

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Grossmont High School	<b>District Name</b>	Grossmont Union High School District
<b>Street</b>	1100 Murray Drive	<b>Phone Number</b>	(619) 644-8000
<b>City, State, Zip</b>	El Cajon, CA 92020	<b>Web Site</b>	<a href="http://www.guhsd.net">www.guhsd.net</a>
<b>Phone Number</b>	(619) 668-6000	<b>Superintendent</b>	Ralf Swenson
<b>Principal</b>	Theresa Kemper	<b>E-mail Address</b>	<a href="mailto:rswenson@guhsd.net">rswenson@guhsd.net</a>
<b>E-mail Address</b>	<a href="mailto:tkemper@guhsd.net">tkemper@guhsd.net</a>	<b>CDS Code</b>	37681303732625

## School Description and Mission Statement (School Year 2009–10)

Dear Parents and Community:

Thank you for taking the time to learn about Grossmont High School. As we approach our Ninety-first 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 Requerdo yearbook, the Foothills Echoes student newspaper, OBRA short stories and poetry, or an edition of the Grapevine, our PVO/Principal's newsletter. You will always find the most current information online at [grossmont.guhsd.net](http://grossmont.guhsd.net).

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

## Opportunities for Parental Involvement (School Year 2009–10)

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 PVO. The school also benefits from several community partnerships, including the Academy programs.

## 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.

## Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	6
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	706
Grade 3		Grade 10	672
Grade 4		Grade 11	581
Grade 5		Grade 12	667
Grade 6		Ungraded Secondary	0
Grade 7	2	Total Enrollment	2,634

### Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8.3%	White	53.8%
American Indian or Alaska Native	0.9%	Two or More Races	0.0%
Asian	2.7%	Socioeconomically Disadvantaged	34.2%
Filipino	1.8%	English Learners	10.7%
Hispanic or Latino	29.7%	Students with Disabilities	11.7%
Native Hawaiian/Pacific Islander	0.5%		

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	63	11	33	24	58	8	36	33	4	9	27
Mathematics	24	44	19	28	26	46	13	32	35	2	11	33
Science	29	11	19	27	31	9	7	38	34	0	14	33
Social Science	27	26	7	52	30	19	8	52	35	1	10	52

## III. School Climate

### 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 available online. (Copies may be obtained in the Assistent Principal’s Office.)

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                    | Drama Club                                |
| Anime Club                         | French Club                               |
| Asian Pacific Student Assoc.       | Future Business Leaders of America (FBLA) |
| Associated Student Body-class      | Girls League                              |
| AVID                               | Grossmont Dance Team                      |
| Body Language Club (Concert Dance) | GSI Stepper                               |
| Boys Federation                    | Hiller’s Basketball Club                  |
| CA Scholastic Federation (CSF)     | Interact (Rotary)                         |
| Catholic Club                      | Invisible Children                        |



Cheerleading  
 Chess Club  
 Choir-class  
 Child Development  
 Club Latino  
 Christian Club  
 Club Green  
 Dance Team  
 Distributive Education Clubs of  
 America (DECA)

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:

<b>FALL SPORTS</b>	<b>WINTER SPORTS</b>
Cheer Cross Country – Boys Cross Country – Girls Football Golf – Girls Tennis – Girls Volleyball – Girls Water Polo –Boys	Basketball – Boys Basketball –Girls Soccer –Boys Soccer –Girls Water Polo – Girls Wrestling
<b>SPRING SPORTS</b>	
Baseball Golf – Boys Gymnastics Lacrosse – Boys Lacrosse – Girls	Softball Swim – Boys & Girls Tennis – Boys Track – Boys Track – Girls Volleyball – Boys

### School Safety Plan (School Year 2009–10)

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 2010 by the School Safety Committee. All revisions were communicated to the 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 district policy) may call the office ahead of time to schedule visits.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	15.6	14.5	12.5	14.4	17.2	16.1
<b>Expulsions</b>	0.9	1.1	0.6	0.9	1.0	0.9

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010–11)

