

Dan Barnes, Principal

Principal, Grossmont High

About Our School

Dear Parents and Community:

As we approach our Ninety-second birthday, we can proudly reflect on our grand traditions of excellence as a California Distinguished School. Our graduates have made an indelible mark throughout our community, city, state, and nation. Grossmont High School's Administration and staff are committed to providing a rigorous educational experience that encompasses the prerequisite skills necessary for our students to become productive citizens of our global society.

Grossmont's comprehensive academic program(s) meet the diverse needs of all students as they prepare to transition into a variety of post secondary experiences. Additionally, our students are actively engaged in their own instructional experience due to their participation in the broad range of extra and co-curricular programs, clubs, and organizations.

In addition to this publication, we encourage you to review a variety of resources that further depict our Grossmont community: (El Requerdo yearbook, the Foothills Echoes student newspaper, OBRA short stories and poetry, Footprints newsletter from our Educational Foundation, or our school website located at grossmont.guhsd.net)

Grossmont's highly skilled instructional staff, caring guidance department, and exceptional leadership team have created a positive campus environment. We are excited that you have chosen Grossmont High School for your student's educational pursuit. If you would like a personal tour or are in need of further assistance, please do not hesitate to contact me at (619) 668-6012.

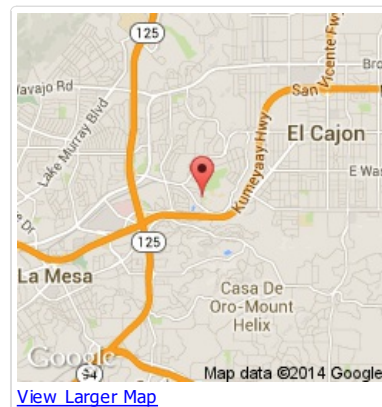
Daniel Barnes

Principal

Contact

1100 Murray Dr.
La Mesa, CA
91944-1043

Phone: 619-668-6000
E-mail: dbarnes@guhsd.net



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Grossmont High
Street	1100 Murray Dr.
City, State, Zip	La Mesa, Ca, 91944-1043
Phone Number	619-668-6000
Principal	Dan Barnes, Principal
E-mail Address	dbarnes@guhsd.net
County-District-School (CDS) Code	37681303732625

District	
District Name	Grossmont Union High
Phone Number	(619) 644-8000
Web Site	www.guhsd.net/
Superintendent First Name	Ralf
Superintendent Last Name	Swenson
E-mail Address	rswenson@guhsd.net

Last updated: 12/18/2013

School Description and Mission Statement (School Year 2012-13)

Grossmont is one of 9 comprehensive high schools located within the Grossmont Union High School District. Currently, the school is comprised of approximately 2500 students from diverse cultural origins. The school embraces cultural awareness, as evident by its diverse course selections and curriculum.

The foundation of the educational program is supported by a set of specific rules and classroom expectations designed to promote respect, cooperation, courtesy, and acceptance of others. Grossmont strives to maintain a safe environment that is conducive to learning, where students are free to learn and teachers are free to teach. The school's policies and procedures are published via the Student Handbook and are readily available on the school's website located at: grossmont.guhsd.net.

Students are encouraged to participate in a broad variety of extra and co-curricular programs, which are an integral part of the educational platform. These programs promote positive attitudes and keep students actively engaged in their own learning. Grossmont High School's extracurricular activities, clubs, and organizations include, but are not limited to the following:

Associated Student Body (class), AVID, Boys Federation, Girls Federation, Camp LEAD, Chess Club, Cooking Club, Drama Club, Flower Power, Food for the homeless, Foothiller fanatics, French Club, Friday Night Live, Future Educators Association, Glee Club, Interact Club, Key Club, Latino Organization, Music Appreciation Club, Peer Listeners, Self Defense Club, The Grossmont Grind, The Library Club, The Recycling Club, Travel Club, United Friends of America, Best Buds

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

FALL SPORTS CheerCross Country – BoysCross Country – GirlsFootballGolf – GirlsTennis – GirlsVolleyball – GirlsWater Polo –Boys

WINTER SPORTS Basketball – BoysBasketball –GirlsSoccer –BoysSoccer –GirlsWater Polo – GirlsWrestling

SPRING SPORTS BaseballSoftballGolf – BoysSwim – Boys & GirlsGymnasticsTennis – BoysLacrosse – BoysLacrosse – GirlsTrack – BoysTrack – Girls Volleyball – Boys

Grossmont recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during Star Student of the Month, Senior Awards Assembly, by classroom teachers, Friday Kudos announcements and academic honor roll.

Last updated: 1/6/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 The Grossmont Educational Foundation. The school also benefits from several community partnerships.

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.

Last updated: 1/6/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **Alternate Performance Assessment (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.

