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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Grossmont Secondary – Academic Memorandum Response

General Information

School Address: 111 Fletcher Parkway, El Cajon, CA 92020-2510

Website Address: www.grossmontsecondarycharter.com

County-District-School Code: 37 77099 0136077

Charter Number: 1889

Charter Term: July 1, 2017 through June 30, 2024

School Description: Grossmont Secondary School (GSS) is an independent study, academic intervention program. Every GSS student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets students' academic and personal needs. GSS teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for every student. GSS is a Dashboard Alternative School Status (DASS) school and has consistently outperformed both San Diego County DASS averages and State DASS averages in CAASPP Smarter Balanced ELA and Math year over year.

Grade Levels Served: Grade Seven through Grade Twelve

2021–22 Enrollment: 282

Site Based or Non-Site Based: Non-Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standard for English Language Arts (ELA) and Mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

GSS opened in 2017, so no data is provided for the previous school year.

| Year | 2016–17 | 2017–18 | 2018–19 | 2019–20 ¹ | 2020–21 ² | 2021–22 |
|--------------------|---------|---------|---------|----------------------|----------------------|---------|
| School ELA | No Data | 41.27% | 55.95% | No Data | 50.79% | 51.56% |
| School Math | No Data | 9.52% | 9.52% | No Data | 20.64% | 15.63% |
| State ELA | 48.56% | 49.88% | 51.10% | No Data | 49.01% | 47.06% |
| State Math | 37.56% | 38.65% | 39.73% | No Data | 33.76% | 33.38% |

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Results for Student Sub-Groups 2021–22

| Student Sub-Group | English Learners | Foster Youth | Homeless | SED | Students with Disabilities |
|-------------------|-----------------------------|-----------------------------|-----------------------------|--------|-----------------------------|
| School ELA | 10 or fewer students tested | 10 or fewer students tested | 10 or fewer students tested | 48.79% | 10 or fewer students tested |
| School Math | 10 or fewer students tested | 10 or fewer students tested | 10 or fewer students tested | 19.51% | 10 or fewer students tested |
| State ELA | 12.47% | 20.64% | 27.79% | 35.24% | 15.61% |
| State Math | 9.71% | 10.30% | 15.90% | 21.23% | 11.41% |

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboard toolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

The California Department of Education notes that Grossmont Secondary School participates in the Dashboard Alternative School Status (DASS) program.

| Dashboard Indicator | School Performance (Status) Level | State Performance (Status) Level |
|--------------------------|-----------------------------------|----------------------------------|
| Chronic Absenteeism | Medium | Very High |
| Suspension Rate | Very Low | Medium |
| English Learner Progress | No Data / 56% Making Progress | Medium / 50.3% Making Progress |
| Graduation Rate | Very Low | Medium |
| College/Career | Not Reported | Not Reported |
| ELA | Low | Low |
| Math | Low | Low |

Areas of Greatest Progress and Need

Based on the charter school's internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school's areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Students at Grossmont Secondary School (GSS) participate in NWEA Measures of Academic Progress (MAP) assessments in Reading, Language Usage, and Mathematics in the Fall and Spring each school

year to measure grade-level proficiency and academic growth targets. This data is incredibly helpful in guiding the development of students’ Pathways Personalized Education Plan (PPEP) and course customization to best meet every student’s academic needs. NWEA MAP assessments are included on the CDE’s approved verified data list.

See below for 2021-22 NWEA MAP assessment Fall to Spring growth results:

Grossmont Secondary School 2021-2022 Percent of Students Meeting MAP Growth Targets

| Student Sub-group | Reading | Language Usage | Mathematics |
|--|---------|----------------|-------------|
| Schoolwide | 71% | 74% | 73% |
| Hispanic/Latino | 72% | 75% | 69% |
| Students with Disabilities (SWD) | 58% | 74% | 60% |
| English Learners (EL) | 69% | 87% | 69% |
| Socioeconomically Disadvantaged (SEDA) | 74% | 75% | 71% |

More than 70% of all GSS students met their NWEA MAP growth target in Reading, Language Usage, and Math, thus exceeding the school’s LCAP target of 60%, and demonstrating areas of great progress. Notably, 87% of English Learners met their target in Language Usage and 74% of Socioeconomically Disadvantaged students in Reading. An area of focus for GSS is providing additional reading supports for Students with Disabilities; Teachers and Education Specialists have partnered together to address these needs through IEP goals, academic supports, and services as appropriate.

