

GROSSMONT UNION HIGH SCHOOL DISTRICT

GUHSD STRATEGIC PLAN



MAY 2009



The Grossmont Union High School District is dedicated to providing a safe and collaborative learning environment which supports academic achievement and social development for all students. The Grossmont District operates on the premise that success for every student is dependent upon all groups in the organization including teachers, administrators, parents, staff, students, and the community working together to support all students in their development as life-long learners, thinkers, and successful contributors to the community.

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Introduction

This publication, *The GUHSD Strategic Plan*, is an update of the plan presented to the Grossmont Board of Trustees in February 2008. It provides an analysis of where we were, how far we have come during the past year, and a glimpse of where we are headed.

The Grossmont Strategic Plan is the product of hundreds of educators and classified staff contributing to a vision for our District and its schools.

The Post-Secondary Program (PSP) is the work of counselors, guidance techs and others who have a passion that every student has a secure future when they graduate.

The dropout prevention program is now nationally recognized, and was developed by counselors, dropout prevention specialists, teachers, administrators and others with a goal of effectively addressing every “at-risk student.”

The arts education plan has been in the works for two years now and is the product of visual and performing arts teachers across the District. The Career Tech plan was developed by over 150 career educators and East County business. It is rapidly becoming a model for CTE programs in

California. And, the development of Professional Learning Communities in the GUHSD is also a model at both the State and National levels.

At the same time, challenges and opportunities still lie before us. The achievement of English Learners and Special Education students is a priority.

Providing literacy support to ensure the success of all students is becoming a foundation throughout the district.

Meeting student needs with new technology, addressing human relations issues as well as assessing our graduation requirements will provide additional challenges.

Regardless, the Grossmont Union High School District, its students, teachers and administrators, have accomplished a great deal in the past year. The Strategic Plan is the roadmap for continuing that record of achievement.

Learning Centers

In California, one in three to four high school students will not graduate, and the dropout rate for minority students is as high as 50%. There are 120,000 20-year olds in California each year that have not completed high school which results in an economic loss to the state each year of more than \$46 billion.

While California and San Diego's dropout rate for 2007 has been reported at 6%, the Grossmont Union High School District's dropout rate was shown to be 3%. This is due to a variety of efforts and alternatives provided to students within the District to keep them in school.

The Grossmont Union High School District, in an effort to address the growing number of high school dropouts throughout the State of California, has piloted a program this year that uses on-line coursework in a modified independent study. The main purpose of the Learning Centers is to re-engage students who have dropped out of high school, or are significantly at risk of dropping out of high school, by providing them with a program to complete their diploma using on-line curriculum in a nurturing environment.

Emphasis has been placed on students who were unable to complete their diplomas within the four-year period allowing them to return for a fifth year. The program focuses on providing support and encouragement with individualized instruction. Students meet daily with their teachers and then are provided on-line access at home to complete their school work for the day.

Students are strongly encouraged to enroll in Career Technical Education classes while engaged in this program so that they are receiving job skills in addition to their high school diplomas.

As part of the District's Strategic Plan we are in the discussion phase of expanding the Learning Center model to 1-2 additional sites next year. The long term goal is to have an on-line learning center on every campus within the District. Plans are in place to expand the program to Santana,

How Will We Know We've Succeeded?

Program success will be measured by the number of at-risk students who have been transferred into the program or recovered from dropout status. In addition, success will also be measured by the number of fifth year seniors who have completed their diplomas as well as a reduction in the District's overall dropout rate.



and possibly Mount Miguel High Schools while continuing the existing center at ECREC in El Cajon.

In this way we can recover the potential drop-outs from throughout the district into these programs, and at the same time recover the ADA that would have otherwise been lost.

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Alternative Education

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Parent/Family Involvement

Parent and community involvement is vital to the academic success of our students. Building and maintaining quality relationships with families, volunteers, and community agencies is a key factor to increasing student achievement. Active parent engagement creates an atmosphere of understanding and support to enhance the learning environment. With increased parental involvement, community services and services for families are better identified as well.

The Categorical Programs and Grants office offers a variety of supports to school sites in order to help maintain active parent advisory groups that are both in compliance with the law and impact student achievement. School Site Councils and English Learner Advisory Committees, in conjunction with PTSA groups, are extremely well-run at many sites, while other sites are still in a growing period and working diligently to increase parent involvement at this level. In order to help further connect parents to the school campus, many schools have looked to organizations such as PIQE (Parent Institute for Quality Education). PIQE provides one-on-one information to parents during a four-month period on how to access school. Grossmont, El Cajon Valley, Mount Miguel and Granite Hills are a few of our district sites that have taken advantage of PIQE's services.

At all Title I schools a Parent Policy, as well as the Parent-School Compact, is created to promote parent engagement and partnerships for academic success of the student. Mount Miguel High School has taken an innovative step in forming a Parent Involvement Policy Committee to assist with making sure these requirements are implemented.

Categorical Programs staff will continue to endeavor to strengthen parent-school communication and find still more ways to engage them in their students' learning.

How Will We Know We've Succeeded?

Baseline data on parent engagement will be measured in the Spring of 2009. Increased parent engagement is expected over time.



