

Updated

District Name: Grossmont Union High School District

CDS Code: 37-68130

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

California Education Code requires the State Board of Education, under The No Child Left Behind (NCLB) Act of 2001, to invoke a Program Improvement Year 3 Corrective Action for LEAs. The SBE is requiring that as a PI Year 3 LEA, the LEA Plan be revised, identifying objectives and action steps to fully implement the assigned corrective action, and submit the amended plan to the California Department of Education, based on the assigned priority assistance index level, no later than July 1, 2008 by e-mail to LEAP@cde.ca.gov.

Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.(See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>As a high school only district, the predominant measure of AYP for the Grossmont Union High School District (GUHSD) is the 10th grade census administration of the California High School Exit Exam (CAHSEE). There are no other AYP grade spans in GUHSD.</p> <p>The attached chart* depicts the year-to-year progression of the Grossmont Union High School District (GUHSD) into Program Improvement. The chart shows each of the individual targets required to make Adequate Yearly Progress (AYP) within the last six school years. The red-shaded cells indicate targets GUHSD failed to meet, while white-shaded cells show targets that were met. If a particular sub-group was not significant, those cells are shaded gray.</p> <p>* - the chart is a separate document and is titled: 'GUHSD Progression'</p>				

Separate Document 1X.A.20

<p>GUHSD entered Program Improvement in 2004-05 based on the failure to meet participation targets. Subsequently, the District has advanced into years 2 and 3 primarily due to our special education sub-group. There is a conflict between the ever-changing rules of AYP as they relate to participation when a student uses a test modification and the students' IEP that permit these allowances. The prior LEA Plan Addendum did not address this conflict. In addition, an emphasis was placed on the CAHSEE pass rate (350). The focus was not on the CAHSEE proficiency rate (380), the predominate measure of AYP. Dissemination to all stakeholders of district program improvement efforts may also have had an impact on the prior LEA plan addendum.</p> <p>Although the participation rate continues to be a challenge, several of our subgroups may be in danger of failing to meet the increased proficiency targets established for 2008. The LEA Plan Addendum will continue to address the implementation of locally adopted standards-aligned mathematics (2009) and English/reading/language arts (2010) instructional materials, including intervention materials (Essential Program Component 1) through:</p> <ul style="list-style-type: none"> • SB 472 professional development (EPC 4) • Professional Learning Communities (PLC) professional development and learning with coaches (EPC 6) • Consistent use of three-week progress monitoring (EPC 5) • Diagnostic assessments for the California High School Exit Exam (CAHSEE) (EPC 5) 	<p>Persons Involved: District Site Leadership Team (DSLTL)</p> <p>Principals and Site Administration</p> <p>Teachers</p> <p>Educational Services</p> <p>Timeline: July 2008 and ongoing</p>	<p>English/reading/language arts and mathematics locally adopted instructional materials</p> <p>professional development</p> <p>administration cost of diagnostic assessments</p>	<p>\$250,000 ELA \$250,000 mathematics</p> <p>\$3,000 per participant</p> <p>\$3,000</p>	<p>Instructional Material Fund Realign-ment Program</p> <p>SB 472 funding</p> <p>CAHSEE Intensive Instruction funding</p>
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Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>GUHSD has a three-week progress monitoring system. Students that are failing, or are in danger of failing, are identified each three weeks. The timely data to teachers and principals provides the opportunity to make decisions that will improve instruction and student achievement (Essential Program Component 5).</p> <p>Goals for student achievement established under No Child Left Behind (NCLB):</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AMOs) – district wide and sub-groups <ul style="list-style-type: none"> ELA - 33.4% percent proficient, 2007-08 44.5% percent proficient, 2008-09 55.6% percent proficient, 2009-10 Math – 32.2% percent proficient, 2007-08 43.5% percent proficient, 2008-09 54.8% percent proficient, 2009-10 • Participation Rate – 95% (district wide and sub-groups) • API - growth in the API of at least one point, or a minimum API score (district wide) <ul style="list-style-type: none"> 620, 2007-08 650, 2008-09 680, 2009-10 • Graduation Rate – growth in the graduation rate of at least .1 percent until the school reaches 100% (district wide) 	<p>Persons Involved:</p> <p>Educational Services</p> <p>Principals and Site Administration</p> <p>Teachers</p> <p>Educational Services</p> <p>Teachers</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Goals established by Professional Learning Communities</p> <ul style="list-style-type: none"> • Decrease D and F rates (EPC 5) • Develop and administer common formative assessments (EPC 5) 	<p>Timeline: August 2008 and ongoing</p>			
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Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district provides instructional assistance, professional development, and support to all English/reading/language arts and math teachers through building professional learning communities that collaboratively make curricular decisions engage in learning, teaching, reflecting, planning, and discussing that is focused on improving student achievement (Barth, 1990; DuFour & Eaker, 1998; DuFour, Eaker, & DuFour, 2005; Glickman, 1993; Senge, 1990; Sergiovanni, 1994, 1996; Sizer, 1996; Speck, 1998). References:</p> <p>Barth, R. S. (1990). <i>Improving schools from within</i>. San Francisco: Jossey-Bass.</p> <p>DuFour, R., & Eaker, R. E. (1998). <i>Professional learning communities at work best practices for enhancing student achievement</i>. Bloomington, Ind.; Alexandria, Va.: National Education Service ; ASCD.</p> <p>DuFour, R., Eaker, R. E., & DuFour, R. B. (2005). <i>On common ground the power of professional learning communities</i>. Bloomington, Ind.: National Educational Service.</p> <p>Glickman, C. D. (1993). <i>Renewing America's schools: A guide for school-based action</i>. San Francisco: Jossey-Bass.</p> <p>Senge, P. M. (1990). <i>The fifth discipline: The art and</i></p>	<p>Persons Involved:</p> <p>PLC Coaches</p> <p>Principals and Site Administration</p> <p>Teachers</p> <p>Educational Services</p> <p>Timeline: August 2008 and ongoing</p>	<p>Content coaches</p> <p>Release time (substitutes)</p>	<p>\$125,000</p> <p>\$50,000</p> <p>\$25,000</p>	<p>Title I, Profess. Devel. Set Aside</p> <p>Economic Impact Aid</p> <p>Title II, Part A, Principals Training</p>