Grossmont was originally constructed in 1922 and is comprised over 90 classrooms, 2 gyms, 1 multipurpose room/cafeteria, 1 library, 2 staff lounge, 5 computer labs, and 1 playgrounds. Recent remodeling included 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 Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Pool- fan grille missing in boy's restroom.
<b>Interior:</b> Interior Surfaces	n/a		x		Ap/Guidance- flooring damaged throughout. Nurse-stained ceiling tiles in exam rm., flooring damaged. Rm. 130- stained ceiling tiles. Rm. B- wall damage at the sink in the rear restroom. Auto shop- stained/sagging ceiling tiles in the classroom. Cust. Spec. Ed.- damage at the sink wall. Rm. 120- stained ceiling tiles, tiles missing. Rm. 110- stained ceiling tiles. Boys restroom 200- wall damage above the ceramic tile. Water heater rm. 200- stained ceiling tiles and ducts. Day care- flooring damaged in restroom. Rm. 235- flooring damaged. Rm. 225- stained ceiling tiles. Girls restroom 200- wall and ceiling damage. Staff restroom 200- flooring damaged. Rm. 215- ceiling damage. Rm. 570 ASB- flooring damaged. Student store 600- hole in the north vestibule wall. Drama storage- ceiling damaged. Wrestling rm.- 2 heaters removed, ceiling damage, wall damage in the vestibule and cust. Maint.- wall damage at the door. Rm. 800 work rm.- wall damage at the east door. P-15- carpet damaged at the door-Trip Hazard. Cafeteria- numerous ceiling tiles missing, testing- ceiling tiles missing/damaged. Mech. At kitchen- wall damage. Cust. at kitchen- wall damage. Kitchen- wall damage at the corners, restroom wall, 2 3" holes in the box rm. wall. Duplicating- ceiling tiles (light diffusers) missing. Pool restroom girls/staff- graffiti in girls, flooring damage. Spec. Ed. Restroom- boys flooring damaged. P-14- ceiling tiles sagging. Staff restroom- wall damage. Equipment rm.- floor tiles damaged. Rm. 945- flooring damaged at the door. Pool restroom boys- hole in the wall, flooring damaged at the cove base and edge, ceiling tile missing. P-4- ceiling tile hanging. Storage drama upper- ceiling damaged. Rm. 610- wall damage at the light switch, at the north wall. Old gym- ceiling damaged in drama storage, wall damage in west vestibule, wall damage backstage, acoustic wall tiles missing in the gym. Equipment storage- excessive ceiling damage. ASB/utility- damage at the southeast wall. Old gym lobby- graffiti in the restrooms, floor seams separating in the restrooms. Boys restroom- cove base missing/loose. New gym- damage at the east drinking fountain wall.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			Rm. 220- rat snap traps not allowed in schools (3 visible). Wrestling rm.- south all 5 rooms need cleaning. Girls PE- rooms need cleaning. Rm. 1210 team rm.- room needs cleaning. Boys PE- room needs cleaning.

<p><b>Electrical:</b> Electrical</p>	<p>n/a</p>	<p>x</p>	<p>Spec. ed. Admin. A- 1 diffuser missing, 1 diffuser cracked in asst. director. Rm. 130- 3 diffusers missing. Rm. B- 1 light out in reception area, diffuser missing in the file rm., 1 light out in Ms. Pardue's office, several lights out in the SW office. Auto shop- cracked diffuser in the classroom. Rm. 105- 2 lights out, 1 diffuser cracked, 1 diffuser missing. Rm. 215- 1 diffuser missing. Rm. 220- 3 lights out, 1 diffuser cracked. Elec. Rm. @ 505- high voltage panels blocked. Student store 600- 5 tubes out. Drama storage- lights not working. Choir- lights out. P-15- 2 lights out. Cafeteria- 2 lights out in testing. Mech. at kitchen- j-box cover missing. Duplicating- 3 lights out. Relo. Restroom- girls light sensor cover damaged, mens cover plate at the ceiling missing, boys access cover missing. P-24- 1 diffuser missing. P-17- 1 light out. Science core- 1 light out. Dance rm.- 1 light out in the corridor, 1 diffuser missing in the corridor. Staff restroom- 1 light out. Rm. 775- 1 light out. Rm. 780- 2 lights out. Rm. 615- 3 lights out. Storage drama upper- high voltage elec. Panel blocked. Old gym lobby- light out in the vestibule, one light out in data. Boys restroom- 1 of 2 lights out. 200 corridor- 2 lights out. New gym- 8 lights out. Girls coach-old- east wall live conductors exposed at the indicator light box, cover plate missing. 1100 elec. lower- electrical panels blocked by a refrigerator.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>n/a</p>	<p>x</p>	<p>Spec. ed. restroom- 1 exterior drinking fountain- no water. Boys restroom 200- 1 toilet partition door missing, 1 toilet out of order, 1 faucet loose. Girls restroom 200- 1 toilet "out of service". Girls restroom 800- 1 toilet out of order. New gym- drinking fountain- no water. Girls PE- 1 faucet- no water. Boys PE- 2 faucet- no water. Cafeteria- exterior drinking fountain- 1 push button missing. Pool restroom girls/staff- restrooms need cleaning. Spec. ed. Restroom-girls- 1 faucet loose. Girls restroom 1100 upper- 1 exterior drinking fountain overpressure- slip hazard. Pool restroom boys- restroom needs cleaning, 1 faucet handle missing. Old gym lobby- 1 toilet valve leaking. Boys restroom- 1 toilet handle broken. Girls restroom 1100 lower- 1 faucet no water. 200 corridor- east drinking fountains- 2 no water. Rm. 530- 1 exterior drinking fountain- push button missing.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>n/a</p>	<p>x</p>	<p>Spec ed. Admin A- fire extinguisher (FE) out of date- 2007. Rm. 130- excessive combustibles stored in the office. Rm. B- 2 Fes out of date- 2007. Rm. 120- FE out of date. Bldg. C- FE out of date. Rm. 115- no FE. Rm. 105- no FE. Rm. 225- no FE. Wrestling rm.- peeling paint at the walls. P-7 JROTC- no FE. Mech. at kitchen- FE missing. Main elec. Bldg.- combustibles stored in the main elec. Rm.-SAFETY, 35+ gallons of paint stored in the elec. rm. Equipment rm.- peeling paint at the west doors and frame. Rm. 945- FE out of date- 2009. Rm. 615- FE out of date- 2009. Storage drama upper- combustibles stored against electrical panels, 20+ gallons of paint and solvent stored- Safety Hazard. Old gym- excessive combustibles stored in the east side- backstage. Elec. rm @ 505- combustibles stored in the elec. rm.- safety. Drama storage- excessive combustibles stored- fire safety. Water heater rm.- combustibles stored against the gas water heater.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>n/a</p>	<p>x</p>	<p>Bldg. C- dry rot at the siding. Rm. 800 work rm.- structural cracks at the east door.</p>