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TRUSTWORTHINESS

FAIRNESS

RESPECT

CARING

RESPONSIBILITY

CITIZENSHIP

Character Education Program

At the outset of the 2008-09 school year, the Grossmont District implemented a character education program based on the nationally recognized and acclaimed Character Counts!SM Program, under the leadership of Michael Josephson. The program focuses on core ethical values called the "Six Pillars of Character." These universal values include: trustworthiness, respect, responsibility, fairness, caring and citizenship. Development of these traits defines good character and leads to positive conduct, productive citizenship and academic excellence.

Character education trainings were implemented by the Extended-Curricular office and were provided for all school campuses. The initial targeted groups included: assistant principals, athletic directors, ASB advisors, band directors and all head varsity athletic coaches. Responses have been very positive and we expect that all head varsity coaches will receive training by January 2010.

Student and advisor/coach training was conducted through the Josephson Institute on May 22, 2008, October 14 and 15, 2008, and January 31, 2009. In addition, some school sites are conducting in-house trainings taught by District staff previously trained by the Institute.

Large signage identifying the Six Pillars of Character has been provided to every site.

Twenty individual awards have been provided to each site for recognition of outstanding student achievements in Pursuing Victory with Honor, an important concept of Character Counts! Those that have been awarded at this time are displayed on the District's web site.

A county wide symposium, hosted by the Grossmont District on September 22, 2008 and keynoted by Michael Josephson, presented the concept of character and ethics to a variety of business, civic, political, educational and corporate leaders from the East County at Cuyamaca College.

How Do We Know It's Working?

The success and impact of the Character Counts program will be measured by a survey of student attitudes scheduled for administration in Spring 2009.



An announcement of our partnership with the Josephson Institute was provided for inclusion into all schools back-to-school web sites last Fall.

Athletic teams have pre and post game meetings that demonstrate good sportsmanship and PVWH standards.

District schools were invited to enter an essay and poster design contest on November 3 sponsored by the YMCA. The theme was "Caring, Honesty, Respect or Responsibility." Winners will be announced by the end of this month.

As part of the Josephson Institute program, specific holiday materials for recognition and promotion are being distributed to all school sites.

For More Information:

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Student Support Services & Extended
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Project SHIELD: Strengthening Health and Improving Environments For Learners' Development

MISSION STATEMENT

The Grossmont Union High School District's Comprehensive Student Assistance Program (SAP) will provide a systematic process to identify, refer, access, educate and support students who exhibit behaviors that interfere with the learning process and healthy development.

PURPOSE

The purpose of the SAP is to improve the quality of education and the school environment, and to provide assistance to students who may be experiencing issues with physical, safety, social, medical, familial, or alcohol, tobacco, and other drug-use problems

Student Assistance Program (SAP) are a school-based approach to providing focused services to students seeking support or needing interventions for academics, behavior, and attendance often due to deeper concerns relating to substance abuse, mental health, or social issues. They are a process—not a curriculum or treatment center—that connects programs and services within and across school and community systems to create a network of supports to help students. The SAP provides early identification, assessment, referral, support, and service coordination for students experiencing academic, attendance, behavioral/ social, or health problems that impact school success. When the problem lies beyond the scope of the school, the SAP coordinator will assist the parent and student so they may access services within the community.

SAPs offer multiple services managed in a way that allows them to be bundled to meet the specific needs of individual student participants. The range of services offered by a SAP typically includes group instruction or facilitation (e.g., classroom prevention education), small support groups, individual counseling, and referrals to both school-based services (e.g., tutoring, after-school activities, etc.) and community-based services

How Will We Know We've Succeeded?

As a grant, Project SHIELD is subject to review and commentary by external evaluators. Among the primary outcome measures are student attitudes and responses to the California Healthy Kids Survey (CHKS).



(e.g., health care, law enforcement, social service organizations, substance abuse recovery centers). SAPs are a vehicle for bridging the delivery of services by external providers and/or community groups to the school, and for linking students to external services, activities, or support. SAPs are also a hub of resources for adults to help youth and their families, offering training workshops, teacher support, and various forms of assistance to parents

For More Information:

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Project SHIELD

Career Technical Education/Regional Occupational Program

Career Technical Education (CTE) is a group of standards and frameworks that bolster California's standards-based education system by incorporating cutting-edge knowledge about career options, technology, and skills required for success in adult life. This initiative is critical if the District is to meet the challenges inherent in its diverse, rapidly changing education, economic, policy, and workforce environment.