GSS also administers the CAASPP Smarter Balanced Interim Assessment during Fall semester. The Interim results provide guidance on areas of need and strength in order to effectively prepare students for the SBA Summative Assessment. Based on the 22-23 Interim scores, GSS has noticed a high number of 11th grade students performing at or above grade level, while middle school students are performing below grade level. GSS has inherited learning loss with its middle school students who were enrolled in elementary school programs during the pandemic. The school is addressing these students’ needs through its individualized program and MTSS process.

2. Identify the school’s areas of greatest progress:

Areas of greatest progress for GSS include: CAASPP English Language Arts, Chronic Absenteeism Rate, DASS Graduation Rate, English Learner Progress Indicator, and Suspension Rate.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

During the 2021-22 school year, GSS’s results on the CAASPP ELA exam increased by approximately 1% for students who met or exceeded standards. 51.56% of GSS students met or exceeded standards, which is well above the ELA State Average of 47.06% and significantly higher than the San Diego County DASS Average of 22.84%. Additionally, 48.79% of Socioeconomically Disadvantaged (SEDA) GSS students met or exceeded ELA standards, while the State’s Proficiency Average for that student group is only 35.24%. GSS has an ELA Distance From Standard (DFS) of -8.5 as compared to the San Diego County DASS Average ELA DFS score of -109.8. For DASS Schools in San Diego County, GSS ranked #1 (excluding other Altus Schools) out of 39 total DASS Schools in ELA DFS on the Summative Smarter Balanced Assessment. CDE recognizes GSS as a DASS school, and it has outperformed both San Diego County and State DASS CAASPP averages on the ELA Smarter Balanced Assessment year over year.

The 2021-22 Chronic Absenteeism rate for GSS was “Medium” at 6.4% of middle school students being chronically absent. GSS exceeded the school’s prior LCAP target that less than 10% of students would be considered chronically absent. This area of greatest progress stands out as exemplary when compared to the San Diego County Average Chronic Absenteeism Rate (for all schools, including non-DASS) of 28.7% and the statewide average rate of 30%. GSS’s School Performance Level on this Dashboard indicator significantly surpassed the “Very High” State Status Level.

While the CDE has not yet released 2021-22 DASS Graduation Rates, GSS’ internal Dashboard monitoring tool projects a 21-22 DASS Graduation Rate of 91.2%. The 20-21 GSS DASS Graduation Rate was 90.3%, which far exceeded the State DASS Average Graduation Rate of 62.7% and the San Diego County DASS Average Graduation Rate of 65.4%. Comparatively, GSS ranked #1 out of 39 (excluding other Altus Schools) in the 20-21 school year for San Diego County DASS Graduation Rate.

The English Learner Progress Indicator (ELPI) is also an area of greatest progress as reflected by the school’s ELPAC results. In 2022, 56% of GSS English Learners demonstrated progress towards English Language proficiency, outperforming the State’s Average ELPI of 50.3%. Had GSS been assigned an ELPI Dashboard Performance Level, 56% equates to a “High” Performance Level as compared to the “Medium” State Performance Level.

GSS had a “Very Low” Suspension Rate of 0% for the 2021-22 school year, which again surpassed the State Performance Level of “Medium” for this Dashboard indicator.

4. Identify the school’s areas of greatest need including references to student sub-groups:

GSS is a DASS school and serves a high-risk student population with at least 70% of the school’s total enrollment comprised of high-risk student groups. Most students who enroll at GSS are 2-4 grade levels behind in Math, and this continues to be the school’s area of greatest academic focus. GSS has implemented and continues to refine its MTSS framework and the instructional plan to support the learning needs of this unique student population.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

Both GSS and the State Performance Level in Mathematics was “Low,” thus demonstrating that this continues to be an area of need throughout the state. As a DASS school, GSS has outperformed both San Diego County and State DASS CAASPP averages in Math year over year. In 2022, GSS ranked #2 (excluding other Altus Schools) out of 39 San Diego County DASS Schools in Summative Math SBA Distance From Standard (DFS). 15.63% of GSS students scored at or above standard in Math, which greatly exceeds the San Diego County DASS Average in Math of 5.61%. Additionally, GSS had a -107 DFS in Mathematics, while the San Diego County DASS Average was -172.4. In 2022, 19.51% of GSS Socioeconomically Disadvantaged (SEDA) students scored at or above standard in Math, which was comparable to the state average of 21.23% for this student group. While Math continues to be a critical area of need, GSS does outperform almost all similar programs in the state and county.