<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	x			Spec. ed. Admin A- concrete trip hazards at the walkways. 200 corridor- skylights cracked. Student store 600- double doors in the corridor damaged and delaminating. Elec. 700- hole in the concrete south of the bldg.- trip hazard. P-15- plywood landing deteriorated. P-9- plywood ramp damaged at the asphalt- safety. Pool restroom girls/staff-ramp surface damaged. Relo. Restroom- plywood ramp deteriorated at the landing. Spec. ed. Restroom- non-skid surface at the ramp and landing is deteriorated- trip hazard. P-29- skirting panels missing. P-27- skirting panels missing. Rm. 610- numerous concrete and asphalt trip hazards around the bldg, in the path of travel. Old gym- northwest door damaged, panic hardware blocked at all but one emergency egress door- safety.
<b>Overall Rating</b>		x			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	98	98	99	1,00.
<b>Without Full Credential</b>	2	0		
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

#### Counseling and 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.

9<sup>th</sup> – Laura Dawson 668-6045

10<sup>th</sup> – Juliana Manuel 668-6047

11<sup>th</sup> – Rebecca Vargas-Wilson 668-6042

12<sup>th</sup> – Lori Deitrich 668-6046

EL – Guadalupe Sturgeon 668-6044

Sp. Ed. – Rebeca Mc Millan 668-6048

GRC – Noel McMahan 668-6049

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	376
Library Media Teacher (librarian)	1	n/a
Social Worker	0	n/a
Nurse	1	n/a
Administrators	4	n/a
Pupil Services	10	n/a
Classified Staff	43	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0%	See Appendix 1
Mathematics		0%	
Science		0%	
History-Social Science		0%	
Foreign Language		0%	
Health		0%	
Visual and Performing Arts		0%	
Science Laboratory Equipment (grades 9-12)		0%	

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	-	\$5,512
Percent Difference – School Site and State	n/a	n/a		

### Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, Grossmont receives state and federal funding for the following categorical funds and other support programs: GATE, MAA, Project Shield.

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$41,911	\$42,810
<b>Mid-Range Teacher Salary</b>	\$65,864	\$69,375
<b>Highest Teacher Salary</b>	\$87,718	\$89,104
<b>Average Principal Salary (Elementary)</b>	-	-
<b>Average Principal Salary (Middle)</b>	-	\$120,314
<b>Average Principal Salary (High)</b>	\$125,279	\$126,901
<b>Superintendent Salary</b>	\$240,000	\$198,563
<b>Percent of Budget for Teacher Salaries</b>	38.7	37.3
<b>Percent of Budget for Administrative Salaries</b>	5.7	5.2

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>	50%	52%	49%	44%	47%	48%	46%	50%	52%
<b>Mathematics</b>	23%	28%	29%	23%	29%	31%	43%	46%	48%
<b>Science</b>	46%	44%	48%	38%	41%	44%	41%	44%	48%
<b>History-Social Science</b>	43%	42%	49%	37%	43%	46%	36%	41%	44%

