



GROSSMONT MIDDLE COLLEGE HIGH SCHOOL

8800 Grossmont College Dr., El Cajon, CA 92020 • (619) 644-7524

Mary Beth Kastan, Principal

School Accountability Report Card

Principal's Message

Dear Parents and Community:

Welcome to Grossmont Middle College High School (GMCHS), a partnership between Grossmont Union High School District and Grossmont-Cuyamaca Community College District. GMCHS is a unique educational opportunity that offers a small school experience on the community college campus.

The mission of Grossmont Middle College High School is to provide a bridge from school to career utilizing real life experiences via internships and enriched and challenging educational opportunities. GMCHS assists college capable students in the successful completion of high school while concurrently completing coursework that earns college credit and meets freshman college entrance requirements. On average, graduates of Grossmont Middle College High School have earned approximately one year (30) of college credits by graduation. Last year 75% of the graduating class earned acceptance to four year colleges and universities; their average high school GPA was 3.6. All graduates continued their education at either a two or four-year college or university.

Sixty eleventh and twelfth grade students are enrolled in honors-level English and social science courses with Grossmont Union High School District teachers. Students also take a study skills class through the high school and participate in career-related internships. Other high school graduation requirements, such as math, science, foreign language and electives are met through a wide range of community college classes not typically available at traditional high schools. All classes are held on the Grossmont College campus. College course fees are waived for GMCHS students. Transportation (including parking fees if applicable) is the responsibility of the student as are college texts, the college health fee (\$14) and student representation fees (\$1).

School Profile

Grossmont Middle College High School is located on the beautiful, serene and spacious campus of Grossmont College. It is the first comprehensive middle college high school in San Diego County offering high school students the entire range of courses and activities on the Grossmont College campus excluding only intercollegiate sports. Founded in 2001 as a smaller learning community, GMCHS provides an enriched and challenging environment for college capable students who may be disenchanted by, or disengaged from, the traditional high school model.

Discipline & Climate for Learning

GMCHS provides a collegiate experience with the support of veteran high school teachers and an experienced counselor. We envision each and every student fulfilling his or her personal, social and academic promise. Students at Grossmont Middle College are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the student Handbook and Planner which is given to all students upon acceptance during their individual family advising session. Additional information is provided regularly, at least weekly and sometimes daily, via email and mail.

In June 2007, GMCHS was awarded a full, six year term of accreditation through 2013. Our California Standards Test (CST) scores in English and U.S. History are consistently among the highest in the district as are our Academic Performance Index (API) rank and scores.

Students are encouraged to participate in academic and extracurricular activities, which are an integral part of the educational program. Many students have participated in college governance; last year's Grossmont College Associated Student Government president was a GMCHS senior as were several of the ASGC Board Members. Students have participated in the college choir and symphony orchestra, debate team and clubs and have been published in the college newspaper and literary magazine.

Students may, with the permission of high school administrators, participate in high school athletics and extracurricular activities, although most switch their allegiance and involvement to the larger college and community arenas. GMCHS students are active in club sports, community and faith-based service organizations, and numerous charitable, cultural, and social organizations.

Grossmont Middle College recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during class, via email, and at the Senior Banquet and Senior Brunch and Graduation.

Enrollment By Grade

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

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	6.3%
American Indian	3.2%
Asian	0.0%
Caucasian	74.6%
Filipino	0.0%
Hispanic or Latino	9.5%
Pacific Islander	0.0%
Multiple or No Response	6.3%

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	4230	3656	3109
Suspension Rate	0.0%	0.0%	0.0%	17.3%	15.3%	12.8%
Expulsions	0	0	0	186	182	195
Expulsion Rate	0.0%	0.0%	0.0%	0.8%	0.8%	0.8%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
11th	31	29	25
12th	34	5	37

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	33	17	60	-	1	-	1	1	-	1	-	1
Social Science	33	17	60	-	1	-	1	1	-	1	-	1

School Facilities

Grossmont Middle College is located on the Grossmont College campus which has expanded to serve nearly 17,000 students each semester. The high school has offered classes on the campus since the fall of 2001. Recent additions to the campus include state-of-the-art science, photography, art and theater facilities with new physical education and parking facilities slated for completion in the summer of 2009. GMCHS students have the advantage of all of the college facilities and services. Cleaning, maintenance and related budgets are the purview of Grossmont College.

Safe School Plan

Safety of students and staff is a primary concern of Grossmont Middle College which is included in the college safety and security system. A full time professional police force is available on campus 24/7, providing an exceptionally safe and secure environment. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan will be reviewed and updated during March by the School Safety Committee. All revisions will be communicated to both the classified and certificated staff. The school's disaster preparedness plan will include steps for ensuring student and staff safety during a disaster. Fire and disaster procedures are reviewed on an annual basis. Visitors are asked to check in at the high school office.

