

# GROSSMONT UNION HIGH SPECIAL EDUCATION PROGRAM

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Marilyn LeResche, Director

## School Accountability Report Card

### Principal's Message

Grossmont District's Special Education Department is committed to providing an environment where each student can maximize his or her potential. Each student will receive the highest quality program designed to meet his or her individual needs.

### Discipline & Climate for Learning

Students at Special Education Program are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Special Education Program discipline program is to teach student's appropriate social behaviors. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home with incoming 9th graders and accessible on the district website.

	Suspensions & Expulsions					
	School			District		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	0	0	4607	4000	4230
Suspension Rate	0.0%	0.0%	0.0%	18.8%	16.0%	17.3%
Expulsions	0	0	0	215	160	186
Expulsion Rate	0.0%	0.0%	0.0%	0.9%	0.6%	0.8%

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 dances for SH population.

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: Inclusive sports program. Special Education Program recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies by their classroom teacher and CAC award certificates.

### 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
8th	2		
9th	349	62	46
10th	70	72	36
11th	40	118	56
12th	38	140	100

### Enrollment By Program

During the 2005/06 school year 364 students were enrolled at Grossmont Union High Special Education Program, of which 98% were students with disabilities, 3% were English Learners, and 33% 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:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	12	8	5	10	15	14	-	-	-	-	-	-
Mathematics	11	9	5	9	8	11	-	-	-	-	-	-
Science	14	8	8	5	6	6	-	-	-	-	-	-
Social Science	11	8	6	10	11	15	-	-	-	-	-	-

## Instructional Time (includes Minimum days)

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

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

## School Facilities

Special Education Program was originally constructed in 1945 and is comprised of 150 classrooms, 1 gym, 3 multipurpose room/cafeteria, 0 library, 3 staff lounges, 1 computer lab, and 1 playground. Recent remodeling included ADA compliant bathrooms.

**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 is given to emergency repairs.

## Safe School Plan

Safety of students and staff is a primary concern of Special Education Program. 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 8/07 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 one a year. Students are supervised before and after school by classified staff/principal and classified staff/principal supervise students during lunch. Classified staff helps with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors check-in at office area.

## Counseling & Support Staff

It is the goal of Grossmont Union High Special Education Program 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 Union High Special Education Program.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Psychologist	9	7.90
School nurse	3	3.00

## At Risk Interventions

Special Education Program provides after-school tutoring in English/ Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Special Education Program include: Intensive Summer Reading Program & CAHSEE Prep Classes.

## Dropout & Graduation Rates

Special Education Program 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: SART and SARB and on-going IEP meetings.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.33%	1.81%	3.81%
Graduation Rate	36.20%	60.50%	65.50%

## 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.**

## 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

Special Education Program greatly benefits from its supportive parents who participate in their student's programs. The school has a strong base of parent volunteers who assist at dances. Parents are also welcome to join the Community Advisory Committee. The school also benefits from several community partnerships, including work experiences for students including such places as Applebee's, Por Favor restaurant, La Vida Real, Boot Barn, etc. The school also sponsors dances for students with severe disabilities.

## Advanced Placement Classes

Grossmont Union High Special Education Program encourages students to continue their education past high school. Grossmont Union High Special Education Program 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.

## UC/CSU Course Completion

Students at Grossmont Union High Special Education Program 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	5.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

## Career Technical Education (CTE) Programs

Special Education Program 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 Special Education Program have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisor/Guidance Counselors offer additional support through various programs, including Special Education Career Center.

## School Leadership

Leadership at Special Education Program 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 seven years, Director, Marilyn LeResche, assumed leadership duties. Director Marilyn LeResche has 34 years of experience in education with positions as Speech Pathologist, Assistant Director of Special Education and School Principal. 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: Two assistant Directors and two Vice Principals.

## 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](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.

## 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

## 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	18.4%	81.6%
District	74.0%	26.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	75.5%	24.5%

## 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. **Due to the moderate number of students tested, scores are not disclosed.**

## 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>.

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			
<b>All Students</b>															
School	14	15	21	0	3	11	6	18	15	8	3	5	0	9	15
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
<b>Males</b>															
School	11	17	18	0	3	10	5	26	5	10	3	7	0	14	5
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
<b>Females</b>															
School	*	*	*	0	*	*	*	*	31	*	*	*	*	*	31
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
<b>Socioeconomically Disadvantaged</b>															
School	0	*	*	0	0	0	0	*	0	*	0	8	0	*	0
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
<b>Caucasian</b>															
School	18	33	*	0	5	10	13	30	26	13	5	*	0	16	28
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
<b>Students with Disabilities</b>															
School	14	16	*	0	4	5	7	19	4	8	3	7	0	10	4
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

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

## 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.

## 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.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	-	C	C	
Similar Schools Rank	-	C	C	
<b>All Students</b>				
Actual Growth	B	50	-44	452
<b>Caucasian</b>				
Actual Growth	-	37	-	-
<b>Students with Disabilities</b>				
Actual Growth	-	46	-	-

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

C - Means the school had significant demographic changes and will not have any growth or target information.

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.

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	No	No	No	Yes
Participation Rate	No	No	No	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	No		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 (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. Special Education Program 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 offered via comprehensive high school.

## 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 Union High Special Education Program. Generally, the district does not experience any problems finding qualified substitute teachers.

## Teacher Evaluation

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

## 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
- Conscious Classroom Management
- Designing Effective Assessments
- Diversity Training – Toward Equity
- Edu-Soft Training
- Evidence-Based Coaching for Peer Support
- Geometry Assessment
- Literacy Training
- Nuts & Bolts of Teaching
- PLC English Workshops
- PLC Science Workshops
- PLC World Languages
- Reducing the Paperload
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Stress Management
- Using Rubrics to Improve Student Learning
- Web 2.0 for Your Classroom
- Working With Challenging Students

- AP Workshop
- Data Analysis
- Differentiating Instruction for the Teenage Brain
- Educational Benefits of a Teacher Website
- Effective EL Strategies
- Gang Awareness
- Google for Educators
- Making Vocabulary Stick At Any Level
- Outrageous Teaching!
- PLC Math Workshops
- PLC Visual & Performing Arts Workshops
- Poverty Training
- Rewards Training
- Stop Bullying Now
- Strategies for Great Teaching
- Unicorn Library Automated System Training
- Walk in the Shoes of a Student with AS
- WebQuests Made Easy

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
05-06					
04-05	38	0.0%	0	0	0
06-07	100	0.0%	0	0	0
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

## 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.

## District Revenue Sources

In addition to general state funding, Special Education Program receives state and federal funding for the following categorical funds and other support programs: PL94-142 (IDEA), Medi-Cal, MAA, TPP & Workability Grants are primary supporting funds.

## 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.

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

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%

## 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%

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Darlene McLucas at (619) 644-8115.