<p><i>practice of the learning organization</i>. Doubleday. Sergiovanni, T. J. (1994). <i>Building community in schools</i>. San Francisco: Jossey-Bass Publishers. Sergiovanni, T. J. (1996). <i>Leadership for the schoolhouse: How is it different? Why is it important?</i> San Francisco: Jossey-Bass. Sizer, T. R. (1996). <i>Horace's hope: What works for the American high school</i>. Boston: Houghton Mifflin. Speck, M. (1998). <i>The principalship: Building a learning community</i>. Upper Saddle River, NJ: Prentice Hall. (EPC 6).</p> <p>Schools and the district facilitate and support teacher content-area and grade-level collaboration on a regular basis to focus on SMART goals. Staff has regular opportunities to meet by department or subject matter to review data, discuss it in a meaningful way, examine the implications, make instructional decisions, and plan lesson delivery (EPC 7).</p> <p>Instructional Coaching support is provided by the district. Content experts work inside the classroom to support teachers and deepen content knowledge and delivery of instruction. (EPC 6)</p> <p>The three year plan for ongoing implementation of PLCs follows:</p>				
<p>Professional Learning Community 3-Year Plan</p>				
<p><u>2008 – 2009</u></p> <p><u>Team Lead Trainings</u></p> <ul style="list-style-type: none"> • One or Two Workshops for teachers who need basic PLC training 				

Counselors and Guidance Staff

- Four meetings per year to understand their role in a PLC and to compare site policies and issues regarding student placement in interventions (facilitated by Tim Kanold or a member of his team)

PLC Coaches:

- Each site receives a coach (from Tim Kanold's team)
- Coach meets monthly:
 - Morning meeting with Admin team
 - Afternoon meeting with Admin team and Dept Chairs
- 3-day Meeting with Teacher Teams (4 times per year) (Lesson Study Format)
 - Day 1: Plan a Lesson Together
 - Day 2: Observe the Lesson (videotaping also an option)
 - Day 3: Dialogue / Team Debrief with Consultant about the Lesson
 - Include Math and English at every site, other content areas pending funding

Administrators:

- Principals: Monthly Seminars with Tim Kanold
- Asst Principals: Seminars 4 times per year with Tim Kanold
- All Admin Teams commit to
 - setting a site PLC goal based on data
 - meeting one hour per week to discuss teaching & learning (no other agenda!)
 - holding staff accountable for their goals throughout the year
 - holding staff accountable for 3 week grade monitoring
 - ensuring a remediation period for all 9th

<ul style="list-style-type: none"> ○ grade students (if needed) ○ ensuring effective remediation / intervention programs for Math and English ○ recognizing and celebrating staff successes ○ creating a CAHSEE Intervention PLC <p><u>District (Cabinet in conjunction with School Board):</u></p> <ul style="list-style-type: none"> ● Receives training from Tim and sets PLC goal for district based on data <p style="text-align: center;"><u>2009 – 2010</u></p> <p><u>Team Lead Trainings</u></p> <ul style="list-style-type: none"> ● One Workshop annually for new teachers who need basic PLC training <p><u>Counselors and Guidance Staff</u></p> <ul style="list-style-type: none"> ● Four meetings per year to understand their role in a PLC and to compare site policies and issues regarding student placement in interventions (2 meetings facilitated by Tim Kanold or a member of his team and 2 meetings facilitated by a lead counselor) <p><u>PLC Coaches:</u></p> <ul style="list-style-type: none"> ● Each site maintains a coach (from Tim Kanold's team) ● Coach meets monthly: <ul style="list-style-type: none"> ○ Morning meeting with Admin team (Coach begins to take a less active role) ○ Afternoon meeting with Admin team and Dept Chairs (Coach begins to take a less active role in the meetings and more post-meeting de-brief and advisory) ● 3-day Meeting with Teacher Teams (4 times per year) (Lesson Study Format) <ul style="list-style-type: none"> ○ Day 1: Plan a Lesson Together 				
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<ul style="list-style-type: none"> ○ Day 2: Observe the Lesson (videotaping also an option) ○ Day 3: Dialogue / Team Debrief with Consultant about the Lesson ○ Expand lesson studies to include Math, English, Social Science, Science, and World Languages at each site, other content areas pending funding ○ Curriculum Specialists actively participate <p><u>Administrators:</u></p> <ul style="list-style-type: none"> ● Principals: Monthly Seminars (facilitated by a lead principal and Tim Kanold) ● Asst Principals: Seminars 4 times per year (facilitated by a lead Asst Principal & Tim Kanold) ● All Admin Teams commit to <ul style="list-style-type: none"> ○ setting a site PLC goal based on data ○ meeting one hour per week to discuss teaching & learning (no other agenda!) ○ holding staff accountable for their goals throughout the year ○ holding staff accountable for 3 week grade monitoring ○ ensuring a remediation period for all 9th and 10th grade students (if needed) ○ ensuring effective remediation / intervention programs for Math and English ○ recognizing and celebrating staff successes ○ creating a CAHSEE Intervention PLC <p><u>District (in conjunction with Board):</u></p> <ul style="list-style-type: none"> ● Sets PLC goal for district based on data <p style="text-align: center;"><u>2010 – 2011</u></p> <p><u>Team Lead Trainings</u></p>				
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<ul style="list-style-type: none"> • One Workshop annually for new teachers who need basic PLC training <p><u>Counselors and Guidance Staff</u></p> <ul style="list-style-type: none"> • Four meetings per year to understand their role in a PLC and to compare site policies and issues regarding student placement in interventions (All meetings facilitated by a lead counselor) <p><u>PLC Coaches:</u></p> <ul style="list-style-type: none"> • Each site maintains a coach (from Tim Kanold's team) • Coach meets 4 times per year: <ul style="list-style-type: none"> ○ Morning meeting with Admin team (meetings led by the principal, coach observes and de-briefs / advises during post-meeting conference) ○ Afternoon meeting with Admin team and Dept Chairs (meetings led by the principal, coach observes and de-briefs / advises during post-meeting conference) • 3-day Meeting with Teacher Teams (4 times per year) (Lesson Study Format) <ul style="list-style-type: none"> ○ Day 1: Plan a Lesson Together ○ Day 2: Observe the Lesson (videotaping also an option) ○ Day 3: Dialogue / Team Debrief with Consultant about the Lesson ○ Expand lesson studies to include Math, English, Social Science, Science, and World Languages at each site, other content areas pending funding ○ Curriculum Specialists (Program Specialists?) lead the lesson study <p><u>Administrators:</u></p> <ul style="list-style-type: none"> • Principals: Monthly Seminars (facilitated by a lead 				
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<p>Principal, Tim Kanold observes and de-briefs / advises during post-meeting conference)</p> <ul style="list-style-type: none"> • Asst Principals: Seminars 4 times per year (facilitated by a lead Asst Principal, Tim Kanold observes and de-briefs / advises during post-meeting conference) • All Admin Teams commit to <ul style="list-style-type: none"> ○ setting a site PLC goal based on data ○ meeting one hour per week to discuss teaching & learning (no other agenda) ○ holding staff accountable for their goals throughout the year and collaboration time ○ holding staff accountable for 3 week grade monitoring ○ ensuring a remediation period for all 9th and 10th grade students (if needed) ○ ensuring effective remediation / intervention programs for Math and English ○ recognizing and celebrating staff successes ○ creating a CAHSEE Intervention PLC <p><u>District (in conjunction with Board):</u></p> <ul style="list-style-type: none"> • Sets PLC goal for district based on data 				
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Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Master schedules and English/language arts and math course pacing schedules reflect effective use of instructional time and provide all students, including ELL and Special Education students, access to English/language arts, reading interventions, math, pre-Algebra, and Algebra I courses and instruction needed to master the required skills to pass the California High School Exit Exam (EPC 2).</p>				

<p>Schools provide intervention programs as a separate class for students requiring intensive intervention in English/language arts and math (EPC 8).</p> <p>The following actions have been identified as having the greatest likelihood of improving student achievement for all students including English Language Learners and Special Education students:</p> <ul style="list-style-type: none"> • Flexibility within schools' master schedules to allow for sufficient intervention courses (EPC 8) • Formative common assessments in Algebra I and Geometry administered district wide (EPC 5) • CAHSEE English Language Arts diagnostic assessment (EPC 5) • CAHSEE math diagnostic assessment (EPC 5) • Progress monitoring (EPC 5) • SMART goals set by subject-matter teams (EPC 5 and 7) • Train all administrators in AB 430 (EPC 3) • Train selected teachers in SB 472 for strategic and intensive intervention (EPC 4) • Summer school and supplemental classes for students scoring below basic and far below basic on California Standards Test (EPC 8) • Comprehensive literacy plan developed and monitored by Literacy Specialist (EPC 6) • Comprehensive numeracy plan developed and monitored by Math Specialist (EPC 6) • Utilization of Performance Profiles as a tool for longitudinal data to inform instruction (EPC 5) • Availability of Parent Portal as a tool to provide data to parents to support and monitor student achievement (EPC 5) • Availability of customized data from the Assessment 	<p>Principal and Site Administration</p> <p>Teachers</p>	<p>Professional development (AB 430 and SB 472)</p> <p>FTE's for intervention courses</p> <p>Literacy specialist</p> <p>Math specialist</p> <p>Dropout Prevention Specialist</p>	<p>\$3,400 per participant</p> <p>\$3,000 per participant</p> <p>\$450,000</p> <p>\$100,000</p> <p>\$100,000</p> <p>\$340,000</p>	<p>AB 430 funding</p> <p>SB 472 funding</p> <p>Economic Impact Aid LEP</p> <p>CAHSEE Intensive Instruction</p> <p>Medi-Cal Administrative Activities (MAA)</p> <p>Pupil Retention Block Grant</p>
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<p>Office to direct identification of student needs (EPC 5)</p> <ul style="list-style-type: none"> • Improve student attendance with support from Dropout Prevention Specialist (DPS), SART, and SARB (EPC 5) • Increase alternative options for students (EPC 2 and 8) 				
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Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Sixty teachers of 1125 throughout the district have participated in AB 466/SB 472 training in English/language arts and math, and 32 of 70 site administrators throughout the district have participated and completed in AB 75/AB 430 training (EPCs 3 and 4).</p> <p>Professional Development will also center around textbook adoption cycles of Mathematics in 2008-09 and ELA in 2009-10. Teachers, Department Chairs, Assistant Principals and Principals will be brought together twice each year to evaluate, analyze, and make recommendations to the school board regarding our curricular materials.</p> <p>In addition to extensive PLC training, the following professional development and learning are offered based upon annual staff survey results to address the needs of the instructional staff (EPC 6):</p> <ul style="list-style-type: none"> CLAD Training • Conscious Classroom Management 	<p>Persons Involved:</p> <p>Principal and Site Administration</p> <p>Teachers</p> <p>Educational Services</p> <p>Timeline: August 2008 and ongoing</p>	<p>Consultants</p>	<p>\$125,000</p> <p>\$50,000</p> <p>\$25,000</p>	<p>Title I Profess. Devel. Set Aside</p> <p>Economic Impact Aid LEP</p> <p>Title II, Part A, Principals Training</p>

<ul style="list-style-type: none"> • Algebra and Geometry Common Assessment • Designing Effective Assessments • Differentiating Instruction of the Teenage Brain • Diversity Training • EduSoft Training to develop district capacity • EL Strategies • Evidence-Based Coaching for Peer Support • Literacy Training for all content areas • Making Vocabulary Stick at Any Level • Poverty Training • Rewards Training • Special Education in the Regular Ed Classroom • Strategies for Great Teaching • Using Rubrics to Improve Student Learning • Working with Challenging Students • Designing and using formative and summative assessments • Knowing what data to use • Using data to inform 				
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Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

Please describe those goals and targets.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Grossmont Union High School District (GUHSD) currently provides the following basic instructional services to students identified as English Learners in order to ensure they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum:</p> <p>Structured English Immersion (SEI): All EL students grades 9-12 receive at least one class period or block of instruction in English Language Development (ELD) and instruction in the core curriculum subjects through</p>	<p>Persons Involved:</p> <p>Principals and Site Administration</p> <p>Teachers</p> <p>Educational Services</p>	<p>FTE's</p>		<p>Title III</p> <p>EIA LEP</p> <p>Economic Impact Aid and State</p>

<p>Specifically Designed Academic Instruction in English (SDAIE). The district ensures that each EL participates in ELD programs that are appropriate for his/her identified level of language proficiency. Such programs are to reflect State ELD standards, which are designed to promote ELs' acquisition of listening, speaking, reading and writing skills. Core content instruction is based on state content level standards and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Instruction is provided by an appropriately authorized teacher in ELD and SDAIE content courses and is NCLB compliant.</p> <p>5% increase of the number of EL students making annual progress on the CELDT (AMAO #1)</p> <p>5% increase in the number of EL students attaining English proficiency on the CELDT (AMAO #2)</p> <p>The GUHSD has set the following annual goals for EL students in the area of ELD, reading/language arts and mathematics. ELD growth is measured by the state assessment, CELDT, the California Standards Test measures in English language arts and mathematics</p>	<p>Timeline: August 2008 and ongoing</p>	<p>Testing Info. Analyst</p>	<p>\$6,000 \$15,000</p>	<p>Compensatory Education</p> <p>EIA / LEP EIA / LEP</p>
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Timeline based on student's ELD level upon entry into District	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
		1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
			1 st Year	2 nd Year	3 rd Year	4 th Year
				1 st Year	2 nd Year	3 rd Year
					1 st Year	2 nd Year
CELDT Levels (ELD Standards)	Beginning L 1	Early Intermediate L 2	Intermediate L 3	Early Advanced L 4	Advanced L 5	Reclassified (Standard) L 4-5
Classroom Placement	SEI	SEI	SEI	EM	EM	EM
California Standards Test (CST): English Language Arts	Far Below Basic	Below Basic	Basic	Basic or Proficient	Basic or Proficient	Basic (300 or above) or Proficient
California Standards Test (CST): Mathematics	Far Below Basic	Below Basic	Basic	Basic or Proficient	Basic or Proficient	Basic (300 or above) or Proficient

English Learner Plans continued

<p>In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, ELs will be placed in appropriate educational setting:</p> <ul style="list-style-type: none"> EL students at Levels 1-3 on the CELDT will <ol style="list-style-type: none"> be placed in a Structured English Immersion (SEI) classroom; receive at least fifty (50) minutes of English Language Development (ELD) daily; be assured of accountability for placement and ELD instruction by the site administrator, English Learner 	<p>Persons Involved:</p> <p>District / State</p> <p>Teachers</p> <p>Educational Services</p> <p>Timeline: August 2008 and ongoing</p>	<p>FTE's</p>		
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<p>committee and principal. The site Single Plan for Student Achievement addresses the language and academic needs of the EL students.</p> <ul style="list-style-type: none"> ▪ The principal ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, schedules and attends ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students. ▪ As year-end assessments are received, they are disseminated to the EL coordinator to study and determine if the EL students met their annual yearly progress goal with the other EL teachers and principal. If the students have not met their annual yearly progress target, a study session is held to examine the program design and its implementation. Necessary changes are implemented for the new school year. ▪ District wide professional development and training is provided to the teaching staff in the following areas: <ul style="list-style-type: none"> ○ ELD institutes ○ Professional Learning Community institutes ○ Standards-based instructional planning for ELD, ELA and mathematics 	<p>District / Site Administration</p>		<p>\$185,000</p> <p>\$80,000</p>	<p>Title III / EIA - SCE</p> <p>Title III / EIA - SCE</p>
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Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The following activities are offered throughout the district before school, after school, during summer, and during an extension of the school year for all students including Special Education and English Language Learners (EPC 2 and 8):</p> <ul style="list-style-type: none"> • Summer Bridging programs • Mentoring/support programs • Link Crew • Peer mentoring • Math/Reading support classes • Advisory periods • Succeeding in High School course • AVID • Tutorials • Support Groups (facilitated by counselors) • Reading Classes • Math support • CAHSEE prep/intervention • Learning Centers (credit recovery) • Contract classes • Enrichment courses through Assets grant • Insight training for guidance staff • Family Resource Centers • Supplemental counseling services through Project SHIELD • Intentional Guidance Lessons (i.e. grad requirements, UC A-G requirements) • ROP course "Teaching Careers" • Community college course "PDC" 	<p>Principal and Site Administration</p> <p>Teachers</p> <p>Guidance Staff</p> <p>Educational Services</p> <p>Timeline: June 2008 and ongoing</p>	<p>FTE's</p>	<p>\$750,000</p> <p>\$500,000</p> <p>\$600,000</p> <p>\$100,000</p>	<p>Supplemental Instruction</p> <p>High School Supplemental Counseling Funds</p> <p>Grant Funding</p> <p>Grant Funding</p> <p>Medi-Cal Administrative Activities (MAA)</p>

<ul style="list-style-type: none"> ▪ Provide workshops and opportunities for parents to develop skills, techniques and strategies to assist their students at home. ▪ Provide both oral and written translation for parents who receive individual student assessment results and program descriptions. ▪ Provide oral translations for every advisory meeting and parent conference at the school. <p>Title I Schools</p> <p>Each year the district identifies specific objectives of the district’s parent involvement program for schools that receive Title I funding. The district ensures that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.</p> <p>The district ensures that the district’s parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed.</p> <p>The district consults with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations.</p> <p>The district also involves parents/guardians of participating students in decisions regarding how the district’s Title I funds will be allotted for parent involvement activities.</p> <p>Non-Title I Schools</p> <p>The district develops and implements strategies applicable</p>			\$89,000	EIA – LEP Title III
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to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address their purposes and goals.

Communications are provided to all parents and community members in a language they understand.

Communications are provided to parents in a timely manner.

Parents are informed on a regular basis of their students' academic progress.

The district ensures that all schools have family/parent involvement programs that provide multiple opportunities for parents to actively and knowledgeably participate in district and school level decision-making process.

- Opportunities include:
- District Language Advisory Committee (DLAC)
- English Language Learner Advisory Council (ELAC)
- Site Councils
- Parent Teacher Association/Parent Teacher Organization
- Parent Portal training
- WASC Focus Groups
- WASC Parent Surveys

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Grossmont Union High School District

County District Code: 37-68130

Date of Local Governing Board Approval: June 12, 2008

District Superintendent: Robert J. Collins

Address: 1100 Murray Drive

City: El Cajon

Zip Code: 92020

Phone: (619) 644-8083

FAX: (619) 465-1349

E-mail:
rcollins@guhsd.net

Signatures:

On behalf of LEAs, Participants included in the preparation of this Program Improvement Plan addendum:

Signature of Superintendent	Printed Name of Superintendent	Date
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Signature of Board President	Printed Name of Board President	Date
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I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

San Diego County Office of Education

Name of External Organization

Signature of External Organization Representative	David Brashear Printed Name of External Organization Representative	Date
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Address	Phone
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Send this signed assurance page **no later than July 1, 2008**, to:

Debbie Rury, Consultant
NCLB Implementation Office
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