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	48.0	27.2	47.5	49.7
Male	44.9	29.5	51.2	53.4
Female	51.2	23.9	43.5	45.7
Black or African American	33.6	12.4	23.5	37.5
American Indian or Alaska Native				
Asian	50.0		40.0	46.6
Filipino	68.8			
Hispanic or Latino	35.7	21.2	34.2	36.3
Native Hawaiian or Pacific Islander				
White	56.9	31.4	56.7	56.8
Two or More Races	25.8			46.1
Socioeconomically Disadvantaged	28.1	17.7	30.2	34.6
English Learners	9.5	8.4	9.0	14.2
Students with Disabilities	14.6	7.4	14.0	23.4
Students Receiving Migrant Education Services				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	58.6	56.2	49.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	69.5	67.0	57.0	55.7	58.4	55.0	51.3	53.3	54.0

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	28	55
All Students at the School	20.0	31.0	49.0	14.0	29.0	57.0
Male	23.0	32.0	45.0	16.0	27.0	57.0
Female	16.0	31.0	53.0	12.0	32.0	56.0
Black or African American	33.0	39.0	28.0	32.0	38.0	30.0
American Indian or Alaska Native						
Asian	31.0	13.0	56.0	13.0	31.0	56.0
Filipino						
Hispanic or Latino	23.0	46.0	31.0	21.0	40.0	39.0
Native Hawaiian/Pacific Islander						
White	15.0	26.0	59.0	8.0	23.0	69.0
Two or More Races						
Socioeconomically Disadvantaged	34.0	34.0	32.0	23.0	35.0	69.0
English Learners	58.0	34.0	8.0	39.0	44.0	17.0
Students with Disabilities	37.0	47.0	16.0	42.0	34.0	24.0
Students Receiving Migrant Education Services						

## California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.2	24.3	64.0

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	7	7
Similar Schools	4	7	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	25	-2	6
Black or African American			-5
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	5	17
Native Hawaiian/Pacific Islander			
White	20	-5	6
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	46	20	-9
English Learners	53	6	-32
Students with Disabilities	37	38	-19

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	763	735	729
Black or African American	687	670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	720	687	672
Native Hawaiian/Pacific Islander			706
White	793	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	686	664	669
English Learners	627	620	626
Students with Disabilities	586	509	494

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	99.0	88.0
Participation Rate - Mathematics	99.0	91.0
Percent Proficient - English-Language Arts	52.0	48.9
Percent Proficient - Mathematics	60.4	54.5
API	Yes	No
Graduation Rate	No	No

## Federal Intervention Program (School Year 2010–11)

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 (ELA 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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

## Dropout Rate and Graduation Rate

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.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	2.0%	2.3%	4.4%	3.3%	2.6%	3.6%	5.5%	4.9%	5.7%
<b>Graduation Rate</b>	95.7%	87.9%	83.7%	89.5%	87.0%	84.0%	80.6%	80.2%	78.6%

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>			
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian/Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

## Career Technical Education Programs (School Year 2009–10)

To ensure that our students achieve their academic and personal potential, Grossmont High School's mission for the delivery of Career Technical Education (CTE) is to create a community that fosters a connection between academics and career technical education, involvement with the business community, and integration of relevant real opportunities, and students' work related interests and abilities.

Grossmont High School fosters, and is committed to a collaborative teaching environment. We work in professional learning communities which allows us time within the school day once a week to focus our Career Technical Education goals and the direction of our program. We are proud of our district focus on CTE and the strong commitment towards academic teaming within the CTE courses across schools. We have articulated a majority of our CTE courses with our two local community colleges which gives academic credit at the community college for students who complete our approved high school courses with a grade of B or better.

Career Technical Education flourishes at Grossmont High School. We have partnerships with the East County Chamber of Commerce, the Grossmont Healthcare District, and the East County Career Center. We are encouraged by the direction and advice we receive from these organizations as well as from the parents and students at our school. The business industry has been actively involved at Grossmont and has provided tremendous guidance and support for our CTE programs over the years.

Grossmont High School focuses on integrating our special populations into our Career Technical Education classes. In our Media and Design Arts pathway alone, 20% of our students enrolled in these courses are designated special needs or English learners. This is true of our other pathways as well. Special education teachers and language aides are available in the CTE courses to provide additional support to the students and the CTE teachers.

## Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	485
Percent of pupils completing a CTE program and earning a high school diploma	23.5%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0%

## Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	75.6

## Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	2	n/a
English	4	n/a
Fine and Performing Arts	4	n/a
Foreign Language	4	n/a
Mathematics	4	n/a
Science	6	n/a
Social Science	7	n/a
All courses		

## XII. Instructional Planning and Scheduling

### Professional 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. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues