Growth	2	15	16	747
Socioeconomically Disadvantaged				
Actual Growth	9	14	35	689
Hispanic or Latino				
Actual Growth	6	18	-6	686
Caucasian				
Actual Growth	-6	15	25	768
Students with Disabilities				
Actual Growth	-6	-9	4	481

# 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>.

## 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
Participation Rate	Yes	Yes	Yes	Yes
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		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	51	58	54	38	45	46	31	41	44	31	32	36	31	36	35
District	48	53	53	37	39	41	34	37	37	30	32	37	33	34	38
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	43	50	47	29	41	42	23	32	38	34	38	40	31	36	41
District	44	46	46	30	35	35	28	31	33	32	35	41	33	36	41
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	59	66	61	45	49	51	38	50	49	27	26	31	31	36	29
District	53	60	59	45	44	47	39	45	41	28	28	33	32	34	35
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	40	43	39	16	32	36	13	20	30	15	19	20	15	20	25
District	31	33	33	19	24	24	16	21	22	16	18	21	16	21	24
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	35	56	45	14	27	57	5	24	29	29	19	31	5	24	23
District	33	37	38	18	26	23	19	23	24	17	18	18	21	23	25
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
American Indian															
School	33	50	42	27	33	14	28	40	26	31	22	24	32	40	21
District	38	45	46	35	31	28	23	29	30	26	21	35	27	27	34
State	42	43	44	34	34	36	29	31	32	26	26	30	29	30	34
Asian															
School	63	27	*	*	67	*	*	46	61	*	47	*	*	38	50
District	67	58	66	66	61	47	52	53	51	51	57	45	53	50	59
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	33	*	63	55	*	*	*	38	*	36	*	*	*	38	*
District	61	62	63	39	55	55	27	42	49	42	41	49	30	38	52
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	42	43	44	27	31	32	21	30	28	24	22	22	21	26	21
District	33	37	38	23	24	26	21	24	22	19	19	25	23	21	26
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	55	64	58	41	49	54	34	45	48	33	35	40	34	39	39
District	57	62	61	45	48	50	39	45	44	36	38	45	37	41	44
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	13	8	6	8	11	7	5	4	9	7	5	2	3	7	4
District	9	14	10	5	8	7	7	6	7	8	9	11	7	8	11
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	13	9	7	9	3	5	5	5	3	6	3	2	8	8	7
District	5	8	8	4	2	4	4	4	4	6	7	6	7	5	8
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

## 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									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	57.9	55.4	51.1	55.9	49.9	48.6	60.3	54.6	52.9
Mathematics	54.3	55.3	46.8	55.4	55.8	49.9	58.6	55.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	39.7	51.4	8.9	41.4	35.5	23.2
Male	43.7	49.7	6.6	40.3	37.5	22.2
Female	35.8	53.0	11.2	42.4	33.4	24.1
African American	38.5	53.8	7.7	38.5	53.8	7.7
American Indian	60.0	30.0	10.0	57.9	26.3	15.8
Hispanic or Latino	59.1	37.5	3.4	50.6	33.3	16.1
White	30.9	58.8	10.4	37.2	36.2	26.6
English Learners	79.5	20.5	-	67.5	24.1	8.4
Socioeconomically Disadvantaged	54.2	41.9	3.9	48.4	37.9	13.7
Students with Disabilities	84.5	15.5	-	91.1	8.9	-

## 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. Granite Hills also offers an International Baccalaureate program. Students may elect to become IB diploma students (where they take a prescribed course of study and must accumulate at least 24 out of a possible 45 points available) OR IB candidate students (where they challenge individual IB courses.) Students in the diploma program also complete an extended essay, participate in community service work (CAS), and enroll in Theory of Knowledge.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	143
Foreign Language	1	70
Mathematics	2	47
Science	1	48
Social Science	3	217
Totals	9	525
Percent of Students in AP Courses		3.5%

## 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 2007-08 school year, the most current data are reported.

Teacher Credential Status				Misassignments/Vacancies			
	School			District	06-07	07-08	08-09
	05-06	06-07	07-08	07-08			
Fully Credentialed	111	121	114	1029	Misassignments of Teachers of English Learners	1	0
Without Full Credentials	4	1	1	24	Misassignments of Teachers (other)	0	0
Working Outside Subject	0	0	0	0	<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>
					Vacant Teacher Positions		0

## 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'.

## 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?	1,344
What percent of the school's pupils complete a CTE program and earn a high school diploma?	81.3
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	18.2

### UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/ CSU Admission	72.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	37.5%

\* 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, including an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP).

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	Granite Hills High School			
Industrial Technology	Granite Hills High School			
Child Development	Granite Hills High School			
Photography	Granite Hills High School			
Computer Programming	Granite Hills High School			
Video Production- IB Film	Granite Hills High School			
Teaching Careers	Granite Hills High School			
Administration of Justice	Granite Hills High School			
Medical Pathways	Granite Hills High School			
Sports Medicine	Granite Hills High School			
Food-Culinary	Granite Hills High School			
Clothing & Fashion Design	Granite Hills High School			
Interior Design	Granite Hills High School			
Drafting	Granite Hills High School			
Construction	Granite Hills High School			
Auto Technology	Granite Hills High School			
Computer Repair	Granite Hills High School			
Robotics	Granite Hills High School			

## 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 2007/08 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

## Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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.guhsd.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.

## 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	79.3%	20.7%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

## District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 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	\$9,711
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	\$5,300
Percentage of Variation between School & State	N/A

## 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:

- AP Workshop
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Data Analysis
- Differentiated Instruction for the Teenage Brain
- Edu-Soft Training
- Effective EL Strategies
- Effective Teambuilding
- Equity & Diversity Training
- FACT Training
- Gang Awareness
- Health Workshop
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC Counselor Workshops
- PLC On-Site Support
- Poverty Training
- Principal/Asst. Principal Leadership Seminars
- ProACT Training
- Rebels With Applause: Motivating Reluctant Learners
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working With Challenging Students

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 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.

## 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 and participation in Project Shield.

## 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, Leo 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Joan Vannoy 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	\$65,244
District	\$64,549
Percentage of Variation	1.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	0.51%

## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

