

# Grossmont Union High School District

## Granite Hills High School

### 2008-2009 School Accountability Report Card

**Georgette Torres,  
Principal**

**School Address:  
1719 East Madison  
Ave.  
El Cajon, CA  
92019-1052  
619-593-5500**

**Robert J. Collins,  
Superintendent**

**District Address:  
1100 Murray Dr.  
El Cajon ,  
CA 92020-5664  
(619) 644-8000**

**[www.guhsd.net/](http://www.guhsd.net/)**

#### Principal's Message

Principal's Message and Mission Statement

Dear Parents and Community:

Granite Hills High School will focus on four main goals: Improving Student Achievement, Improving Client Services, Integrating Technology, and continuing to ensure School Safety. We are an official International Baccalaureate (IB) school. The International Baccalaureate program offers a range of study in six academic subject areas, the Theory of Knowledge, independent research and analysis in an extended essay, and a community service requirement. Many diverse and prestigious educational institutions worldwide recognize this program and the education provided. Additionally, a wide variety of Advanced Placement and honor courses are also available. Granite Hills provides intervention opportunities in the four CORE academic areas for students taught by credentialed teachers both before and after school. CAHSEE intervention classes are offered during the school day as well as before and after school. An Eagle Link class provides mentorship and guidance to 9th grade students. Students have many opportunities to be involved in extra-curricular activities and athletics. Our strong AVID program and AVID Site Team provide services for students wanting to attend a four-year university.

Students will complete STAR testing, International Baccalaureate and Advanced Placement testing during the month of May. Every year we increase the number of students taking the AP/IB exams and passing those exams. Granite Hills continues to improve overall student attendance every month because we know consistent attendance at school improves learning and grades for students.

Technology is infused in all curriculum areas and new classrooms being renovated are equipped with the latest technology equipment. A telephone is available in every classroom, and each staff member has an email account. In addition to improving and facilitating teacher/parent communication, these two features add to our overall school safety plan. Officer Sean Sayre continues as our School Resource Officer from the El Cajon Police Department.

The curricular and facilities improvements at Granite Hills during the last five years have greatly enhanced our program. As a result of Prop H, approximately half the buildings on campus will be modernized and renovated. A new Science building is scheduled to be built during the 2009-10 school year. Prop U will complete the renovation of the remaining buildings, build a Performing Arts building, and pool. We will continue to explore new programs and improve our curriculum through grant writing and visiting successful programs in other schools. We look forward to working with you to meet the educational needs of our community.

Goregette Torres

Principal

#### School Profile

Granite Hills is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on addressing California State Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and multiple clubs and intercom announcements.

During 2009-10, 2,734 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	2.0%
American Indian	1.4%
Asian	1.3%
Caucasian	56.7%
Filipino	0.8%
Hispanic or Latino	21.6%
Pacific Islander	0.1%
Multiple or No Response	16.0%

## Discipline & Climate for Learning

Students at Granite Hills are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Granite Hills discipline program is to ensure the safety of all students and promote the learning environment for all students. Parents and students are informed of school rules and discipline policies through the Student handbook, the PTSA newsletters, and the inserts included in the progress grading reports, which are mailed home approximately every six weeks. School rules and discipline policies are also posted on the school website.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Academic League, ASB, Band, Colorguard, Big Brothers Big Sisters, California Scholarship Federation, Cheer, Choir, Clarion, Club AVID, Destination Imagination, Europe Club, Fellowship of Christian Athletes, Fish/Red Sea, French Club, GHAW, Goodist Club, Green Club, GSA, Home Economics Club, Human Rights, Invisible Children, Japanese Animation Club, Key Club, Latter Day Saints Club, LEO's, Mountain Bike Club, National Honor Society, Native American Club, Red Sea Christian Club, Reflections Literary Magazine, Rolling Eagles Auto Club, Satire Appreciation Club, Science Club, Si Se Puede, Surf Club, Touchdown Club, and Yearbook.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Boy's & Girl's sports in Cross Country, Waterpolo, Golf, Volleyball, Tennis, Basketball, Soccer, Lacrosse, Swim, and Track and Field, as well as Football, Wrestling, Gymnastics, Field Hockey, Baseball and Softball. Granite Hills recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during the annual Athletic Awards Evening and the Academic Awards Assembly, as well as through intercom announcements and Soaring Eagle nominations.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	205	229	289	3656	3109	3856
Suspension Rate	7.7%	8.4%	10.6%	15.3%	12.8%	15.6%
Expulsions	18	11	16	182	195	230
Expulsion Rate	0.7%	0.4%	0.6%	0.8%	0.8%	0.9%