6. How is the school addressing these areas of need? Include references to student sub-groups.

As a DASS school, GSS is specifically designed to address the needs of students who have previously not been successful in other school environments. For 2022-23, GSS has identified Math as an area of focus to ensure student achievement rates in Math improve for all students as well as all student groups. Throughout this school year, GSS has continued its implementation of internal Dashboard monitoring instruments to closely track and intervene with real-time measures to ensure engagement and continued improvement of its unique student population’s academic outcomes.

GSS teachers are providing students with weekly SBA Math practice opportunities through small group tutoring sessions and essential skill building elective coursework. GSS teachers provide students with 1:1 instructional support in their grade level Math coursework, and the school partners with the not-for-profit organization, The Education Ladder, which also provides GSS with on-site academic tutors who specialize in Math. EdLadder coaches have been instrumental in providing individualized Math support to Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

Upon completing the Smarter Balanced Interim Assessments, GSS teachers shared the results with students and parents along with individual Math goals for Spring Testing. After collecting teacher feedback and analyzing assessment results, the GSS leadership team compiled a list of the *Top 5 SBA Instructional Strategies*, and teachers have implemented these strategies into their day-to-day instruction.

Throughout April, GSS will hold SBA Training Academy sessions that focus on Key Claims/Targets in Math, specifically Math Claim #1: Concepts and Procedures based on an analysis of the SBA blueprint. Based on academic student data, the Math Department is creating lesson plans, presentations, and resources that teachers will utilize during their SBA Math Tutoring Sessions and 1:1 supports.

GSS continues to implement the Multi-Tiered System of Support (MTSS) for students who are not engaged in Math coursework. GSS's key process, the Pathways Personalized Education Plan (PPEP), coupled with the MTSS framework, provides staff with a systematic approach to meet and respond to the academic, physical, social-emotional, and behavioral needs of students.

All teachers at GSS receive a personalized professional learning plan aligned to teacher Math assessment results (administered in August) and designated areas of need. Based upon the assessment results, teachers participate in specific Math cohorts to further develop Math skills and instructional strategies. Monthly Math sessions are offered that focus on specific SBA claims and targets critical to student content mastery and success on the statewide academic assessments.

GSS will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for all students and student groups.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (MPOs) in the petition:

The Measurable Pupil Outcomes (MPOs) outlined in GSS's charter petition are continually monitored and refined as part of the goals, actions, and metrics in the school's LCAP and via monthly data reports. Overall, GSS continues to meet or exceed the annual goals and has implemented internal monitoring instruments to closely track and intervene with real-time measures when improvement is needed.

Goal 1: *Demonstrate Student Achievement Appropriate for High-Risk Populations.*

- GSS is exceeding the target of an 84% student participation rate with a current Cumulative Participation Rate of 88%. As of January 2023, GSS projects a potential dropout rate of 2.7%, thus far below the goal of 5% or less.

Goal 2: *Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to CCSS, NGSS, ELD, and CTE that is Accessible to All Students.*

- Currently, 100% of English courses are aligned to CCSS and ELD standards; 100% of Math courses are aligned to CCSS; 100% of Science courses are aligned to NGSS. Advanced coursework through Honors and AP courses is available to all students. GSS offers 8 complete CTE Pathways and Work Experience Education is available to students eligible for a work permit. The English Language Achievement Department (ELAD) has been writing new Designated ELD curriculum focused on the development of all language domains, grade level rigor, and alignment to CCSS.

Goal 3: Provide Targeted Data and Informed Professional Development to Increase Teacher Effectiveness and Highly Qualified Status.

- Altus University (AU) is GSS's in-house professional learning system, and it provides staff with training in instruction, curriculum, assessment, data analysis, equity and access, student group supports, social-emotional learning, compliance, and leadership studies. Currently, 100% of GSS staff are on track to meet their target of attending a minimum of 60 hours of professional development through AU annually, with a minimum of 10 hours being specifically in Mathematics.

Goal 4: Create a Safe and Supportive School Environment Conducive to Learning for all Students.

- The current GSS suspension and expulsion rates of 0% exceed the Expected Annual Measurable Outcomes. All GSS Resource Centers have established a compliant School Safety Plan that is developed and implemented by a School Safety Committee. Through ongoing training, including the recent ALICE training, all staff are informed, prepared, and compliant in regards to school safety.

Goal 5: Maintain Parent and Community Engagement with Highly Regarded Neighborhood Resource Centers that Serve Students, Parents, and Communities.