PROGRESS ON DEVELOPMENT OF 30 CAREER TECHNICAL EDUCATION PATHWAYS

1. District/Community Advisory Committee met in April and September 2008 and:

- Adopted a strategic plan and timeline for CTE development in the district
- Identified challenges to implementation and possible solutions
- Identified ways that business partnerships can be expanded
- Suggested professional development activities needed to accomplish goals
- Brainstormed PR ideas on how to get the word out about CTE

2. Site CTE representatives held CTE committee meetings at their site and

- Confirmed the three industry sectors their school will support
- Identified the classes that will make up the pathways

3. Created PLC's for CTE teachers in like subject areas and:

- Teachers collaborated on lesson plans that incorporate CTE and academic standards
- Beginning work to standardize curriculum/assessments and expectations
- All teachers in pathway sequence meeting to assure vertical articulation

4. Included CTE as part of each student's Individualized Graduation Plan and Post Secondary Plan being implemented District-wide by counselors
5. In collaboration with East County Chamber, started development of database with business owners willing to volunteer in a variety of capacities in our district
6. Sending teams of district and site administrators, CTE and Academic teachers and counselors to model site visits of pathways Spring 2009
7. Counselors attended SDCOE conference on CTE pathways Nov 2008 and Feb 2009



"I have always known I wanted a career in the field of art. When I started taking photography and digital arts I was introduced to a whole new world of creativity and career opportunities. These classes enable me to find a higher level of creativity in myself, and understand what I need to do in order to pursue a career in this area. These CTE classes helped me use my passion as a career."

KARLI MALNER
GROSSMONT HIGH SCHOOL
ROP PHOTOGRAPHY & ROP DIGITAL ARTS



For More Information:

Adena Boxer
Director
ROP/CTE Programs

PLANS FOR MODERNIZATION OF CTE FACILITIES
DISTRICT-WIDE

1. Prop 1D Groundbreaking expected Summer 2009
 - El Cajon Valley Welding Facility
 - Santana Energy & Utilities CTE Building
2. Prop U Plans
 - CTE/ROP staff and teachers worked for bond passage
 - Surveyed and compiled report from CTE teachers with facility needs/wishes
 - Coordinating with facility planning/bond office on timeline for modernization of CTE facilities: Projects range from 2009-2015
 - Funding from Prop U will allow facilities to be modernized as pathways are developed throughout the District

CONNECTION OF CTE/ROP WITH
ALTERNATIVE EDUCATION & PREVENTION OF
DROP OUTS

1. Expanded course offerings at Chaparral:
Culinary Arts and Entrepreneurship
2. Exploring options for CTE/ROP course offerings in Learning Centers

CONNECTION OF CTE/ROP WITH
ALTERNATIVE EDUCATION AND PREVENTION OF
DROP OUTS

1. Working with Assemblyman Anthony Portantino, our CTE/ROP department has submitted recommended legislation to amend the California Education code that will allow students to take ROP classes without penalizing the District's ability to generate full ADA for the general fund.

NEXT STEPS 2009-10

1. Develop one strong model pathway at each high school site
2. Begin academic teaming with CTE programs
3. Expand business partnerships
4. Develop CTE PR campaign: Student Ambassadors, Pathway Brochures, Social Networking sites, Presentations to Parents, Counselors, Community
5. Open and support College/Career Centers at each high school site
6. Professional Development activities for administration, teachers, counselors
7. Coordinate CTE Prop U facility modernization projects
8. Identify sustainable funding source to support CTE pathways
9. Collect base-line data on CTE student participation, achievement, drop out prevention and post secondary activities

Curriculum for Learning

LITERACY

A comprehensive literacy initiative is underway with a District-wide committee in the planning stages. Made up of teachers, administrators, parents, and students, the literacy initiative will address all levels of literacy and numeracy among all students including English language learners, special education students, and general education students who demonstrate below-grade level reading and mathematics skills. The committee work is centered on researching the most successful programs that emphasize the four skill sets of effective communication (speaking, listening, reading and writing), the effective mathematics skill sets (computation, problem solving, and conceptual understanding) and the demonstration of academic success. Plans for the 2009-10 school year include piloting the literacy initiative components at two school sites with monitoring and revision in preparation to pursuing a District-wide program for the 2011-12 school year.

MATHEMATICS

Progress in mathematics continues with the implementation of the District-wide end-of-semester Algebra I and Geometry exams. Teachers have come together throughout the school year to evaluate and discuss mathematics textbook adoptions. Three days of textbook exploration and review in Algebra I, Algebra II, and Geometry have led to teacher recommendations for Spring semester piloting of textbooks to continue the selection process. Teachers were focused on the four components of an effective mathematics curriculum: standards and framework addressed, universal access, differentiated instruction, and technological support. With the added benefit of the newly hired Math / Science Curriculum Specialist, textbook piloting and recommendations for a District-wide adoption is at hand.

How Will We Know We've Succeeded?

Using student achievement results from the CAHSEE and the CST exams, we will have data to determine what further efforts are needed in these critical areas.



SCIENCE

Progress in science continues with the hiring of Judi Heitz, the District's math and science curriculum specialist. Luring one of the top national K-12 biotech educators to the Grossmont District, Judi also has experience in CAHSEE math prep, K-12 science curriculum, and successful grant writing for federal, state and private grants. Judi adds a breadth and depth of knowledge to work with teachers to achieve our common goals.

Achievements include a District-wide biology teacher meeting where teachers gain consensus on the California Science standards and Framework, share content knowledge and pedagogy expertise with their peers, and convene with their fellow site teachers to apply the new knowledge to improve student achievement by decreasing the D and F rates and increasing standardized test scores. Additional District-wide meetings for chemistry and the physical sciences will follow. This work is critical to coming to a uniform, agreed upon scope and sequencing of courses throughout the district. Science will also benefit by having a Nobel Laureate, Dr. Gerald Edelman (1972, Medicine) address students on April 2, 2009 at West Hills High School. Additionally, sites continue to participate in the San Diego Science Fair, the National Robotics Competition and the partnership with Grossmont Healthcare District, bringing private-public business partnerships

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into the classroom and building relevance and inspiration with students.