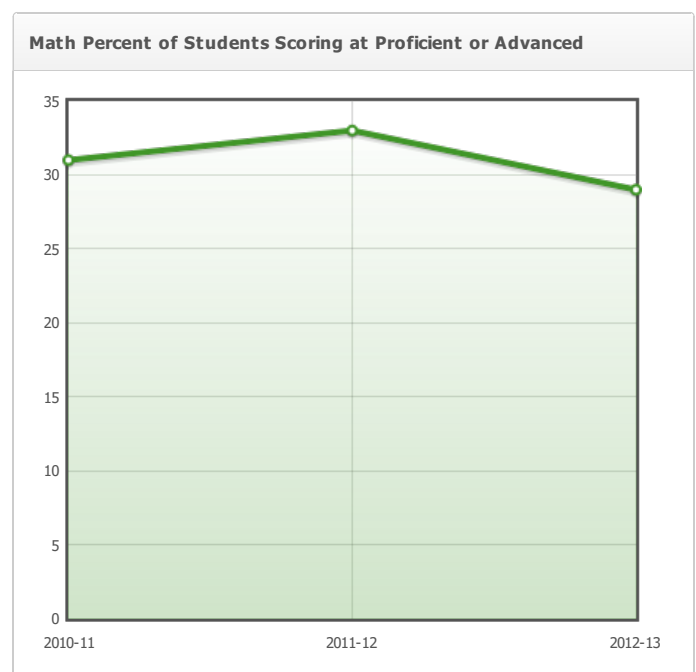
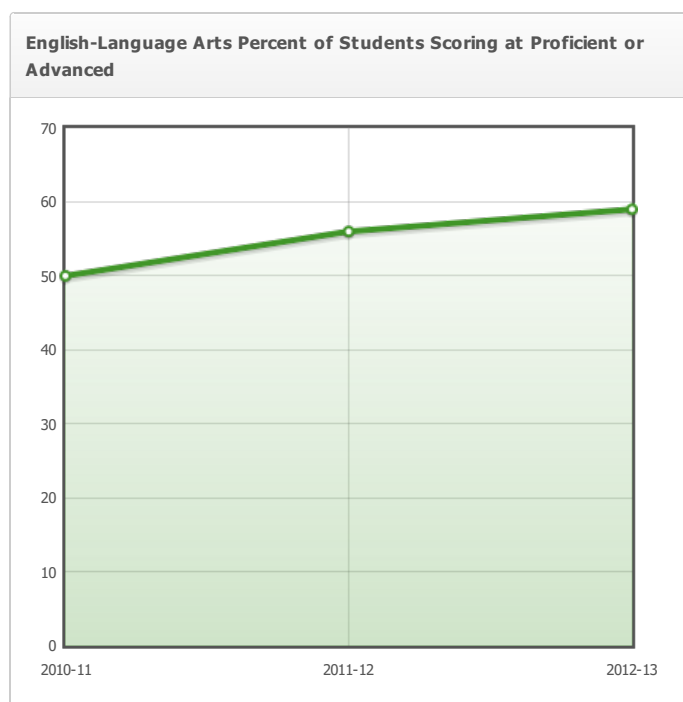
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

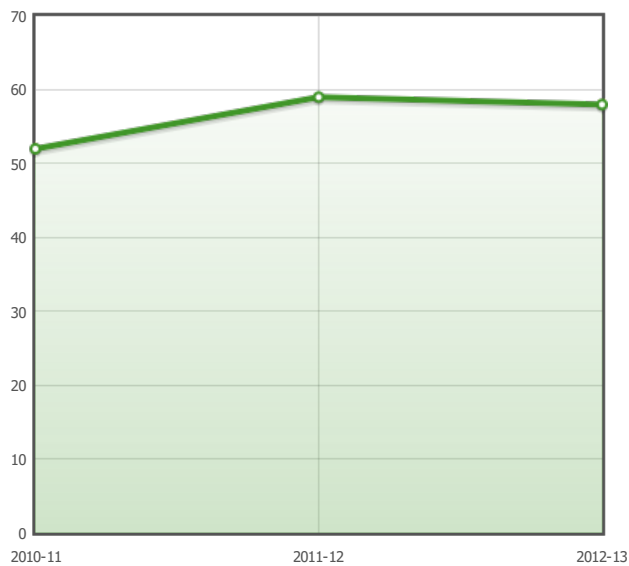
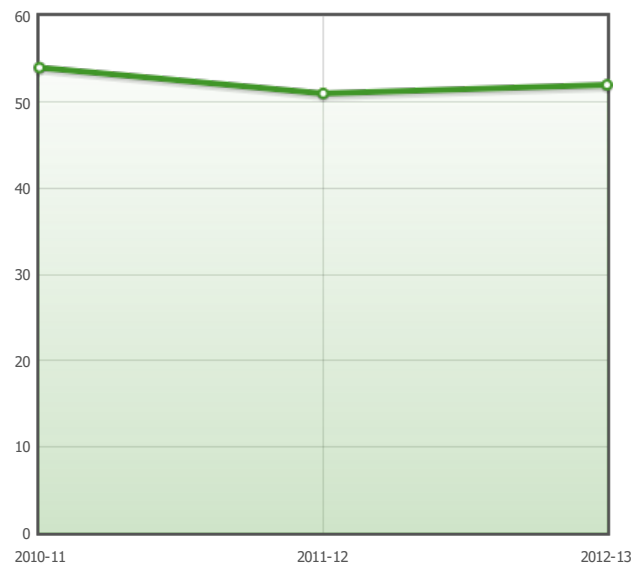
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50%	56%	59%	49%	51%	53%	54%	56%	55%
Mathematics	31%	33%	29%	33%	35%	34%	49%	50%	50%
Science	52%	59%	58%	48%	54%	57%	57%	60%	59%
History-Social Science	54%	51%	52%	48%	47%	50%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 12/18/2013

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53%	34%	57%	50%
All Students at the School	59%	29%	59%	52%
Male	56%	30%	60%	59%
Female	62%	28%	57%	46%
Black or African American	54%	19%	51%	38%
American Indian or Alaska Native	63%	33%	N/A	23%
Asian	77%	58%	64%	76%
Filipino	72%	55%	58%	74%
Hispanic or Latino	51%	24%	53%	42%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	64%	32%	63%	61%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	42%	22%	42%	36%
English Learners	12%	8%	15%	12%
Students with Disabilities	55%	29%	67%	23%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 12/18/2013

