



# 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-eighth 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 Querredo 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 2008/09 school year, 2479 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

### 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.

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                         | French Club        | Distributive Education Clubs of America (DECA) |
| Drama Club                         | Girls League       | Future Business Leaders of America (FBLA)      |
| Grossmont Dance Team               | GSI Stepper        | Hillier'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

### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	5.6%
American Indian	1.8%
Asian	1.9%
Caucasian	57.1%
Filipino	2.8%
Hispanic or Latino	25.0%
Pacific Islander	0.8%
Multiple or No Response	4.9%

### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	390	333	368	4230	3656	3109
Suspension Rate	16.5%	14.1%	15.6%	17.3%	15.3%	12.8%
Expulsions	20	20	21	186	182	195
Expulsion Rate	0.8%	0.8%	0.9%	0.8%	0.8%	0.8%

**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			
	2005-06	2006-07	2007-08
9th	633	651	558
10th	629	535	630
11th	601	586	571
12th	497	582	607

**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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	25	23	23	51	62	63	15	26	11	30	20	33
Mathematics	25	24	24	39	49	44	25	23	19	19	21	28
Science	31	28	29	6	9	11	15	26	19	31	21	27
Social Science	30	27	27	13	23	26	18	18	7	38	42	52

**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 2008 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.

**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.

School Facility Conditions				
Date of Last Inspection: 12/02/2008				
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			

**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
Guidance Secretary	2	1.0
Guidance Technician	1	1.0
Guidance/Academic Counselor	9	1.0
Nurse	1	1.0
Psychologist	1	1.0
Speech/Language/Hearing Specialist	2	.5

## 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			
	04-05	05-06	06-07
Dropout Rate	0.55%	0.89%	1.95%
Graduation Rate	93.70%	92.60%	95.70%

## 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 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	63.0%	*	*
American Indian	87.0%	*	*
Asian	100.0%	*	*
Filipino	80.0%	*	*
Hispanic or Latino	78.0%	*	*
Pacific Islander	75.0%	*	*
Caucasian	83.0%	*	*

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

## CAT-6

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

## 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.

## Adequate Yearly Progress

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

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

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

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

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	7	7	
Similar Schools Rank	4	4	4	
All Students				
Actual Growth	10	8	25	760
Socioeconomically Disadvantaged				
Actual Growth	17	11	47	677
Hispanic or Latino				
Actual Growth	-1	15	39	699
Caucasian				
Actual Growth	19	7	20	792
Students with Disabilities				
Actual Growth	48	67	37	574
English Learners				
Actual Growth	-	-	52	652

## 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 2007-08 Test Results	
9th Grade	
School	
School Overall	37.5%
School (Boys)	38.4%
School (Girls)	36.4%
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.

## 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		
	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.

## 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	63.1	55.4	51.1	59.0	49.9	48.6	58.6	54.6	52.9
Mathematics	63.1	55.3	46.8	66.7	55.8	49.9	69.5	55.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	41.4	46.7	11.9	30.5	40.0	29.5
Male	45.7	45.0	9.3	30.0	38.4	31.6
Female	36.4	48.7	14.9	31.2	41.8	27.0
African American	64.7	23.5	11.8	47.1	41.2	11.8
Asian	25.0	41.7	33.3	-	50.0	50.0
Hispanic or Latino	62.9	32.7	4.4	43.8	41.9	14.4
White	29.1	55.0	15.9	22.2	39.3	38.4
English Learners	78.8	18.8	2.5	52.5	36.2	11.2
Socioeconomically Disadvantaged	66.4	28.1	5.5	46.1	39.8	14.1
Students with Disabilities	83.6	16.4	-	76.4	23.6	-

## 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.

## 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.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	133
Foreign Language	2	32
Mathematics	1	25
Music	1	28
Science	2	76
Social Science	4	236
Totals	12	530
Percent of Students in AP Courses		4.2%

	Teacher Credential Status				Misassignments/Vacancies			
	School			District	06-07	07-08	08-09	
	05-06	06-07	07-08	07-08				
Fully Credentialed	89	98	98	1029	Misassignments of Teachers of English Learners	0	0	0
Without Full Credentials	2	2	2	24	Misassignments of Teachers (other)	0	0	0
Working Outside Subject	0	0	0	0	<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
					Vacant Teacher Positions	0	0	0

## 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'.

## 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?	1,338
What percent of the school's pupils complete a CTE program and earn a high school diploma?	78.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	26.3

### UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/ CSU Admission	63.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	42.0%

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

## 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.

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				
Industrial Technology				
Child Development				
Accounting				
Photography				
Digital Arts				
Computer Programming	Grossmont High School			
Computer Animation	Grossmont 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	74.2%	25.8%
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

## 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.

## 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.

## 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.

## 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 the school office 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	\$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).