

The Grossmont Union High School District (GUHSD) 2019-20 Local Control and Accountability Plan (LCAP) Executive Summary

GUHSD has established a Base Program for all students that is the platform upon which additional programs and offerings are built.

GUHSD's Base Program includes, but is not limited to: highly qualified certificated and classified staff; standards-aligned instructional materials and professional development; a broad course of study covering all required academic subjects that support college and career readiness; a comprehensive and research-based English Language Development (ELD) program, Special Education services, and alternative educational opportunities; opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness; meaningful engagement for parents/guardians; basic operating services; and Educational Services, Human Resources, and Business Services.

- Total Projected Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for 2019-20:
 - \$33,677,148 (\$22,630,537 from LCFF Supplemental and Concentration and \$11,046,611 from various Targeted Supplemental funds [i.e., Title and various other grants])

LCAP Goal #1

Ensure the recruitment and retention of highly qualified staff and teachers who are provided resources for focused collaboration and professional development, access to state standard-aligned instructional materials and assessments, and access to educational technology resources in order to implement curriculum and guide instruction.

Supplemental and Concentration services to support LCAP Goal #1

- Supplemental text adoption to support new designated ELD courses -- \$50,000
- "Why Try?" brochures prior for English Language Proficiency for California (ELPAC) -- \$6,000
- Integrated English Language Development (iELD) professional development for all teachers -- \$20,000
- EL Professional Learning Communities (PLC) days for collaboration -- \$13,500
- Foster and Homeless Youth laws and requirements training -- \$500
- Digital Learning Coaches (DLC) -- \$370,000
- Professional Development for faculty in use of Chromebooks and other devices -- \$125,000
- New Chromebooks for Future Forward initiative (1:1) -- \$1,612,000
- Open Educational Resources (OER) -- \$154,000

Targeted Supplemental services to support LCAP Goal #1

- Expanded professional development and collaboration on standard-aligned instruction: consultants, curriculum specialists, substitutes, and curriculum writing -- Title II: \$280,000; Low-Performing Students Block Grant (LPSBG): \$288,000
- Administrator Apprentice and Administrator Level II Credential Program -- Title II: \$15,000

LCAP Goal #2

Ensure emotional support and physical safety for students and staff in order to promote school connectedness and a positive school culture that invites parent and community input and participation.

Supplemental and Concentration services to support LCAP Goal #2

- Unity Days, Freshmen Advisory (Link Crew), and school programs addressing student social and emotional needs -- \$37,000
- Family Resource Centers, and Community Liaisons -- \$770,000
- Interventions in lieu of suspension -- \$176,000
- Director, School Safety; School Resource Officers (SROs); and Interquest canine detection -- \$1,741,649
- English Learner parent educational forums and newcomer orientation, and translation services for languages other than Arabic and Spanish -- \$10,000
- Site-level credit recovery programs -- \$1,312,942
- One (1) School Nurse (LVNs) per site -- \$844,458
- Five (5) Campus Supervisors per site -- \$2,819,966

Targeted Supplemental services to support LCAP Goal #2

- Camp LEAD (Leadership, Education And Development) -- Title I: \$36,000; Tobacco-Use Prevention Education (TUPE): \$16,000; Other: \$15,000
- Youth Development Specialist -- Low-Performing Students Block Grant (LPSBG): \$76,000
- Coordinator, Student Support Services; and Probation Officer -- Title I: \$165,000
- Increase parent/guardian engagement through site-level activities -- Title I: \$42,000
- After School Safety and Enrichment for Teens (ASSET) and Equitable Access (EA): El Cajon Valley, Monte Vista, Mount Miguel, and Chaparral -- ASSETs: \$950,000; EA: \$100,000
- California Healthy Kids Survey (CHKS) implementation -- TUPE: \$8,000
- On-site mental health services -- Title I: \$250,000; Learning Communities for School Success Programs (LCSSP) grant: \$600,000
- Multi-Tiered System of Support (MTSS) -- Scale Up MTSS Statewide (SUMS) grant: \$16,000

LCAP Goal #3

Ensure college and career readiness for all students through increased student achievement, with specific focus on students who are low income, English learners, and foster and homeless youth.

