



GROSSMONT HIGH SCHOOL

1100 Murray Drive, El Cajon CA 92020 • (619) 668-6000

Theresa Kemper, Principal

School Accountability Report Card

Principal's Message

Dear Parents and Community:

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

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

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

Theresa Kemper
Principal

School Profile

Grossmont is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on meeting high academic standards. The school supports cultural awareness on a daily basis through its diverse literature selections and class curriculum. During the 2007/08 school year, 2395 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	6.3%
American Indian	2.3%
Asian	2.1%
Caucasian	57.0%
Filipino	2.4%
Hispanic	23.5%
Pacific Islander	0.8%
Multiple or No Response	5.6%

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

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

Discipline & Climate for Learning

Students at Grossmont are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Grossmont discipline program is to help students focus on learning and maintain a safe school atmosphere. Parents and students are informed of school rules and discipline policies through the student handbooks which is sent home at the beginning of the school year.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	301	390	339	4000	4230	0
Suspension Rate	12.7%	16.5%	14.4%	16.0%	17.3%	0.0%
Expulsions	17	20	20	160	186	0
Expulsion Rate	0.7%	0.8%	0.8%	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
- Anime Club
- Asian Pacific Student Assoc.
- Associated Student Body-class
- AVID
- Best Buddies Club
- Body Language Club (Concert Dance)
- Catholic Club
- Cheerleading
- Chess Club
- Choir-class
- Child Development
- Club Latino
- Christian Club
- Club Green
- Dance Team
- Distributive Education Clubs of America (DECA)
- Drama Club
- French Club
- Future Business Leaders of America (FBLA)
- Girls League
- Grossmont Dance Team
- GSI Stepper
- Hiller's Basketball Club
- Interact (Rotary)
- Invisible Children
- Key Club (Kiwanis)
- Lacrosse
- Link Crew
- Model United Nations Club
- Newspaper (Echoes)-class
- Peer Mediation
- Pep Squad
- Ping Pong Club
- Spanish Club
- Surfing Club
- Yearbook (El Recuerdo)-class

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

FALL SPORTS

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

WINTER SPORTS

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

SPRING SPORTS

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

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

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	706	633	651
10th	676	629	535
11th	493	601	586
12th	498	497	582

Enrollment By Program

During the 2005/06 school year 2384 students were enrolled at Grossmont High, of which 10% were students with disabilities, 10% were English Learners, and 20% 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		
	05	06	07	05	06	07	05	06	07	05	06	07
English	24	25	23	52	51	62	24	15	26	27	30	20
Mathematics	25	25	24	49	39	49	13	25	23	31	19	21
Science	29	31	28	11	6	9	16	15	26	28	31	21
Social Science	28	30	27	23	13	23	13	18	18	47	38	42

Instructional Time (includes Minimum days)

For the 2006/07, Grossmont offered 180 days of instruction, comprised of 167 regular days. The additional 13 minimum days were utilized for: professional development, final exams and testing. 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	69,382

School Facilities

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

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

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

Safe School Plan

Safety of students and staff is a primary concern of Grossmont. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on May 2007 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school and during lunch by staff. There is a designated area for student drop off and pick up. Visitors (same as the district policy) may call the office ahead of time to schedule visits.

Counseling & Support Staff

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.00

At Risk Interventions

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

Dropout & Graduation Rates

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

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.55%	0.55%	0.89%
Graduation Rate	96.00%	93.70%	92.60%

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.**

Advanced Placement Classes

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

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	110
Fine and Performing Arts	1	30
Foreign Language	1	14
Mathematics	1	54
Music	1	24
Science	1	58
Social Science	4	183
Totals	11	473
Percent of Students in AP Courses		20.1%

UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	62.6%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	46.1%

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

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.

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	53	61	60	44	47	50	44	42	43	37	36	37	42	43	39	
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	48	54	56	40	40	48	38	39	35	41	35	41	40	49	40	
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	57	69	66	49	53	52	51	45	50	33	36	31	46	37	38	
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	33	41	40	16	20	29	20	19	21	17	16	22	27	17	21	
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	18	40	49	19	14	33	38	22	22	19	9	19	38	24	30	
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	45	53	*	25	40	27	43	36	24	25	35	20	43	36	29	
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	*	69	93	64	*	*	61	50	85	55	*	*	53	64	75	
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	*	58	*	*	*	62	*	*	*	*	*	42	*	*	*	
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	37	44	45	22	24	26	25	24	25	16	19	23	28	23	20	
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	61	71	69	54	56	60	50	51	52	46	42	44	48	51	48	
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	15	23	19	2	9	24	3	2	8	2	7	17	6	5	8	
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	6	8	10	2	5	5	4	7	11	6	10	13	12	11	11	
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	6.3%
School (Boys)	3.5%
School (Girls)	9.7%
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	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	498	39.0%	534	547	0
05-06	497	37.0%	518	535	516
06-07	582	34.7%	528	535	523
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	7	
Similar Schools Rank	5	4	4	
All Students				
Actual Growth	12	10	8	735
Socioeconomically Disadvantaged				
Actual Growth	6	17	11	630
Hispanic				
Actual Growth	15	-1	15	660
Caucasian				
Actual Growth	21	19	7	772
Students with Disabilities				
Actual Growth	-	48	67	537

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. Grossmont (offers/does not offer) a college admission test preparation course. 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	58.8	52.2	49.0	63.1	55.4	51.1	59.0	49.9	48.6
Mathematics	60.2	53.1	45.2	63.1	55.3	46.8	66.7	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	41.0	26.1	32.9	33.3	36.4	30.3
Males	43.3	28.0	28.7	32.0	37.8	30.2
Females	38.6	24.3	37.1	34.6	34.9	30.5
African American	67.7	16.1	16.1	54.8	35.5	9.7
American Indian	60.0	20.0	20.0	46.7	26.7	26.7
Filipino	31.1	24.4	44.4	24.4	46.7	28.9
Hispanic	64.7	20.2	15.1	56.7	27.5	15.8
Caucasian	30.0	31.7	38.3	22.8	39.4	37.7
English Learners	81.8	14.3	3.9	63.6	26.0	10.4
Socioeconomically Disadvantaged	61.2	22.5	16.3	50.0	32.3	17.7
Students with Disabilities	69.8	16.3	14.0	70.7	22.0	7.3

Career Technical Education (CTE) Programs

Grossmont 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 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: Academy programs.

School Leadership

Leadership at Grossmont 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 four years, leadership duties were assumed by Principal Kemper. Principal Kemper has 17 years of experience in education with positions as Assistant Principal, Curriculum Specialist, and English teacher. 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, Staff Development Committee, School Site Council, PTSA, and Design Task Force.

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.guhsd.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 Grossmont 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	70.4%	29.6%
District	74.0%	26.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	75.5%	24.5%

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/Vice-Principal, who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated against the California teaching standards.

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

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, Grossmont receives state and federal funding for the following categorical funds and other support programs: GATE, MAA.

**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%

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 Jodi Hostetler at (619) 668-6000.

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%