## Enrollment By Grade

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
9th	690	687	696
10th	602	672	699
11th	724	678	657
12th	663	693	686

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	20	23	22	88	71	76	31	18	14	28	33	37
Mathematics	24	26	26	41	38	35	23	21	20	39	40	43
Science	26	29	28	22	15	16	19	15	16	30	36	30
Social Science	19	25	25	86	57	60	36	19	14	35	41	45

## Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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.guhhsd.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.

## 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 2008/09 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  
 COURSES PENDING UC APPROVAL  
 Environmental Design I & II J140/J141  
 History IB HL1 S096/S097

## Counseling & Support Staff

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	7	
Assistant Principal	4	
Athletic Director	1	
Attendance Clerk	2	
AVID Tutor	2	
AVID Tutor	4	
Band/Music Director	1	
CAHSEE Specialist	1	
Campus Supervisor	8	6.5
Computer Instructional Assistant	1	
Computer Technician	1	
Counselor	4	
DIS Teacher	1	
English Language Learner Teacher	1	
Guidance Secretary	1	
Guidance Technician	4	
Librarian	1	
Library Clerk	1	
Media Specialist	1	
Music Teacher	1	.6
Nurse	1	
Police Officer	1	
Psychologist	1	
Social Worker	2	
Special Education Teacher	10	
Speech and Language Specialist	1	

## 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 2009-10 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	121	114	112	1080
Without Full Credentials	1	1	0	8
Working Outside Subject	0	0	0	22

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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	80.8%	19.2%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

## 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:

Acupuncture and Nutrition	Algebra Workshop
Asperger's Syndrome	Assistant Principal Apprentice Program
Assistant Principal Leadership Seminar	Breakdown Those Classroom Walls
Collaboration Technology Tools	Conscious Classroom Management
Differentiated Instruction for the Teenage Brain, Parts I & II	Effective Teambuilding
EL Workshop	Equity & Diversity Training
Gang Awareness	Literacy Assessment
Making Common Assessments Meaningful Using Edu-Soft	Maximizing Student Access to Library Materials
Outrageous Teaching!	Papers, Papers, Papers -- Handling the Paperload
PLC On-Site Training	Poverty Training
Principal Leadership Seminar	ProACT Training & Refresher
Rebels With Applause -- Motivating Reluctant Learners	Special Ed in the Regular Ed Classroom
Strategies for Great Teaching	Stress Management
Teachers' Toolbox	Working and Communicating Effectively with Colleagues
Working With Challenging Students, Parts I & II	

## Parent Involvement

Granite Hills greatly benefits from its supportive parents who are actively involved in their student's education. The school has a strong base of parent volunteers who assist in building our strong programs even stronger through fundraising and supervision. Parents are also welcome to join a number of committees and groups on campus, including the PTSA, which is a strong advocate for improving education. The school benefits from several community partnerships, including ROP Advisory Boards and articulation with community colleges regarding our career courses. The school also sponsors several clubs which articulate with community and business organizations, including Destination Imagination, Key Club, Leo Club, and Rotary Interact.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Granite Hills at (619) 593-5500. The Attendance Office can be reached at (619) 593-5532. The Registrar can be reached at (619) 593-5530. Guidance can be reached at (619) 593-5540.

## 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	48	48	52	43	44	47	43	46	50
Mathematics	25	25	36	22	23	29	40	43	46
Science	42	49	53	32	41	46	38	46	50
History/Social Science	34	35	43	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	46	34	41	38
American Indian	32	33	33	25
Asian	44	45	*	50
Filipino	67	47	*	59
Hispanic or Latino	37	25	39	32
Úæ&i, &l • æ} â^!	*	*	*	*
Caucasian	58	39	58	47
Males	47	34	53	48
Females	56	37	52	38
Socioeconomically Disadvantaged	37	27	33	29
English Learners	13	13	18	13
Students with Disabilities	21	13	22	9
Migrant Education	*	*	*	*

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

## 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.7%	32.0%	52.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