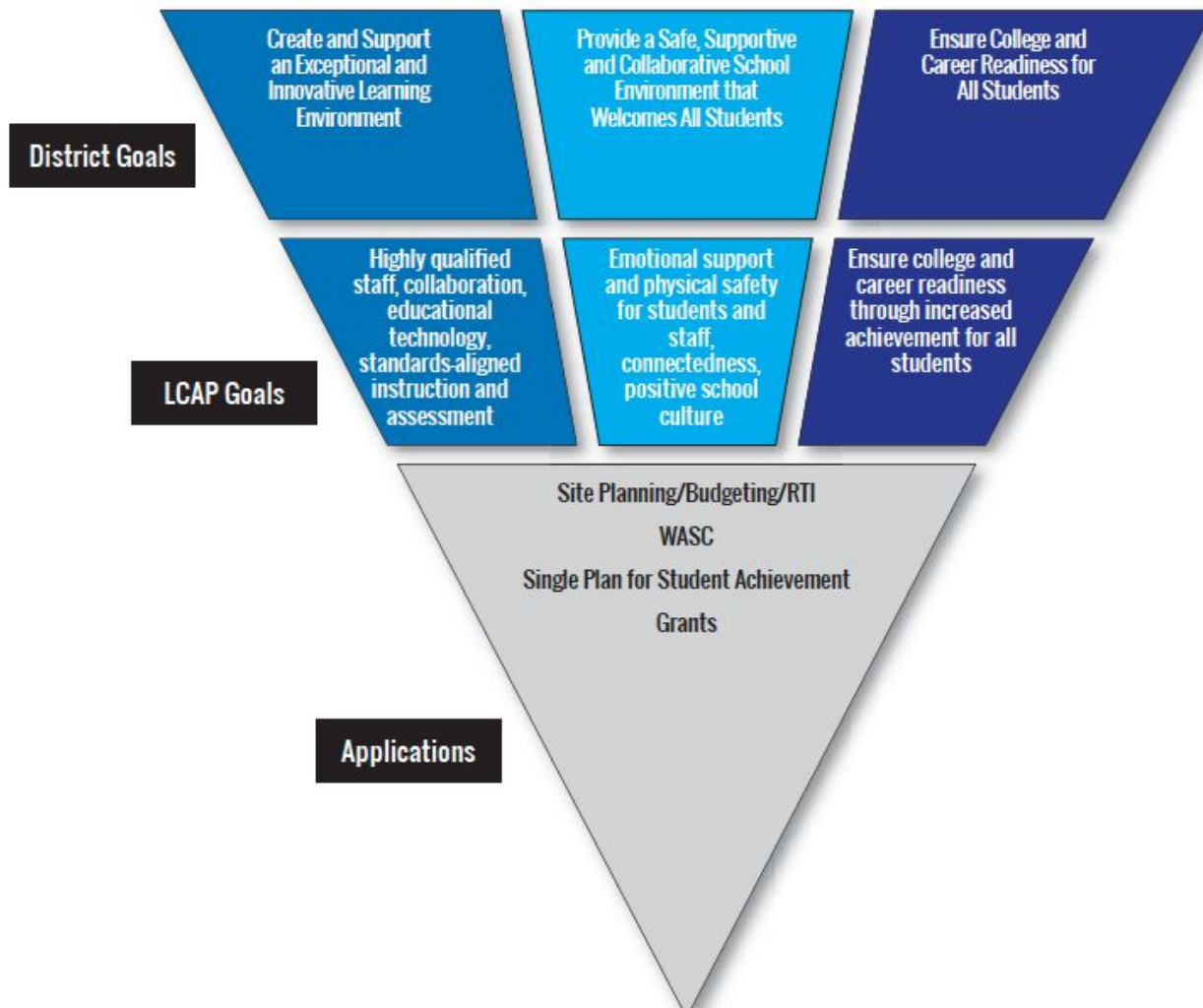
Supplemental and Concentration services to support LCAP Goal #3