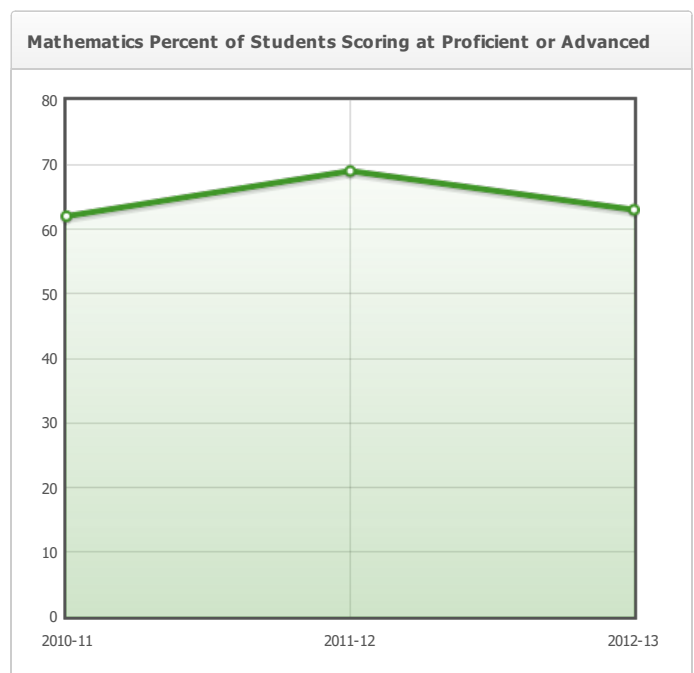
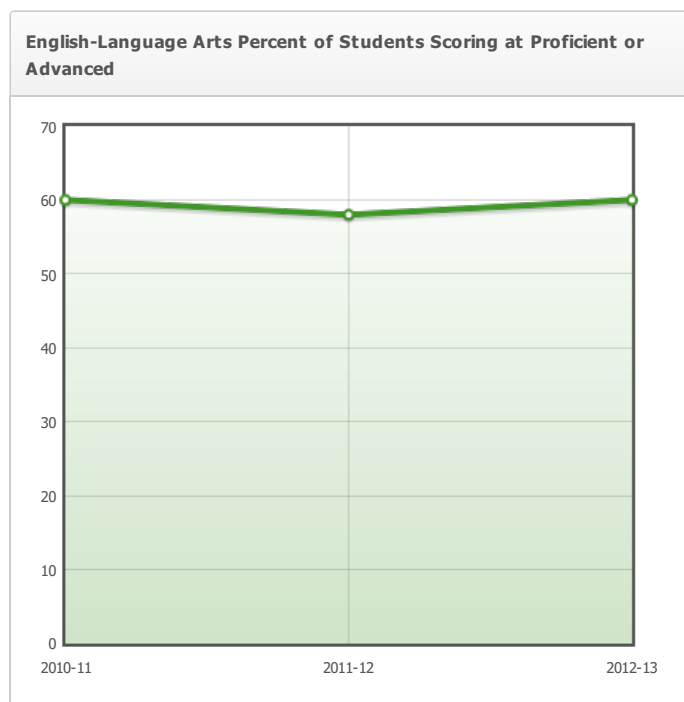
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60%	58%	60%	59%	54%	57%	59%	56%	57%
Mathematics	62%	69%	63%	59%	63%	64%	56%	58%	60%

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.



Last updated: 12/18/2013

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	25%	32%	36%	41%	23%
All Students at the School	40%	27%	33%	37%	45%	18%
Male	46%	26%	28%	34%	46%	20%
Female	33%	28%	39%	39%	44%	17%
Black or African American	48%	30%	23%	45%	43%	11%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	27%	13%	60%	20%	27%	53%
Filipino	33%	33%	33%	33%	33%	33%
Hispanic or Latino	45%	29%	27%	42%	48%	10%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	36%	25%	39%	32%	44%	24%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56%	25%	19%	52%	39%	9%
English Learners	86%	11%	3%	77%	22%	1%
Students with Disabilities	88%	8%	4%	86%	12%	2%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 12/18/2013

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	13.7%	25.8%	40.8%

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.

Last updated: 12/18/2013

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. For detailed information about the API, see the [CDE API Web page](#).

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	2010-11	2011-12	2012-13
Statewide	6	6	7
Similar Schools	5	5	6

Last updated: 12/18/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	5	18	2
Black or African American	41		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	6	16	13
Native Hawaiian or Pacific Islander			
White	0	15	4
Two or More Races			
Socioeconomically Disadvantaged	-24	46	14
English Learners	-26	50	-19
Students with Disabilities	-31	90	10

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/18/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,637	789	11,925	769	4,655,989	790
Black or African American	89	724	670	700	296,463	708
American Indian or Alaska Native	7		77	734	30,394	743
Asian	27	852	148	848	406,527	906
Filipino	21	820	180	825	121,054	867
Hispanic or Latino	602	758	3,884	745	2,438,951	744
Native Hawaiian or Pacific Islander	5		72	754	25,351	774
White	765	813	5,878	788	1,200,127	853
Two or More Races	121	824	960	774	125,025	824
Socioeconomically Disadvantaged	777	727	5,688	724	2,774,640	743
English Learners	273	636	1,824	660	1,482,316	721
Students with Disabilities	151	664	1,282	572	527,476	615