### National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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.

### API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	6	7	7	
Similar Schools Rank	3	4	4	
<b>All Students</b>				
Actual Growth	15	16	6	753
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	14	36	-6	684
<b>Hispanic or Latino</b>				
Actual Growth	18	-7	16	702
<b>Caucasian</b>				
Actual Growth	15	25	4	772
<b>Students with Disabilities</b>				
Actual Growth	-9	5	30	512
<b>English Learners</b>				
Actual Growth	-	-	50	674

### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
API School Results	No	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 (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
Percent of Schools in PI	-	20.00%

## 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								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	55.9	49.9	48.6	60.3	54.6	52.9	55.7	51.8	52.0
Mathematics	55.4	55.8	49.9	58.6	55.7	51.3	56.3	58.4	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
White	44.3	30.1	25.6	43.8	35.4	20.8
Black	50.6	29.9	19.5	43.9	33.0	23.1
Hispanic	38.0	30.4	31.6	43.7	37.7	18.6
Asian	55.6	33.3	11.1	61.1	27.8	11.1
Native Hawaiian/Other Pacific Islander	50.0	50.0	-	58.3	41.7	-
Two or more races	28.6	21.4	50.0	14.3	64.3	21.4
Hispanic/Latino	58.8	26.8	14.4	58.3	28.2	13.5
Hispanic/Latino	39.7	30.7	29.6	39.4	37.0	23.6
Hispanic/Latino	61.7	29.7	8.6	58.3	28.0	13.6
Hispanic/Latino	59.1	27.7	13.2	61.2	28.5	10.3
Hispanic/Latino	85.5	9.1	5.5	86.2	13.8	-

## 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 2008-09 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	78.6%	*	*
American Indian	81.3%	*	*
Asian	83.3%	*	*
Filipino	77.8%	*	*
Hispanic or Latino	75.4%	*	*
Native Hawaiian/Other Pacific Islander	100.0%	*	*
Caucasian	86.0%	*	*

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

## Advanced Placement Classes

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

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	13
Social Science	3	222
English	2	90
Foreign Language	1	59
Mathematics	2	90
Totals	9	474
Percent of Students in AP Courses		3.2%

## 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).

## UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	70.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	60.9%

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

## 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?	1,269
What percent of the school's pupils complete a CTE program and earn a high school diploma?	86.6
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	19.2



## Career Technical Education (CTE) Programs

Granite Hills career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Granite Hills have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: PLAN testing is administered to all Sophomore students (results interpreted in Sophomore conference with student and parent), Four-Year Academic Plans, including an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP). The three main CTE pathways at Granite Hills are AME (Arts, Media & Entertainment), Health Science & Medical Technology and Hospitality(Culinary). In addition, Granite Hills offers and supports AOJ (Administration of Justice) and the Education, Child Development & Family Services career paths.

## Dropout & Graduation Rates

Granite Hills believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Alternative Education programs through the district, before and after school tutorial programs, CAHSEE tutorials both inside and outside the school day, and summer school enrichment courses such as Bridging.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Web Design	Granite Hills High School			
Industrial Technology	Granite Hills High School			
Child Development	Granite Hills High School			
Photography	Granite Hills High School			
Computer Programming	Granite Hills High School			
Video Production-IB Film	Granite Hills High School			
Teaching Careers	Granite Hills High School			
Administration of Justice	Granite Hills High School			
Medical Pathways	Granite Hills High School			
Sports Medicine	Granite Hills High School			
Food-Culinary	Granite Hills High School			
Clothing & Fashion Design	Granite Hills High School			
Interior Design	Granite Hills High School			
Auto Technology	Granite Hills High School			
Computer Repair	Granite Hills High School			

## Safe School Plan

Safety of students and staff is a primary concern of Granite Hills. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated throughout the school year by the School Site Council and the School Safety Committee. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year, including a lockdown drill conducted between classes. Students are supervised before and after school and during lunch by campus security, the School Resource Officer, and Administration. Certificated staff are available to assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. This curb area is located to the north of the staff parking lot on Fourth Street. Visitors may park in the 24-minute parking located in front of the Administration Building on East Madison Avenue. Visitors must check in the Administration Building during school hours.



## District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 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	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

## District Revenue Sources

In addition to general state funding, Granite Hills receives state and federal funding for the following categorical funds and other support programs: professional development training funds for the International Baccalaureate program and participation in Project Shield.

## 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		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	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.

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 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.

Average Teacher Salaries	
School & District	
School	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%