- Designated ELD support courses, International Newcomer Center, and expanded English Language Proficiency Assessment for California (ELPAC) testing services -- \$3,470,300
- Advancement Via Individual Determination (AVID) tutors, trainings, stipends, and forty-six (46) sections -- \$1,096,502
- Library services, teacher librarians, and library technicians -- \$1,543,529
- Guidance Information Specialists (GIS) -- \$1,451,732
- Supplemental instruction for summer school and tutorial opportunities -- \$1,039,825
- Home Choice Learning Center Complex -- \$2,250,000
- Expanded Career and Technical Education (CTE) pathways -- \$1,500,000
- Parent information nights -- \$5,000
- Public transportation and mileage for homeless and neglected students -- \$18,000
- Advanced Placement (AP) test fee support and Postsecondary planning to keep track of students' progress towards high school graduation and beyond -- \$148,000

Targeted Supplemental services to support LCAP Goal #3

- AVID annual fee; professional development for counselors; PSAT administration for all sophomores; and Got Plans? postsecondary event -- Title I: \$32,000; Low-Performing Students Block Grant (LPSBG): \$76,000
- Edgenuity to support students significantly behind in credits -- Lottery: 91,000; Title I: \$91,000
- Foster youth tutoring and Cash for College -- Title I: \$7,000
- Improve all schools' entire educational program with a focus on the lowest-achieving students through site-level academic and social supports, including required set asides, district reserves, and administrative and indirect costs -- Title I: to sites: \$3,374,615, and district office: \$481,140
- Coordination of support for teachers and students for LEP and immigrant students at school sites -- Title III: \$195,000
- Career and Technical Education (CTE) Pathways development and support for college and career readiness -- San Diego County Office of Education Regional Occupational Program pass-through funds: \$2,325,526; Carl D. Perkins Career and Technical Education: \$551,830; California Partnership Academies: Santana: \$75,000 and Mount Miguel: \$75,000; Agricultural Incentive Grant: El Capitan: \$20,000; and Grossmont Healthcare District Health Pathways Grant: \$202,500.
- Comprehensive Coordinated Early Intervening Services (CCEIS) Plan Review: Entrance/Exit Criteria; Creating a Cultural Competency Academy; Expansion of implementation of Multi-Tiered Systems of Support (MTSS) and site MTSS teams; Training all teachers in Universal Design for Learning (UDL) between 2019-20 and 2020-21; and continue Restorative Practices and Trauma Informed Practices trainings -- Significantly Disproportionate (Sig Dis): \$600,000

Relationship Between District, LCAP, and School Goals



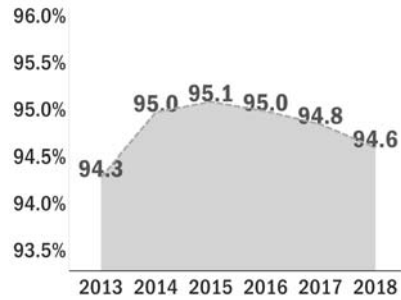
Overview

DASHED LINES REFLECT DISTRICT COMPARISON

District

Attendance Rate

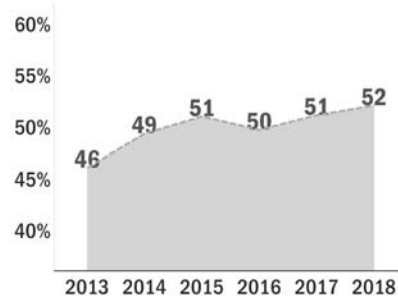
| | | |
|-------------------------|--------------------------------------|--------|
| Most Recent (2018): | ● | 94.58% |
| Change from Prior Year: | ↓ | -0.250 |



Advanced Placement

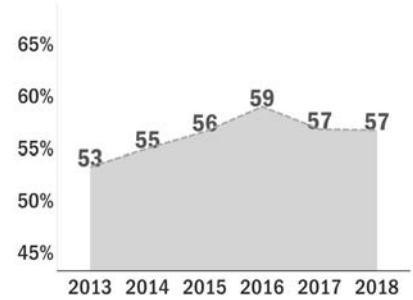
PARTICIPATION RATE

| | | |
|-------------------------|--------------------------------------|-------|
| Most Recent (2018): | ● | 51.10 |
| Change from Prior Year: | ↑ | 1.42 |



PASSING RATE (≥3)