Last updated: 12/18/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	No

Last updated: 12/18/2013

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

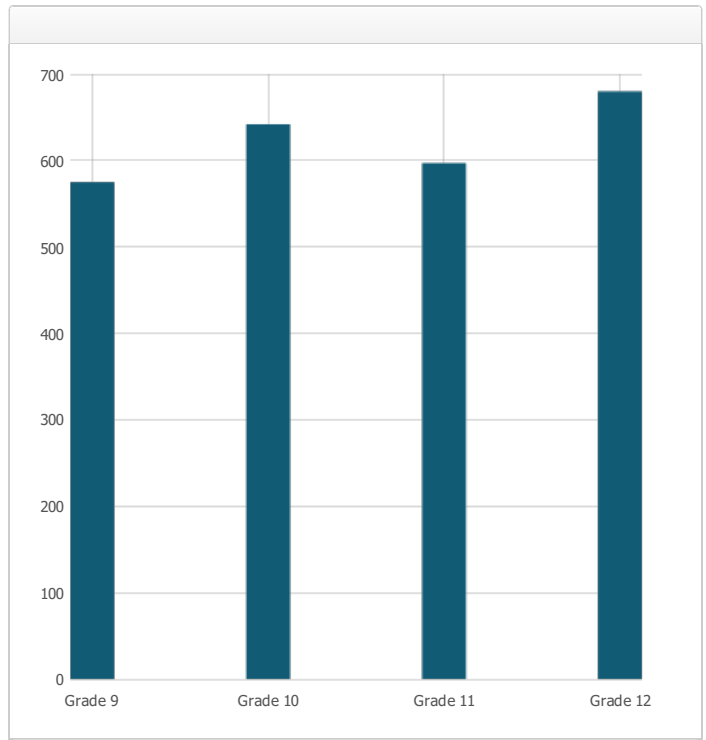
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/6/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

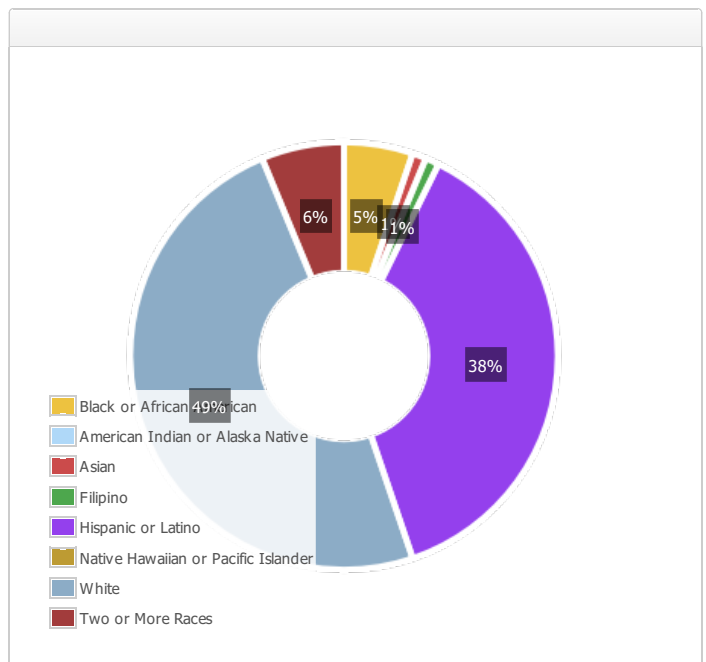
Grade Level	Number of Students
Grade 9	575
Grade 10	642
Grade 11	597
Grade 12	680
Total Enrollment	2495



Last updated: 1/10/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.5
Asian	1.9
Filipino	1.4
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.2
White	47.9
Two or More Races	6.2
Socioeconomically Disadvantaged	45.0
English Learners	19.2
Students with Disabilities	10.8



Last updated: 12/18/2013

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/10/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.1	19	6	33	23.3	20	1	21	23.0	34	8	47
Mathematics	33.0	6	8	25	29.3	12	7	30	28.0	22	8	41
Science	32.0	6	8	35	32.9	4	5	35	27.0	15	12	33
Social Science	31.8	11	6	38	29.6	12	4	27	30.0	20	5	52

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/18/2013

School Safety Plan (School Year 2012-13)

