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April 26, 2018

Re: Annual State Board of Education Academic Memo Request

Grossmont Secondary School (GSS) is in its second year of operation and is currently serving approximately 350 students with three resource centers located within the Grossmont Union High School District in San Diego County. The vast majority of students are in grades 9-12. GSS is an academic intervention program with over 60% of new students enrolling credit deficient and 2-3 grade levels behind in Reading and Math.

In October of 2017, GSS was approved by the California Department of Education (CDE) as a Dashboard Alternative School Status (DASS) school. The DASS criteria requires the school to have an unduplicated count of at least 70 percent of the schools' total enrollment composed of the following high-risk student groups: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant or Habitually Insubordinate and Disorderly, Retained More Than Once in Kindergarten through Grade Eight, Credit Deficient, Gap in Enrollment, High Level of Transiency, Foster Youth, and/or Homeless Youth.

Due to its' high-risk population, GSS's Local Control and Accountability Plan (LCAP) takes into account student enrollment trends. Students can enroll any day throughout the school year and on-average are enrolled for a duration of 12-18 months. GSS enrolled 78 new students between the months of January and May during the 2017-2018 school year, and GSS has enrolled 92 new students since January 2019. Consequently, GSS serves a population of students who participate in CAASPP testing having spent little time enrolled at GSS prior to the testing window.

The 2017-2018 school year was GSS's first year of operation; therefore, the 2017-2018 academic outcomes indicate baseline data and no academic performance levels are currently displayed on the school's dashboard. GSS annually addresses improving performance schoolwide, and for low-performing student groups, within the LCAP. The 2019-2020 LCAP goals, actions & services, and metrics have been developed based on a comprehensive Needs Assessment, analysis of student achievement data and trends, and stakeholder input. GSS has identified areas of focus to ensure student achievement rates in Math and ELA maintain or improve for all student groups. These areas are detailed below:

LCAP Goal 1: Increase Student Achievement Appropriate for DASS Program		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Refine the Data Integration System to inform Curriculum, Instruction, and Professional Learning systems.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	NWEA Measures of Academic Performance (MAP) Progress results will maintain at 60% or the lowest performing student group will increase by 2%
Provide targeted math tutoring to qualifying students to close the achievement gap.	Socioeconomically Disadvantaged	Grades 3-8, 11 SBA in math DTS overall and unduplicated student groups will maintain status or increase by 3 points
Provide targeted literacy instruction to qualifying students to close the achievement gap.	Socioeconomically Disadvantaged, English Learners	Grades 3-8, 11 SBA in ELA DTS overall and unduplicated student groups will maintain status or

		increase by 3 points
LCAP Goal 2: Provide a Broad and Rigorous Course of Study that is Accessible to All Students.		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Review, update, and monitor course of study to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements and NCAA requirements.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	-Percent of CCSS, ELD, NGSS course alignment will maintain at 100% -UC a-g and NCAA approval rate will be maintained at 100% for core courses
Provide access to advances courses and learning opportunities (AP courses, Honors courses, Accelerated courses).	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Maintain AP and Honors course offerings
Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	100% of new courses developed will meet the UDL Framework.
Provide curriculum enhancements for struggling readers and EL students: MyPath skill building courses, Achieve 3000, BrainPOP, Write Institute	Socioeconomically Disadvantaged, English Learners, Students with Disabilities	NWEA Measures of Academic Performance (MAP) Progress results will maintain at 60% or the lowest performing student group will increase by 2%
Increase student access to online curriculum and resources through technology devices and internet connection.	Socioeconomically Disadvantaged,	Student participation rate will meet or exceed 84%
LCAP Goal 3: Provide a Targeted and Data Informed Professional Learning System		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, ELD, NGSS standards.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	100% of teachers will participate in a minimum of 60 hours of professional learning
Increase teacher subject matter competency in ELA and math through the Verification Process for Specialized Settings (VPSS).	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	100% of teachers (employed for 3+years) will demonstrate subject matter competency in ELA and math
Math Specialist to provide additional support and professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities, English Learners	Grades 3-8, 11 SBA in math DTS overall and unduplicated student groups will maintain status or increase by 3 points

LCAP Goal 4: Provide a Safe Environment and Supportive School Culture		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Provide School Social Work services and School Counselor services to coordinate agencies, provide services, and facilitate referrals to support student academic and social-emotional goals.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Student participation rate will meet or exceed 84%
Provide a Nutrition Program, partnering with the San Diego Food Bank, that includes healthy snacks, education, and outreach.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Student participation rate will meet or exceed 84%
LCAP Goal 5: Provide Innovative and Engaging, Community-based Resource Centers		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Increase access to Resource Center Supports and services by providing bus passes to qualifying students.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Student participation rate will meet or exceed 84%

In response to the renewal criteria notice, we respectfully request that CDE and SBE adopt the practice of evaluating success of SBE authorized charter DASS schools to other DASS schools. As indicated on the CDE website (<https://www.cde.ca.gov/ta/ac/dass.asp>), the SBE's rationale for establishing the DASS program is, "In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). This new accountability system, the California School Dashboard (Dashboard), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, **the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students.**" Based upon this rationale, it would be most appropriate to compare DASS schools to other DASS schools when determining success.

In reviewing the list of *potential* comparison schools provided by CDE staff for GSS renewal purposes, GSS believes it would be inappropriate to compare GSS to non-DASS Schools. El Cajon Valley High School (HS), Grossmont HS, Mount Miguel HS, Parkway Middle School (MS), and Spring Valley MS are all traditional non-DASS schools with a different composition of pupil populations. One of the most appropriate comparisons for GSS would be Chaparral High School. Chaparral is a DASS school, operated by the Grossmont Union High School District, serving a similar pupil population. This would be an *apple vs. apples* comparison. In addition, Chaparral's physical address is approximately 1.9 miles away from GSS's main school address. A detailed comparison of GSS versus other DASS schools located in the area is regularly analyzed by GSS staff and can be provided upon request.