- Parents and guardians are provided opportunities and resources to support student learning and College & Career Readiness through regular informational sessions via the school's Family Learning Series. Educational partners have been encouraged to complete the GSS LCAP Survey to provide valuable feedback. GSS fosters community engagement through the Student Site Council, English Learner Advisory Committee (ELAC), resource center events, and various communication tools.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

GSS will continue to work towards improving its outcomes in Math and ELA Smarter Balanced Summative Assessments, especially as it enrolls new students demonstrating post-pandemic learning loss. GSS continues to closely monitor its DASS Graduation Rate and currently projects a rate of approximately 90%, thus exceeding the LCAP metric of greater than 80%. The 56% rate on the ELPI exceeds the 45% LCAP target. The current cumulative participation rate of 89.5%, 6.4% chronically absent projected rate, and the 2.3% potential dropout rate exceed the expectations of the Goal 1 Metrics of Pupil Engagement.

Educational Partners are satisfied with the school's progress and metrics related to Goals 2-5. GSS identified College and Career Readiness as an area of focus, including CTE Pathway completion, A-G completion, AP Exams, and Early College Credit. GSS projects that 100% of teachers will meet their professional development requirement of 60 hours, and 100% of teachers are Leading Edge Certified (LEC) within three years of their initial employment. Additionally, 100% of students and 98% of parents and family members report high levels of satisfaction with their child's educational experience at GSS.

GSS had a 0% Suspension and Expulsion rate in the 2021-22 school year. Survey results show that 98% of students and parents reported high levels of school safety satisfaction. Additionally, 96% of parents reported that GSS Resource Centers provided innovative learning opportunities for students.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school's work to engage community members in the process:

GSS developed five LCAP goals for the 2022-2023 school year that address the Instructional Approach, Curriculum and Coursework, Professional Development, School Safety and Climate, and Family Engagement. These goals, along with their corresponding metrics, are aligned to State and Local Priorities and are appropriate for a school that serves a high-risk student population (DASS).

In order to improve English Learner results, additional EL supports have been incorporated into the 2022-23 GSS English Learner Plan. The ELAD is writing new curriculum for Designated ELD courses focused on the development of all language domains, multicultural and relevant content, grade level rigor, and alignment to CCSS. Additionally, GSS has partnered with ELlevation, a program designed specifically to integrate all EL data points for closer monitoring, analysis, accountability, and immediate impact on differentiated instruction to better address English Learners' needs.

Increasing and expanding College and Career Readiness continues to be an area of focus at GSS. School staff and Counselors implemented strategies and processes to recruit students for the Early College Credit Program and to provide college course planning. As a result of these efforts, GSS has noticed a significant increase in students participating in Early College Credit this school year.

GSS has restructured its Math Professional Development series to focus on building content knowledge and skills in order to support student learning, specifically in SBA Claims and Targets that are critical to content mastery and success on the statewide academic assessments. This school year, GSS has also expanded its Family Learning Series to increase opportunities for parent and community engagement with the school. These virtual informational sessions have included the following topics: Math Resource Night, Supporting Student Mental Health, Supporting Students Reaching IEP Goals, Family Resource Night, Intro to Avid, and the Early College Credit Program.

The school continues to engage its Educational Partners in its development of the 2023-24 LCAP. These engagement methods include, but are not limited to, the school's LCAP Survey, School Site Council Meetings, English Learner Advisory Committee (ELAC) Meetings, Senior Pathways Presentations, School Communications via Parent Square and other modes, Open House, Senior Night, Progress Report Meetings, IEP Meetings, Counselor Newsletters, and Website Updates.

3. How is the school addressing learning loss from the prior school year?

Throughout the 2022-23 school year, GSS has utilized a Data Integration System to monitor, measure, and respond to student needs to mitigate any potential loss of learning. This Data Integration System includes both formative and summative assessments, which are integrated into the core curriculum. The Smarter Balanced Interim and Summative Assessments gauge student mastery of grade level ELA and Math proficiency, and the NWEA Measures of Academic Progress (MAPs) assessments measure student growth over time in Reading, Language Usage, and Math. Additionally, GSS administers the Initial and Summative ELPAC to English Learners to measure Reading, Writing, Speaking, and Listening skills. GSS has established clear protocols on how instructional staff disseminate student results to families and instructional practices that accelerate learning for those students who score below grade level or expected standards/proficiency. Instructional staff will continue to receive professional learning on how to administer key assessments, conduct data analysis, and implement instructional strategies and curriculum resources focused on closing performance gaps for the lowest achieving students. Educational Partners remain confident that this Data Integration System will continue to be successful in addressing the current and ongoing needs of GSS students.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

GSS is an Independent Study (IS) program and will continue to offer only independent study to its students throughout the 2022-23 school year.