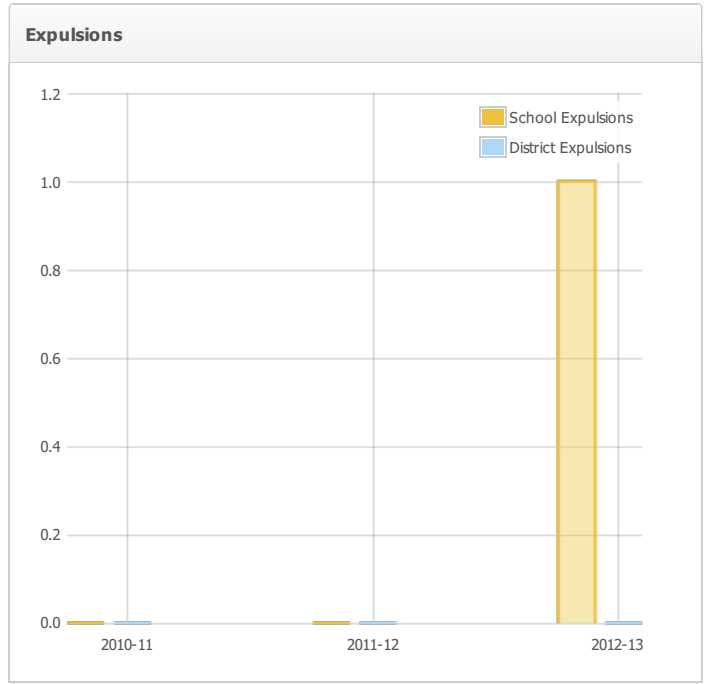
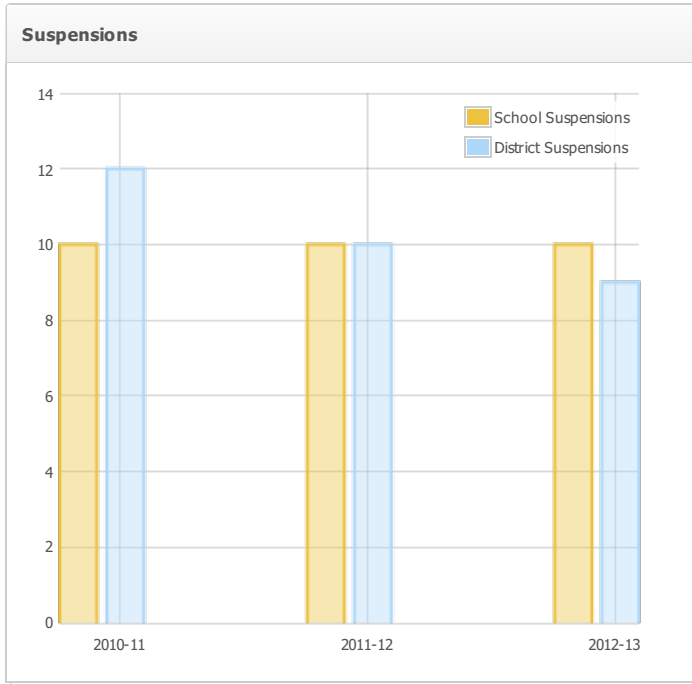
Grossmont High School's primary concern is to ensure the safety of students and staff. The school maintains compliance with all laws, rules, and regulations as they pertain to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August of 2012 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes procedures addressing safety protocols during a variety of disasters. 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.

Last updated: 1/6/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	10.50	10.00	10.80	12.90	10.30	9.60
Expulsions	0.80	0.50	1.00	0.70	0.80	0.70

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 12/18/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Grossmont was originally constructed in 1922 and is comprised of over 90 classrooms, 2 gyms, 1 library, 2 staff lounge, 5 computer labs, and 1 child development center. Recent remodeling include completion of 31 classroom humanities building in Spring 2013 and removal of relocatable classrooms.

Cleaning Process: The school Administration and custodial support staff work collaboratively in maintaining a safe, orderly, and clean campus.

Maintenance and Repair: District maintenance staff oversees all necessary maintenance to keep the school facilities in good repair. Work orders are completed in a timely and efficient manner, in which the highest priority is given to items that directly impact student safety and learning.

Last updated: 1/6/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<ul style="list-style-type: none"> • Ceiling tiles missing • Floor tile damaged • Cabinet doors damaged • Ceiling tiles stained • Carpet wrinkled • Floor tiles missing • Hole in the wall • Flooring and base damaged
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	<ul style="list-style-type: none"> • Diffusers missing • Cracked diffuser • Diffuser hanging • Lights out • Light switch plate broken • Electrical cover plate missing-Live wires • Excessive storage in electrical room • Light switches loose • Electrical box loose • Receptacle burnt • Electric panels blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<ul style="list-style-type: none"> • Drinking fountain low flow • Toilets loose • Toilet broken • Sink with no water • Drinking fountain button missing

	<ul style="list-style-type: none"> • Toilet partition rusted • Drinking fountain with high pressure • Faucet hot handle not functioning • Toilet plugged • Toilet loose • Drinking fountain drain leakage • Urinal not working • Drinking fountain fixture cracked • Toilet seat broken
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good

Overall Facility Rate (School Year 2012-13)

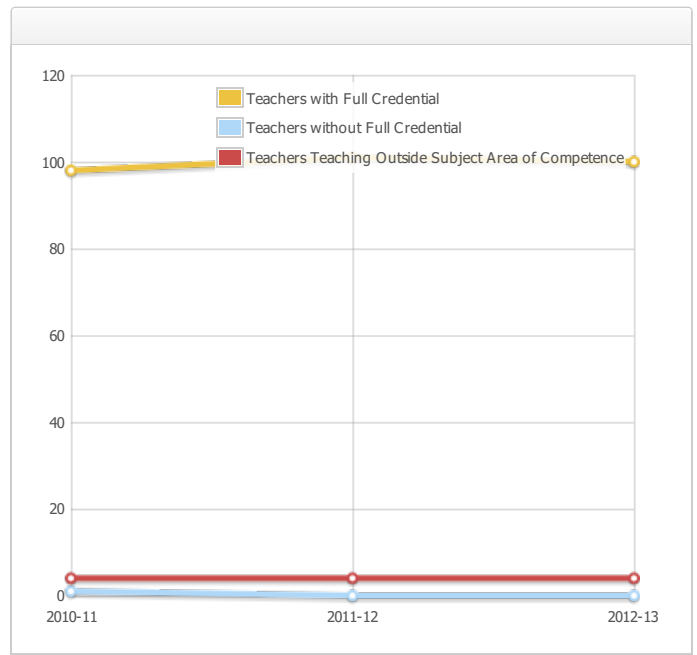
Overall Rating	Good
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Last updated: 1/15/2014

Teachers

Teacher Credentials

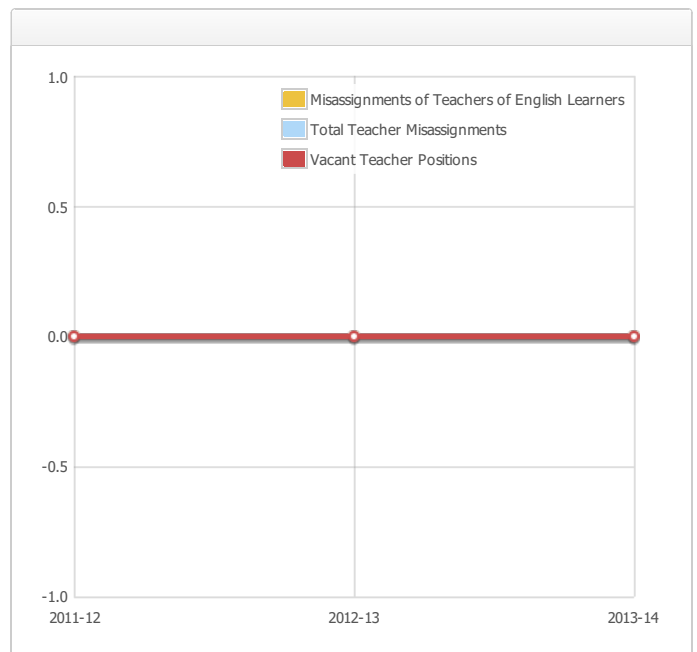
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	98	101	100	764
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	4	4	34



Last updated: 12/18/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/18/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	100	0

Note: 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 39 percent or less in the free and reduced price meals program.

Last updated: 12/18/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	356.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	7 Habits of Highly Effective Teens, 1998 A Guide To Mla Doc 6Th, 2003 A Guide To Mla Doc 5Th, 1998 Adventures Of Huckleberry Finn Alchemist All Quiet On The Western Front Angela's Ashes Animal Farm At Risk Awakening / Selected Stories Bean Trees Black Like Me Brave New World Catcher In The Rye Chosen Christmas Carol Crucible Cry The Beloved Country Curious Incident Of The Dog Death Of A Salesman Dr. Jekyll / Mr. Hyde Durango Street Education Of Little Tree Elements Of Literature/3Rdcourse, 2003 Elements Of Literature/4Th Course, 2003 Elements Of Literature/5Th Course, 2003 Elements Of Literature/6Th Course, 2003 English Composition And Grammar, 2003 Ethan Frome Fahrenheit 451 Farewell To Arms Farwell To Manzanar Flowers For Algernon Forged By Fire Frankenstein Fredrick Douglas: An American Slave Giver Glass Menagerie Go Ask Alice God, Heros/ Men Of Greek Myth Grapes Of Wrath Great Expectation W/ Connections Great Expectations Great Gatsby Gulliver'S Travels Hamlet And Related Readings Heart Of Darkness / The Secret Sharer High Point Level A, 2002 High Point Level A- Pratic Book, 2002 High Point Level B, 2002 High Point Level B- Pratic Book, 2002 High Point Level C, 2002 High Point Level C- Pratic Book, 2002 High Point The Basics, 2002 High Point The Basics Language, 2002 High Point The Basics Reading, 2002 High Point-Level A (Workbook), 2002	Yes	0.0

High Point-Level B (Workbook), 2002
 High Point-Level C (Workbook), 2002
 Holes
 Hound Of The Baskervilles
 House On Mango Street
 Huck Finn W/ Connections
 Into Thin Air
 Importance Of Being Earnest
 Inherit The Wind
 Ibsen'S Four Major Plays
 Jacob I Have Loved
 Jane Eyre
 Jane Eyre With Connections
 Johnny Got His Gun
 Jude The Obscure
 Julius Caesar
 King Lear
 Kite Runner
 Life Of Pi
 Lit / Lang Arts Third-9, 2003
 Lit / Lang. Arts Fifth-11, 2003
 Lit. / Lang. Arts Sixth-12, 2003
 Literature American Exp 11Th, 2010
 Literature- English Trad. 12Th, 2010
 Lord Of The Flies
 Lottery Rose O
 Macbeth (Folger)
 Maggie: Girl Of The Streets
 Man For All Seasons
 Man'S Search For Meaning
 Monster
 Night
 Night With Connections
 O. Henry Short Stories
 Odyssey (By Fitzgerald)
 Odyssey (Trans Mandelbaum)
 Of Mice And Men
 Old Man And The Sea
 One Flew Over The Cockoo'S Nest
 Only Alien On The Planet
 Othello
 Oxford Essential Dictionary, 2008
 Patch Of Blue Original Publication Date 2012-13
 Pb: Hound Of The Baskervilles
 Pearl
 Perfect Storm
 Personal Narrative Of F. Douglas
 Picture Of Dorian Gray
 Poisonwood Bible
 Portrait Of An Artist
 Power / The Glory
 Power Of One
 Pride And Prejudice
 Pygmalion With Connections
 Raisin In The Sun O
 Raisin In The Sun W/Connections
 Readings In World Lit.
 Red Badge Of Courage
 Red Badge Of Courage W/Connections
 Romeo / Juliet
 Romeo / Juliet / West Side Story
 Romeo / Juliet W/ Connections
 Romeo And Juliet An Adapted Classic
 Romiette / Julio
 Scarlet Letter
 Secret Life Of Bees
 Separate Peace
 Shakespeare Sonnets
 Siddhartha
 Snows Of Killimanjaro
 Speak
 Swallowing Stones
 Tale Of Two Cities
 Tears Of A Tiger
 Tex
 That Was Then This Is Now

	<p>The Awakening The Elements Of Style The Quick And The Dead The Sonnets The Tempest The Tragedy Of Romeo / Juliet They Poured Fire Down On Us From The Sky Three Plays Of Thornton Wilder Tiger Eyes To Kill A Mockingbird True Believer Twelfth Night Walden And Civil Disobedience Walk To Remember Working Days World Literature, 2004 Writers Inc, 2000 Yellow Raft In Blue Water</p>		
Mathematics	<p>Algebra 1 California edition, 2008 Algebra 2 California edition, 2008 Algebra 2 Concepts and Skills, 2008 Algebra 2 W/Trigonometry, 2001 Algebra 3, 2004 Basic Geometry: Concepts and Skills, 2001 Calculus, 2004 Calculus: An Applied Approach (A.P.), 2005 Geometry California Edition, 2008 Geometry Concepts and Skills, 2001 Precalc W/Limits, 2008</p>	Yes	0.0
Science	<p>Biology, Ca Edition, 2008 Biology (Concepts / Connections 6th Edition), 2009 Biology Ca Ed (Teacher'S Edition), 2007 Campbell AP Biology-Ap (9Th Ed), 2011 Conceptual Physics, 2009 Essentials Of Anatomy / Physiology (2Nd Ed), 2000 Forensic Science: An Introduction, 2005 Fundamentals Of Physics (8Th Ed), 2008 Introductory Chemistry: A Foundation (6Th Ed,) 2008 Living In The Enviro (11Th Ed), 2000 Living In The Enviro (14Th Ed), 2005 Living In The Envior-Cd, 2005 Physical Science W/ Earth Science, 2009 Physics (6Th Ed), 2005 World Of Chemistry, 2007</p>	Yes	0.0
History-Social Science	<p>A History Of Western Society, 2005 American Government (8Th Ed), 2008 American Voices, 1995 Call To Freedom 1865 To The Present, 2001 Economics Principles / Practice, 2005 The American Pageant (11Th Ed), 1997 Psychology / You, 1999 Psychology (9Th Ed,) 2009 Psychology (8Th Ed), 2007 Psychology (7Th Ed), 2004 World Geography, 2003 World History Connections To Today, 1999 World Geography And Cultures, 2002 Modern World History (Ca Ed), 2006 Magruder's American Government (Ca Ed), 2008 His Excellency; George Washington, 2005 America's Story, 2005 The Americans-Reconstruction through the 20th Century, 1999 Economic Spec Ed, 2005 World History Ags, 2005</p>	Yes	0.0
Foreign Language	<p>Discovering French Blu 1C, 2000</p>	Yes	0.0

	Discovering French Blanc 3C, 2000 Discovering French Rouge 5C, 2000 En Espanol Tres, 2000 En Espanol! Dos, 2000 En Espanol! Uno, 2000 El espanol para nosotros: curso para hispanohablantes Nivel 1, 2004 El espanol para nosotros: curso para hispanohablantes Nivel 2, Sendas literarias, 2004 Una Vez Mas, 1993		
Health		Yes	0.0
Visual and Performing Arts	Art in Focus, 2006 Experiencing Dance 8th ed., 2004 The Stage And The Schoo, 1998	Yes	0.0
Science Laboratory Equipment (grades 9-12)		Yes	0.0

Last updated: 1/8/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,860	N/A	N/A	N/A
District	N/A	N/A	N/A	\$71,035
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$71,584
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/27/2014

Types of Services Funded (Fiscal Year 2012-13)

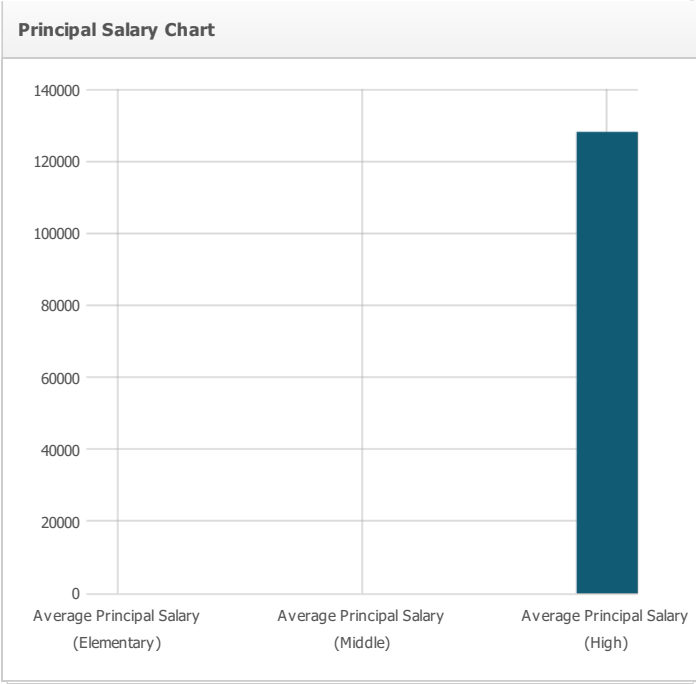
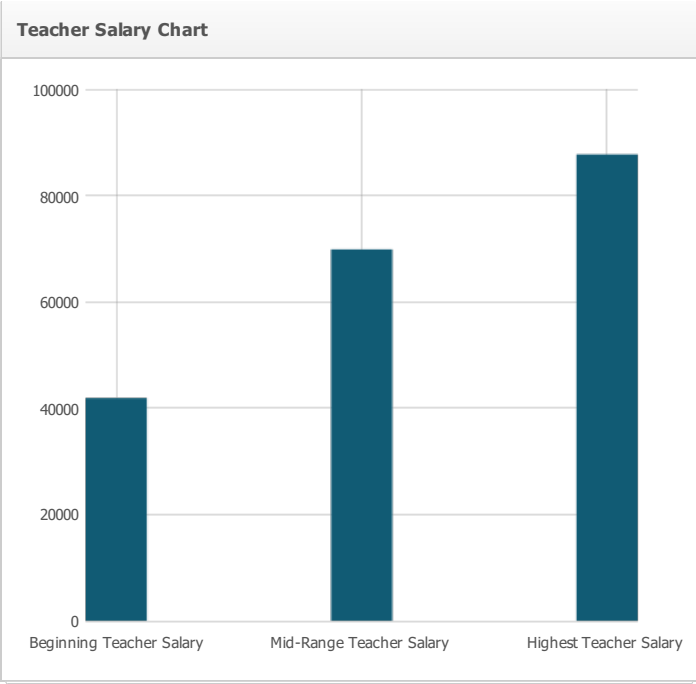
In addition to general funding, Grossmont receives additional state and federal allocations for the following categorical funds and other support programs: GATE, MAA, EIA.