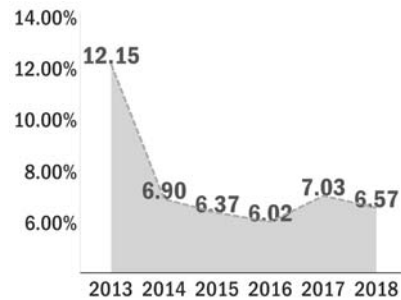
| | | |
|-------------------------|--------------------------------------|-------|
| Most Recent (2018): | ● | 60.17 |
| Change from Prior Year: | ↑ | 1.24 |



Behavior

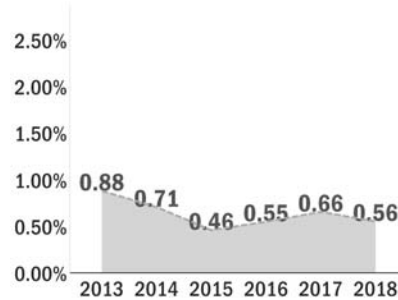
SUSPENSIONS

| | | |
|-------------------------|--------------------------------------|--------|
| Most Recent (2018): | ● | 6.566 |
| Change from Prior Year: | ↓ | -0.385 |



EXPULSIONS

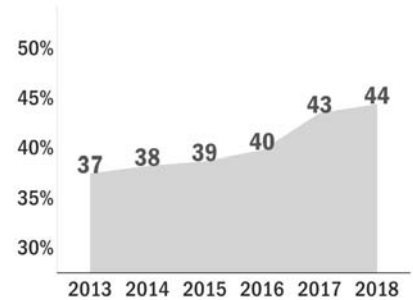
| | | |
|-------------------------|--------------------------------------|--------|
| Most Recent (2016): | ● | 0.556 |
| Change from Prior Year: | ↓ | -0.094 |



A-G Completion Rate

% OF GRADS COMPLETING A-G REQS

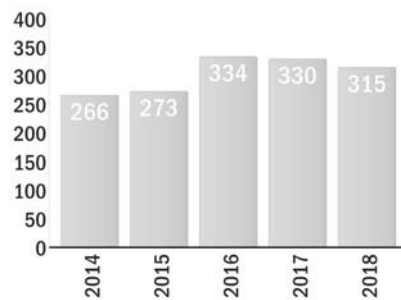
| | | |
|-------------------------|--------------------------------------|-------|
| Most Recent (2018): | ● | 44.31 |
| Change from Prior Year: | ↑ | 0.97 |



School Climate Index (SCI)

SCI INDEX

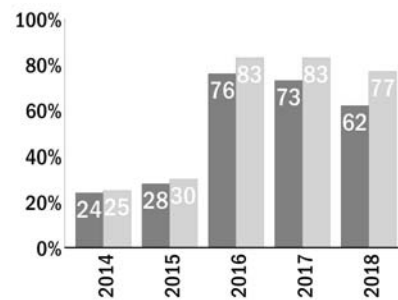
| | |
|-------------------------|---|
| Most Recent (2018): | 315 |
| Change from Prior Year: | ↓ -15 |



School Climate Rankings

SCI RANKINGS (W DISTRICT COMPARE)

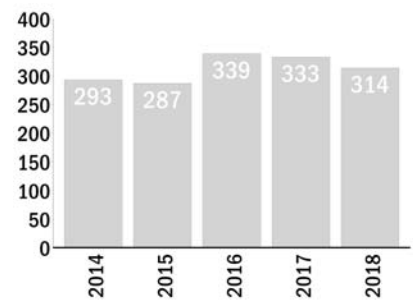
| | |
|-------------------------|--|
| Most Recent (2018): | 62 |
| Change from Prior Year: | ↓ -11 |



Connectedness

SCI INDEX FOR CONNECTEDNESS

| | |
|-------------------------|---|
| Most Recent (2018): | 314 |
| Change from Prior Year: | ↓ -19 |



Overview

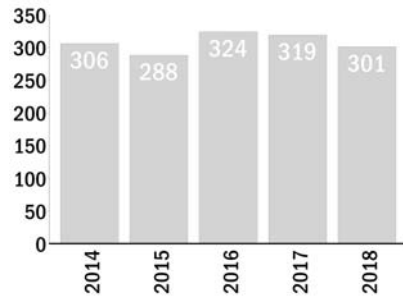
DASHED LINES REFLECT DISTRICT COMPARISON

District

Safety

SCI INDEX FOR SAFETY

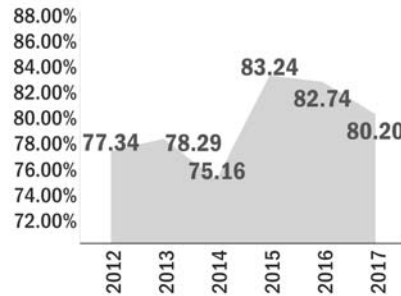
| | |
|-------------------------|---|
| Most Recent (2018): | 301 |
| Change from Prior Year: | ↓ -18 |



Graduation Rate

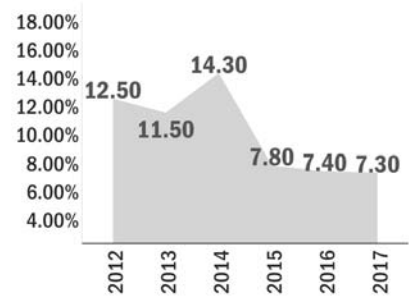
Note: New Calculation Methodology in 2017

| | |
|-------------------------|---|
| Most Recent (2017): | ● 80.2 |
| Change from Prior Year: | ↓ -3.000 |



Dropout Rate

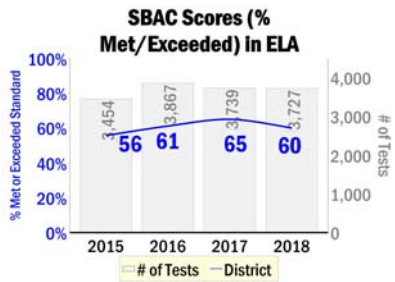
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|-------------------------|---|
| Most Recent (2017): | ● 7.3 |
| Change from Prior Year: | ↓ -0.100 |



Smarter Balanced (SBAC)

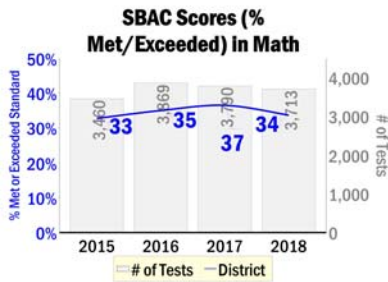
ENGLISH LANGUAGE ARTS (ELA)

| | |
|-------------------------|--|
| Most Recent (2018): | ● 60.02 |
| Change from Prior Year: | ↓ -4.98 |



MATH

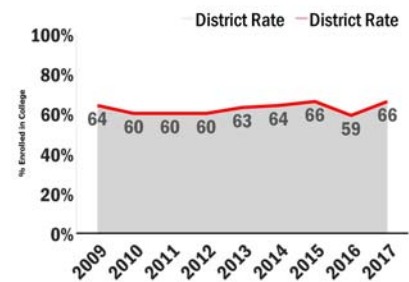
| | |
|-------------------------|---|
| Most Recent (2018): | ● 33.69 |
| Change from Prior Year: | ↓ -3.31 |



College-going Rate

NATIONAL STUDENT CLEARINGHOUSE

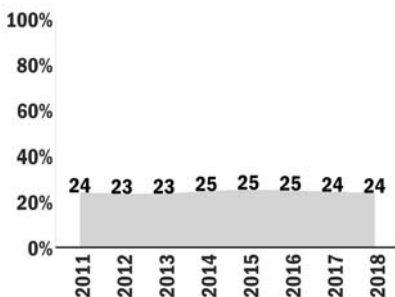
| | |
|-------------------------|---|
| Most Recent (2017): | ● 66 |
| Change from Prior Year: | ↑ 7.00 |



D/F Rate

CORE ACADEMIC COURSES (ENGLISH, MATH, SCIENCE, SOCIAL SCIENCE)

| | |
|-------------------------|---|
| Most Recent (2018): | ● 23.68% |
| Change from Prior Year: | ↓ -0.55 |



English Learner Progress (ELPI)

FROM CALIFORNIA DASHBOARDS

| | |
|-------------------------|--|
| Current: | 71 |
| Prior Year: | 70.6 |
| Change from Prior Year: | 0.4 |
| Current Status: | |
| Change Status: | |

District

| | Suspension Rate | | Graduation Rate | | English Learner Progress | | College/Career Readiness | |
|---------------------------------|--|--------------|---|--------------|--------------------------|--------------|--|--------------|
| | CURRENT STATUS | PRIOR STATUS | CURRENT STATUS | PRIOR STATUS | CURRENT STATUS | PRIOR STATUS | CURRENT STATUS | PRIOR STATUS |
| All Students | 3.9 Change: -1 Status: Medium, Declined | 4.9 | 82.4 Change: 2 Status: Medium, Increased | 80.4 | | | 44.2 Change: 2.5 Status: Medium, Increased | 41.7 |
| English Learners (EL) | 5.9 Change: -1.7 Status: Medium, Declined | 7.6 | 68.6 Change: 7.5 Status: Low, Increased Significantly | 61.1 | | | 15 Change: 4.7 Status: Low, Increased | 10.3 |
| Foster Youth | 14.2 Change: -10.4 Status: Very High, Declined | 24.6 | 82.8 Change: 19.8 Status: Medium, Increased | 63 | | | 13.8 Change: -15.8 Status: Low, Declined Significantly | 29.6 |
| Homeless | 9.9 Change: -3.2 Status: Very High, Declined Significantly | 13 | 69.3 Change: 5.7 Status: Low, Increased | 63.6 | | | 27.3 Change: 7.4 Status: Low, Increased | 19.9 |
| Socioeconomically Disadvantaged | 5.1 Change: -1.4 Status: Medium, Declined | 6.5 | 78.1 Change: 2.5 Status: Low, Increased | 75.6 | | | 35.5 Change: 3.9 Status: Medium, Increased | 31.6 |
| Students with Disabilities | 9.1 Change: -1.6 Status: Very High, Declined | 10.7 | 62 Change: 2.9 Status: Very Low, Increased | 59.1 | | | 4.9 Change: -1.9 Status: Very Low, Maintained | 6.8 |
| African American | 11.4 Change: -0.7 Status: Very High, Declined | 12.1 | 75.6 Change: 6.6 Status: Low, Increased Significantly | 69 | | | 25.8 Change: 1.4 Status: Low, Maintained | 24.4 |
| American Indian | 4.7 Change: -0.2 Status: Medium, Maintained | 5 | 84.6 Change: 9.6 Status: No Color | 75 | | | 23.1 Change: 3.1 Status: No Color | 20 |
| Asian | 2.6 Change: -1.1 Status: Low, Declined | 3.6 | 82.9 Change: 6.2 Status: Medium, Increased | 76.7 | | | 63.2 Change: 8.4 Status: High, Increased | 54.8 |
| Filipino | 1.5 Change: -0.6 Status: Very Low, Declined | 2.2 | 92.8 Change: 4.1 Status: High, Increased | 88.6 | | | 72.5 Change: 16.8 Status: Very High, Increased Significantly | 55.7 |
| Hispanic | 3.6 Change: -1.5 Status: Medium, Declined | 5.1 | 78.8 Change: 1.6 Status: Low, Increased | 77.2 | | | 36 Change: 1.1 Status: Medium, Maintained | 34.9 |
| Pacific Islander | 3.4 Change: -1.2 Status: Low, Declined | 4.7 | 70.6 Change: -11.8 Status: No Color | 82.4 | | | 29.4 Change: -5.9 Status: No Color | 35.3 |
| Two or More Races | 4.3 Change: -0.2 Status: Medium, Maintained | 4.6 | 86.5 Change: 1.6 Status: Medium, Increased | 84.8 | | | 57.1 Change: 3.9 Status: High, Increased | 53.2 |
| White | 3.3 Change: -0.8 Status: Low, Declined | 4.1 | 84.8 Change: 1.6 Status: Medium, Increased | 83.1 | | | 48.7 Change: 2.8 Status: Medium, Increased | 45.8 |

ELP NOT AVAILABLE IN 2018

District

| | English Language Arts | | ELA Participation | Math | | Math Participation |
|---------------------------------|--|--------------|--------------------------------------|---|--------------|--------------------------------------|
| | CURRENT STATUS | PRIOR STATUS | | CURRENT STATUS | PRIOR STATUS | |
| All Students | 18.1 Change: -13.6 Status: Medium, Declined | 31.7 | 97 Enrolled: 3926 Tested: 3794 | -56 Change: -7.1 Status: Medium, Declined | -48.9 | 97 Enrolled: 3957 Tested: 3806 |
| English Learners (EL) | -78.7 Change: -19.7 Status: Very Low, Declined Significantly | -59 | 97 Enrolled: 683 Tested: 661 | -142 Change: -7.7 Status: Very Low, Declined | -134.4 | 97 Enrolled: 717 Tested: 690 |
| Foster Youth | -51.8 Change: -15.9 Status: No Color | -35.9 | 75 Enrolled: 20 Tested: 15 | -141.8 Change: 40.8 Status: No Color | -182.7 | 70 Enrolled: 20 Tested: 14 |
| Homeless | -73.6 Change: -49.7 Status: Very Low, Declined Significantly | -23.9 | 79 Enrolled: 52 Tested: 41 | -142.5 Change: 2.5 Status: Very Low, Maintained | -145 | 78 Enrolled: 53 Tested: 41 |
| Socioeconomically Disadvantaged | -12.4 Change: -18.1 Status: Low, Declined Significantly | 5.6 | 97 Enrolled: 2222 Tested: 2144 | -89 Change: -10 Status: Low, Declined | -79 | 97 Enrolled: 2247 Tested: 2159 |
| Students with Disabilities | -93.1 Change: -3.8 Status: Very Low, Declined | -89.3 | 91 Enrolled: 586 Tested: 529 | -171.9 Change: 6.3 Status: Very Low, Increased | -178.1 | 89 Enrolled: 587 Tested: 520 |
| African American | -43.1 Change: -29.5 Status: Low, Declined Significantly | -13.6 | 97 Enrolled: 224 Tested: 217 | -124.9 Change: -13.1 Status: Very Low, Declined | -111.8 | 95 Enrolled: 226 Tested: 214 |
| American Indian | 52.2 Change: 69.1 Status: No Color | -16.9 | 100 Enrolled: 22 Tested: 22 | -65.9 Change: 36.5 Status: No Color | -102.4 | 100 Enrolled: 22 Tested: 22 |
| Asian | 39.1 Change: -21.2 Status: High, Declined Significantly | 60.3 | 100 Enrolled: 78 Tested: 78 | -12.1 Change: -5.5 Status: Medium, Declined | -6.6 | 99 Enrolled: 80 Tested: 79 |
| Filipino | 64.1 Change: -34.1 Status: High, Declined Significantly | 98.3 | 99 Enrolled: 53 Tested: 52 | 13.9 Change: -14.4 Status: High, Declined | 28.3 | 97 Enrolled: 53 Tested: 51 |
| Hispanic | 2.1 Change: -10.7 Status: Medium, Declined | 12.8 | 97 Enrolled: 1530 Tested: 1482 | -75.8 Change: -0.6 Status: Low, Maintained | -75.2 | 97 Enrolled: 1547 Tested: 1495 |
| Pacific Islander | 38.4 Change: 44.8 Status: No Color | -6.4 | 95 Enrolled: 19 Tested: 18 | -22.2 Change: 57.7 Status: No Color | -79.9 | 95 Enrolled: 19 Tested: 18 |
| Two or More Races | 40.2 Change: -32.5 Status: High, Declined Significantly | 72.7 | 96 Enrolled: 258 Tested: 247 | -31.5 Change: -15 Status: Medium, Declined | -16.5 | 96 Enrolled: 258 Tested: 246 |
| White | 33.2 Change: -8.2 Status: High, Declined | 41.3 | 97 Enrolled: 1742 Tested: 1678 | -38.7 Change: -6.4 Status: Medium, Declined | -32.2 | 96 Enrolled: 1752 Tested: 1681 |