SOCIAL SCIENCE

Progress in Social Science continues with the work of teachers in their professional learning communities agreeing on scope and sequencing of courses site-wide and District-wide. Professional development opportunities continue to advance with scheduled trainings in highly effective strategies, Edusoft data analysis of student achievement and the review of the Life Management Course as a graduation and District required course. Continuous focus on our civic duty combined with our Character Counts curriculum expansion into 2009-10 school year is planned.

NSF AND OTHER GRANTS

The National Science Foundation Math-Science Partnership grant is a multi-year competitive grant in which the district would continue to build and expand partnerships with two-year and four-year colleges and universities and industry resulting in the expansion of Biotech programs in our high schools. Work is underway writing this grant as well as the San Diego Workforce Partnership grant to develop internships with industry partners, Invitrogen Educational Support grant which would supply materials and supplies to biotech programs within our schools.

ACADEMIES

With the addition of the Math / Science Curriculum Specialist, the support and expansion of the Health Career Pathways is underway. Currently at six sites, the Pathways support and extend student learning in science by giving it

a medical context and real world application. Teachers and the Curriculum department are reviewing and standardizing curriculum across the six programs to provide equity, access, and quality. In partnership with the Grossmont Healthcare District, we expect the 2009-10 school year to see the addition of two more sites to this highly effective initiative.

English Learners

English language learners (EL) represent one of the fastest growing subgroups in the District. Over the past 10 years, the District's EL population has roughly doubled, and we expect this trend to continue.

Under the No Child Left Behind (NCLB) system of accountability, the District's EL subgroup is one of the primary reasons the District is currently in Year 3 of Program Improvement. In conjunction with a systemic literacy initiative, the District will need to focus on English Learners and this focus will include the following:

Developing a District-wide criteria for placing English Learner students in English Language Development classes, including English language proficiency assessments administered upon enrollment.

1. Coherent and systemic placement tools will be decided upon and used District-wide in English proficiency and primary language proficiency.
2. Summative assessments (California Standards Tests, California English Language Development Test, and other adopted text exams) will be used for placement of English Learner students in the appropriate proficiency level for English Language Development.
3. Formative assessments (adopted text and curriculum embedded) are used on an ongoing basis to allow for movement between English Language Development levels and monitor the progress of English Learners in Reading/Language Arts and English Language Development.
4. Flexibility in school site master schedules will allow for sufficient English Language Development, Sheltered and intervention courses that accommodate the needs of all English Learner students.

English Learner students will be provided with specifically designed academic instruction in English to ensure they have access to the core curriculum.

How Will We Know We've Succeeded?

1) All EL students will be assessed for English proficiency to ensure proper placement. 2) All English learners will be assessed in their primary language. 3) All school sites will have SMART goals that include English Learners as a focus. 4) All English Learners will be assessed in mathematics to ensure proper placement.



1. Content-based, academic language development supports English Learners growth of core content knowledge and mastery through quality Specifically Designed Academic Instruction in English scaffolded instruction by highly qualified teachers that allows engagement with grade-level subject matter content.

Local Education Authority ensures that English Learner students receive English Language Development lessons based on their English proficiency level.

1. Newcomer students are placed in English Language Development programs that are intensive, specialized programs within a school. Students may be placed in mainstream, non-core subjects outside of the English Language Development program such as art, physical education, etc. Newcomers may have a double period of English instruction.
2. Intensive English Language Development students are placed in at least one period per day of an English Language Development program within a school. Intensive English Language Development students are placed in grade-level appropriate academic courses taught in English with scaffolded instruction to develop specialized academic language and core content knowledge within each subject area.
3. High-quality English Language Development and Specifically Designed Academic Instruction in English programs accelerate academic English development and provide systematic,

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English Learner Programs

standardized English Language Development instruction to develop English Learners' abilities in listening, speaking, reading, and writing using effective transitional design, materials, and pedagogical methods.

4. Counselors understand the placement options and course programs for English Learner students. Assessment data is used to place new students. Counselors meet with current students to ensure that their coursework matches post-secondary career goals.

The literacy plan for the English Learner subgroup, which is grounded in scientifically-based research, is effectively implemented.

1. Students will receive instruction and support to develop academic language.
2. Students will develop metacognitive skills to monitor their own comprehension.

There is a collective responsibility and school wide culture that focuses on student motivation, engagement, and achievement. There is equity and access for all learners.

1. Students will become skilled readers, writers, speakers, listeners, and thinkers.
2. Student will achieve competence and proficiency in literacy through authentic and purposeful instruction and practice.
3. Ninth and tenth grade English Learner students, in addition to long-term English Learners who are achieving at the far below basic level on the California Standards Tests, will be provided with a personalized academic plan that is designed with teacher advocate, students and parent. The team will determine, review, and revise academic and social objectives/goals that are appropriate and meet the students' English language development and proficiency needs.
4. Assist English Learners with challenges they may encounter when reading new material and when writing:
5. There is a focus on teaching nonfiction reading and writing to assist in accessing facts and language, writing stages, brainstorm vocabulary

and themes within cooperative groups, use graphic organizers, show models of good writing at their language level.

PROFESSIONAL DEVELOPMENT AND DISTRICT PRACTICES

1. The district provides instructional assistance, professional development, and support to all English/reading/language art and math teachers of English Learners through building professional learning communities that collaboratively make curricular decisions engage in learning, teaching, reflecting, planning, discussing that is focused on improving student achievement.
2. Schools and the district facilitate and support teacher content-area and grade-level collaboration on a regular basis to focus on SMART (specific, measurable, attainable, results-oriented, and time-bound) 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.
3. 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. There is accountability of student achievement and monitoring of instructional practices.
4. District and site administrators, along with teachers, regularly examine and discuss achievement data, including site level data, by student subgroups. The focus is on the results of those students that are succeeding and those that are not.
5. District and site resources are allocated to SMART goals. The budget reflects student needs as identified by student achievement data.
6. School leaders support teacher learning about English Learner/ Specifically Designed Academic Instruction in English /Sheltered English Instruction strategies, state board of

education adopted instructional materials, and content area literacy instruction through frequent, high quality, job embedded professional development and by providing opportunities for strategy sharing, feedback, and coaching.

7. Hiring is focused on appropriately trained teachers in areas where student achievement needs are the greatest. Currently employed teachers have appropriate certification and are highly qualified to teach English Learners.

PARENT INVOLVEMENT AND OUTREACH STRATEGIES

1. Encourage and promote broad involvement of the parents of English Learner students and the community. Schools will properly constitute an English Learner Advisory Committee (ELAC) and the district will have an active District English Learner Advisory Committee (DELAC).
2. Teachers have high expectations for all students and develop personal bonds with EL students through the advocate/mentorship program, English Learner Personalization Plan (ELPP). The ELPP will provide EL students with a personalized academic plan designed with teacher advocate, students and parent. The team will determine, review, and revise academic and social objectives/goals that are appropriate and meet the students' English language development and proficiency needs.
3. Parents are provided with academic information, in a language understandable to parents, regarding their student's progress in meeting standards in English Language Development, English Language Arts, and mathematics, along with graduation requirements.
4. Build capacity for strong parent involvement by planning effective parent involvement and coordinating with other programs.

5. Provide workshops and opportunities for parents to develop skills, techniques, and strategies to assist their students at home.
6. Provide both oral and written translations for parents who receive individual student assessment results and program descriptions.
7. Provide oral translations for every advisory meeting and parent conference at the school and the district.
8. Parent meeting agendas for ELAC and DELAC reflect improving student achievement.
9. There is clear and transparent two-way communication between school administration, leadership teams and teachers with the parents and community members.

Professional Development Programs

Professional Learning Communities: Moving to Scale

The cornerstone of the District's professional development program is continuing to assist in the growing movement among teachers to work and collaborate within course-level teams. Commonly referred to as "Professional Learning Communities" or PLCs, this process involves teachers coming together to establish common norms, define course level expectations, harmonize rigor across teachers, and discuss equity in student learning.

This process originally started in the 2004/05 school year and was limited to course level teams in Algebra I and Geometry. Subsequently, professional development has expanded into English 9 and English 10, social science, counseling, and visual and performing arts.

Our goal is to have all courses effectively participating in a PLC by Fall, 2009. Currently, most of our core classes are at some level of PLC implementation, but not all that are in PLCs are high functioning. The areas that we are aware of that need to be addressed systematically across the district include:

- a) writing an effective SMART goal, based on data, and being held accountable
- b) tracking the progress of the SMART goals throughout the year
- c) accountability for collaboration time (e.g., agendas, minutes, products)
- d) ensuring that all curriculum is aligned to standards
- e) ensuring that there are agreed upon standards within the course and an agreed upon timeline
- f) creating common formative assessments (at least one every 6 weeks)
- g) creating common summative assessments (at least one every semester)
- h) data analysis to identify instructional areas that need to be strengthened
- i) ensuring that interventions are in place to assist students who need more time/support to succeed

How Will We Know We've Succeeded?

An increase in state accountability exam scores, including CAHSEE and CSTs, are anticipated as a result of teacher collaboration and training.

Surveys and interviews with teachers and administrators will also indicate increased effectiveness as the culture shifts to include collaboration as part of professional expectations.

Future administrators will be effectively prepared through the apprentice program as evidenced by surveys and interviews throughout their first year in an administrative position.



To accurately assess our progress, five surveys are in the process of being conducted:

- a) All Teachers
- b) All PLC Teams in Core Areas
- c) Administrators
- d) Counselors
- e) Classified Staff

The survey results will provide the information we need to effectively target and prioritize the training and support that will be structured over the next year (including summer programs, as well as academic year programs.) Using these results, we will support the expansion of PLCs to include mandatory participation by all content areas with accountability for SMART goals, standards-based common curriculum, and common assessments.

SITE ADMINISTRATOR PLC SUPPORT

Principals will be expected to attend the monthly Principals' PLC meeting. Meetings in 2009-10 will be co-facilitated by a principal and Tim Kanold. Dr. Kanold will be available to help design the agendas (in conjunction with a lead principal) as well as debrief with the lead principal to prepare for the next meeting as well as address

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Instruction and Professional Development

any other issues or concerns that should be followed up before the next meeting.

Assistant Principals will be expected to attend a monthly Asst principals PLC meeting. Meetings in 2009-10 will be co-facilitated by an assistant principal and Tim Kanold. Dr. Kanold will be available to help design the agendas (in conjunction with the lead assistant principal) as well as debrief with the lead assistant principal to prepare for the next meeting as well as address any other issues or concerns that should be followed up before the next meeting.

Pending survey results, a consultant will be on site to work with the admin team in the morning, and the site leadership team (including teachers) in the afternoon. The morning admin meeting will be co-facilitated by a member of the admin team and a consultant. The afternoon leadership team meeting will be lead by a member of the admin team, with the consultant providing insight and feedback during a debrief conference. Consultants may work with any of the other teams on campus during the remainder of the day (counselors, EL teams, special ed teams, classified teams, etc.) Time may also be spent assisting in the development of common exams and analyzing data.

COUNSELING PLC SUPPORT

Counselors will be expected to participate in three District-wide PLC meetings per year. These meetings will be co-facilitated by a lead counselor and an experienced counseling consultant. Topics will include examples such as: student placement into courses, interventions, and comparing policies between sites.

ASSESSMENT

We currently have end of semester common (District-wide) summative exams for algebra and

geometry. These exams were created by our own algebra and geometry teachers to ensure the exams tested what was being taught. We are currently convening a new committee of math teachers to conduct an item analysis on the current exams to ensure they are valid and to determine if any modifications are needed.

Although our plan is to eventually create additional District-wide exams, the priority for 2009-10 is to expect all core courses to develop common exams at the site level. In addition to working on the assessments during collaboration time, the district will provide additional time, training, and support over the summer and during the school year to ensure these exams are developed for use in the 2009-10 academic year.

LITERACY

Literacy in all content areas is a high priority. Our first step is to purchase an entry-level diagnostic reading exam that would be used with all incoming 9th graders for placement and to provide District data. Currently there is not a consistent test being used at every site. Once the diagnostic test is purchased, the next step will be to have an external, experienced evaluator provide an assessment of our District's literacy state and a recommendation for a literacy improvement plan. We are currently bringing a District-wide committee of teachers together from all sites and representing all core areas in preparation for this work. Once we have a recommendation plan, our goal is to have the group break into sub-committees to research appropriate materials and programs that would effectively meet our district needs. With ownership of a literacy program for all content areas, the next phase would include mandatory training for all teachers to become actively involved in academic language literacy.

ADMINISTRATOR APPRENTICE PROGRAM

We are currently in the process of finalizing plans for our Administrator Apprentice Training Program. The purpose of the program is to effectively recruit, train, support, and retain high quality leaders who will increase student achievement and close the achievement gap at each of our sites. The process for teachers who are interested in applying for an assistant principal position will include:

- a) Applicants for the apprentice program must be recommended and assessed by their principal on a wide range of leadership qualities
- b) An in-depth application process for admission to the apprentice program will be conducted, including individual and group interviews, as well as a timed writing test scored by a panel
- c) Selected teachers will attend a Summer Institute to learn the overall expectations and skills required of leadership positions in the Grossmont District
- d) Monthly after school workshops (mandatory) will be provided to help prepare candidates for the knowledge and skills needed to be an effective site administrator

with a current, experienced principal. There is currently no indication of any openings for these positions in the next 2 years, but the program will be started as the need indicates.

ADMINISTRATOR SUPPORT PROGRAM

All assistance principals will attend mandatory trainings during their first 2 years in the position to continue expanding the effectiveness of their skills as administrators. It is the assumption of the Grossmont District that this program will be preparation for assistant principals to move into future principal positions.

PRINCIPAL APPRENTICE PROGRAM

The model for the Assistant Principal Apprentice Program will also be used to prepare new principals, including training and apprenticeships

Special Education

PHILOSOPHY & GOALS

The Special Education Department is charged with reducing its budget while simultaneously improving programs that provide enhanced opportunities in the least restrictive environments (LRE). In October 2008, a Special Education Task Force, composed of a wide representation of special education stakeholders, was created to help identify the tasks and steps needed to improve outcomes for special education students. The Department intends to maintain this Task Force throughout 2009-2010.

Special Education must meet the mandates of the federal laws, NCLB and IDEA 2004, which reaffirm the importance of the integration of special and general education. The IDEA LRE principle expresses strong preference for educating every child with a disability in the general education environment. Current research demonstrates that students with disabilities require a rigorous curriculum with supports and aids such as technology and accommodations. Clearly, collaboration with general education is of utmost importance. The Special Education Department is continually working to develop and sustain a collaborative culture in all of our schools. Teachers develop and thrive in a collaborative culture that encourages sharing of ideas, materials, resources, expertise and responsibilities. All students benefit.

Due to the complex instructional and legal issues of special education, the administrators are required to work on an individual basis with parents and site staff on issues of individual students, explaining legal requirements, responding to requests for more services, providing technical support in classes and directing staff members from every school. Simultaneously, they work to move the District forward to direct changes in the way special education is implemented in the District. The goal in all of the above is to enhance both staff and the public's understanding of special education and to improve communication by listening, providing feedback that demonstrates that we understand the

How Will We Know We've Succeeded?

1. More teachers are providing accommodations and/or modifications.
2. More teachers attend PLCs with their general education counterparts.
3. More students receive service in general education settings.
4. Fewer students are in separate classes or separate schools.
5. More students are enrolled in general education courses.
6. More special education students are passing CAHSEE.



concerns of the other party, and providing the legal and pedagogical best practice.

The leaders of a district must be able to lead their schools, departments and communities through change for the improvement of teaching and learning. It is important for the special education director to strengthen the staff's skill and professionalism especially in times of change. The special education administrators strive to achieve high levels of knowledge about instruction, create good communication systems with parents and teachers and provide quality services to students in the least restrictive environment, as well as contribute to the district organization. As leaders, the special education administrators work to assess the staff's readiness to make change and to develop higher level skills, as well as to adjust the beliefs of teachers who may resist changes in procedures that lead to providing special education services to students with a much broader range of disabilities and providing those services in general educational and community settings. Only by accurately assessing the readiness can we provide the professional development around best practice.

We endeavor to build staff's resilience rather than resistance to change. To avoid some of this resistance we need to address four universal needs of our staff:

1. The need for clear expectations
2. The need for future certainty in terms of knowing how the organization works,

For More Information:
MarySue Glynn
Director
Special Education

- where it is heading, and what they might experience along the way
- 3. The need to express their opinions and feel they are heard
- 4. The need for control over one's work environment

SHORT-TERM PRIORITIES

Closing Homestead is of Paramount Importance for 2009

Homestead is a special education school on a site leased by the District from the County of San Diego. There are three programs at Homestead. One is the Homestead Instructional Program. The second is a Small Group Instruction Program (SGII) where students come in three to five times per week to receive individual or very small group instruction by a teacher. The third is the Frontier Day Treatment Program. County Mental Health has placed 20 students there via a contract with Mental Health Systems. Our district has a SELPA agreement to provide the educational component at Frontier (two teachers and four instructional aides), as well as provide and maintain a facility for the day treatment center.

The District needs to close Homestead. Special education administrators are working with District Superintendent, Facilities, and Fiscal Administration to locate and furnish appropriate facilities.

Many Homestead students who have emotional and behavioral issues can function on a comprehensive campus in a program that offers:

- Person-centered planning
- A well organized and structured program
- A wide range of engaging curriculum; much of which is delivered electronically
- Meaningful school-to-adult living transition activities that include career guidance and opportunities, part-time jobs or internships

- Related transition classes focused on life skills for independent living such as banking, job search, best practice in parenting, business, entrepreneurship, time management and social skills for work and family success

Students who are expelled and those whose behavior demonstrates a lack of readiness to be on a comprehensive campus (perhaps because of multiple suspensions or frequent rule breaking) will need to be at a separate site which is yet to be determined. It is also important to provide space within the District for the Frontier Day Treatment Program. Keeping mental health services within our district allows our students to be taught by our teachers, using GUHSD curriculum, easing transition back to school and avoiding transportation costs out of the District.

Homestead

- Short-Term Solution
 - Multiple opportunities to communicate with community members to minimize repeat of previous reactions
 - Training of general education staffs
 - Intensive training of SH teachers
- Long-Term Solution:
 - Train psychologists and principals re: issues with disability identification
 - Movement of excess bungalows to existing campuses
 - Some students back to schools of residence with support
 - Small, new facility with mental health services
 - Small facility for expelled students

A Second Important Undertaking is to Provide Special Education Services at Comprehensive School Sites for Many More Students With Severe Disabilities

By summer of 2009, there will be 48 students at Viking Center, a segregated special education school for students with significant cognitive disabilities. There are 56 GUHSD students at Stein Center, a nonpublic special education school.

There will be approximately seven incoming ninth-graders who are currently at Stein. Students need to be in environments where they learn language and social skills not only by direct instruction but also by modeling from other students and adults in a normalized environment. The hope of all education is to produce contributing citizens who can participate in society to their maximum potential enjoying employment, domestic and leisure activities. These students need to be learning to get around in the communities where they live, recreate, shop and get jobs. Keeping students in a segregated environment maximizes their disabilities rather than their abilities. The longer they are overly cued by adults and overly protected, the more incapacitated they become in their ability to make choices, live in the real world of jobs or find fulfillment.

The district is legally required to place incoming students with IEPs in a program that is most comparable to that indicated on the students' IEPs. All the students who enter GUHSD directly from public programs in our feeder districts come from comprehensive schools, not segregated public schools. In the past, the GUHSD IEP teams have frequently placed incoming ninth-graders in Viking Center by writing an IEP that stated that the student required a restrictive setting rather than a program comparable to their previous one. Across the nation, over the last 30 years, facilities like Viking have been closed in favor of students receiving their services in classes on comprehensive campuses at their school of residence.