Last updated: 1/6/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,865
Mid-Range Teacher Salary	\$69,857	\$69,484
Highest Teacher Salary	\$87,718	\$89,290
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	\$119,946
Average Principal Salary (High)	\$128,129	\$128,378
Superintendent Salary	\$222,000	\$202,664
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 12/18/2013

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 [UC Admissions Information Web page](#).

California State University

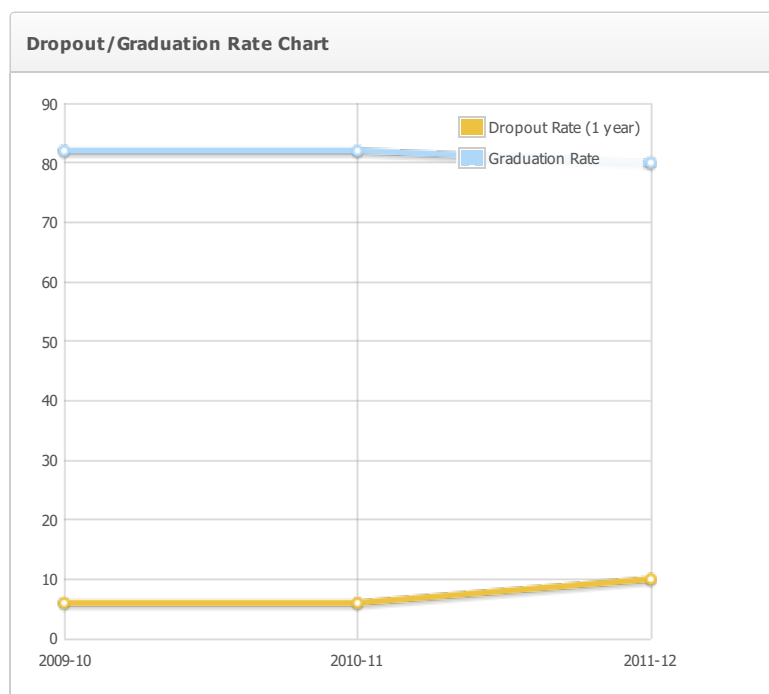
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	6.4	6.8	10.0	11.3	10.3	12.5	16.6	14.7	13.1
Graduation Rate	82.49	82.72	80.47	76.77	78.37	77.42	74.72	77.14	78.73



Last updated: 12/18/2013

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	519	4,704	418,598
Black or African American	36	358	28,078
American Indian or Alaska Native	5	34	3,123
Asian	10	106	41,700
Filipino	8	84	12,745
Hispanic or Latino	140	1,476	193,516
Native Hawaiian or Pacific Islander	5	36	2,585
White	290	2,298	127,801
Two or More Races	8	199	6,790
Socioeconomically Disadvantaged	147	1,540	217,915
English Learners	89	856	93,297
Students with Disabilities	41	393	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 12/18/2013

Career Technical Education Programs (School Year 2012-13)

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. The four CTE pathways at GHS are: Arts Media and Entertainment, transportation, Education and Information Technology.

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 of 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.

Last updated: 1/6/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	1275
Percent of pupils completing a CTE program and earning a high school diploma	82.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29.0

Last updated: 1/14/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	61.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	42.2

Last updated: 12/18/2013

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	3	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	4	N/A
All Courses	27	5.7

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 12/18/2013

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 2012-2013 school year include:

Assistant Principal Apprentice Program, Assistant Principal PLC Meetings, Principal PLC Meetings, Technology for Effective Teaching & Learning, Conscious Classroom Management, Differentiated Instruction for the Teenage Brain, Effective Teambuilding, Boot Camp, Literacy for all Core Content Areas, Literacy for Special Ed, Literacy for EL, Making Common Assessments Meaningful, Outrageous Teaching!, Poverty Training, Special Ed in the Regular Ed Classroom, Working and Communicating Effectively with Colleagues, Math Literacy PLC for Algebra & Geometry, Science Collaboration, Science Inquiry, Working with Parents & Families, Equity for All Students, EL: Working With Non-Hispanic Cultures, Discipline: Awareness of Cultural Distinctions, Differentiating Strategies Based on ELD Proficiency Levels, Understanding CST & Local Assessments

Last updated: 1/7/2014