Counseling & Support Staff

It is the goal of Grossmont Middle College 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 Middle College High.

Dropout & Graduation Rates

Grossmont Middle College believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In its history, only one student has been classified as a dropout. In June of 2007, 100% of the senior class graduated and the majority are now attending college or university classes.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	1.59%	0.00%	8.82%
Graduation Rate	93.90%	100.00%	92.90%

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	50.0%	*	*
American Indian	0.0%	*	*
Hispanic or Latino	100.0%	*	*
Caucasian	81.0%	*	*

* Data was not available at the time of publication.

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		
	11			11		
	06	07	08	06	07	08
All Students						
School	81	91	79	54	74	68
District	34	37	37	33	34	38
State	36	37	37	35	35	38
Males						
School	*	92	92	*	83	83
District	28	31	33	33	36	41
State	33	33	33	37	37	40
Females						
School	77	89	69	45	68	56
District	39	45	41	32	34	35
State	39	41	41	34	33	36
Caucasian						
School	94	95	71	61	82	71
District	39	45	44	37	41	44
State	50	52	53	48	48	51

*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.

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	7	10	10	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	77	12	-14	820

N/A - Means a number is not applicable or not available due to missing data.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	No	No	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 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 table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-

Advanced Placement Classes

Grossmont Middle College High encourages students to continue their education past high school. Grossmont Middle College 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.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	2	2	2	1029
Without Full Credentials	0	0	0	24
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0		0
Misassignments of Teachers (other)	0		0
Total Misassignments of Teachers	0		0
Vacant Teacher Positions			0

UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	66.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	23.1%

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

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

Career Technical Education (CTE) Programs

The Grossmont Middle College High School 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 Middle College have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Through the comprehensive Career Pathways curriculum, all GMCHS students identify and research a career pathway and the education and training necessary for their success. All students fulfill a minimum of 60 hours internship each semester and prepare for their Senior Exhibition, the capstone project connecting all aspects of their classes and experiences at GMCHS.

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
 Biology 1, 2 IB SL R238/R239 Science
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 Professional Musical Theatre
 Science 1, 2 Sheltered R023/R024 Science

Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Cel Animation 1C, 2C B263/B264 Art
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Performer T510/T511 ROP

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.guhds.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.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> AP Workshop Collaboration Technology Tools Data Analysis Edu-Soft Training Effective Teambuilding FACT Training Health Workshop Making Common Assessments Meaningful Using Edu-Soft Papers: Handling the Paper Load Through Improved Student Writing PLC On-Site Support Principal/Asst. Principal Leadership Seminars Rebels With Applause: Motivating Reluctant Learners 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 | <ul style="list-style-type: none"> Breakdown Those Classroom Walls Conscious Classroom Management Differentiated Instruction for the Teenage Brain Effective EL Strategies Equity & Diversity Training Gang Awareness Maximizing Student Access to Library Materials Outrageous Teaching! PLC Counselor Workshops Poverty Training ProACT Training Rewards Training |
|--|---|

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, Grossmont Middle College receives state and federal funding for the following categorical funds and other support programs such as Gifted and Talented Education (GATE). GMCHS is also a recipient of the Community College State Chancellor's Fund for Student Success Grant (FSS) which provides funding for our counseling and college and career related activities.

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.

Parent Involvement

Grossmont Middle College benefits from its supportive parents who participate in social events such as our fundraiser dinners at Souplantation. The school has a strong base of parent volunteers who enjoy assisting with preparations for our small but delightful celebrations such as Senior Banquet and Senior Brunch, Prom and Graduation. Parents are welcome to join the Advisory Board which also serves as our School Site Council. In addition, the school benefits from several community partnerships including the state Fund for Student Success Grant that provides funding for our counselor and many college outreach activities including tours of universities and colleges in the Los Angeles and San Diego areas.

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.

Contact Information

Parents or community members who wish to participate on leadership teams or those who are simply seeking more information may contact the office at (619) 644-7524.

Local Measures

All California Standards Tests and GUHSD Program Assessment Tests are administered to GMCHS students who have earned the highest, or among the highest, scores in the district. GMCHS has consistently met, and exceeded, all API growth targets and it has met it's AYP each year. One hundred percent of GMCHS students have passed the CAHSEE and 85% of the class of 2006 completed A-G requirements. In comparison with a control group of college students, GMCHS students have faired at least as well, if not better, in their college coursework.

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.

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%

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%