For the 2009-2010 school year, we will create a highly skilled IEP team composed of a psychologist, a teacher of the severely handicapped, a speech therapist and a part-time (.20) occupational therapist who will begin observing, monitoring and assessing students at Stein, in the beginning of their eighth grade, and working to develop a relationship with the students' parents in an effort to bring them to GUHSD programs as incoming ninth-graders. We will monitor the success rate of this team after two years to determine if the team is accomplishing the goal of providing services in the

least restrictive environment and saving money at the same time.

Viking

- ✦ Easier group to include
- ✦ Parent skepticism due to negative experiences
- ✦ Training of general education staffs
- ✦ Intensive training of SH teachers
- ✦ Return most students to SH classes on comprehensive campuses
- ✦ Some specially-designed bungalows for more multiply-impaired students on strategic campuses

Work Training Center

- ✦ Modernize facility-not just for special education students
- ✦ Joint facility with ROP
- ✦ Career technical classes
- ✦ GED prep classes
- ✦ Career Development Center

THE PROFESSIONAL DEVELOPMENT PLAN

In order for the Homestead and Viking students to succeed, there is a great need to build up the services and training at the comprehensive sites. There is widespread belief, supported by the number of students who are removed from their schools for behavior problems, that there is ineffective use of data results as behavior interventions are implemented. So, the desired achievement in behavioral learning is insufficient. Specific training and targeted support by resource teachers and site administrators is paramount to the success of this plan and more importantly to the success of the students.

Additionally, as the educators at the comprehensive sites enhance the use of behavioral and instructional modifications and accommodations designed to meet the needs of a broad spectrum of students with varying

learning styles, far fewer students will be placed at nonpublic schools and some may be able to return to our schools.

Initially, there is a two-pronged approach to this professional development. One is to train on the mandates of the IDEIA, including the IEP process and the roles and responsibilities of every staff member. The other is to create strategies that successfully teach appropriate school behaviors and instill a sense of community and responsibility among the students. The central office Special Education staff will provide training at all levels for general and special educators. The second prong has begun with the District's application to the County Office of Education to be participants in a two-day workshop on Positive Behavioral Intervention Systems, with implementation and follow-up for two years. A team of certificated staff members will attend two full days of training on new models and will bring back the strategies to their schools, as well as help coach their colleagues on their use of the strategies.

The partners and participants in the professional development trainings are:

**Administration
(Central Office and School Administrators)**

- Expectations
- Ownership
- Support of students and staff
- IEP advocates, legal requirements, common legal errors
- People's first language, individual student schedules and other inclusive practices

Parents

- LRE
- IEP process
- Communication

Psychologists

- Shift duties to support teaching and academic learning

- Behavior support-observations, Fast, Bops, BIPs
- Correct over-identification and over-representation
- Improve assessments for students with ABI, Autism, ED

**Teachers
(Special Education and General Education)**

- Zero-reject policy
- Legally-defensible IEPs
- Behavior support--implementation of BSPs
- Increase skill strategies for ABI, Autism, ED, to avoid the need for NPAs
- Identify evidence that students learn

Para-educators

- Positive behavior supports
- Independence skills
- Confidentiality/professionalism

THE PROFESSIONAL SUPPORT PLAN

When people are learning to do things a new way, they need personalized support to practice and sustain the new strategies. Without support we all fall back to the ways we have always done things. Without a change in practice (not just attitude), there is no difference in outcome. To provide this support, there will be two behavior specialists, one of whom has expertise with students with emotional challenges, and the other with expertise in cognitive disabilities. In addition to presenting models and strategies to groups of teachers, these experts will respond to teachers in classrooms with direct support in integrating students in general and special education classes by modeling and reinforcing practices taught in trainings.

THE STUDENT SUPPORT PLAN

There are currently highly successful peer tutors, Circle of Friends and similar programs at some

of the high schools. These models will be shared among the high schools to plant the seed for those who do not yet have a model.

The Special Education Parent Facilitator and the Special Education Community Advisory Committee members will be offered training on the moves so they can support other parents.

The advocate teacher model is an excellent model to support inclusive practices and to problem solve issues as they develop.

A behavior expert will be provided who can respond to teachers who need assistance in working out successful behavior strategies.

BUDGETS

- ♦ Reduce the use of NPS, NPA, SGII, ECAL
- ♦ Para-educators' formulas/attrition plan
- ♦ Sufficiency of local funding (high caseloads, low psych. pay, no PD dollars)
- ♦ Cost of program improvement
 - ♦ Training-subs, speakers, consultants
 - ♦ Running dual programs
 - ♦ Hiring for a new structure-behavior specialists vs. NPAs
 - ♦ Hiring an APE teacher, assistive technology expert, autism specialist
 - ♦ Hiring a Mental Health expert to write CMH Grants
 - ♦ Improving staffing ratios
 - ♦ Improve transition programs
- ♦ Transportation costs will be lower because some of the students at Viking and Homestead will be returning to their schools of residence and those that are going to regional special education classes around the District will be going to schools where there are currently transportation services.

Information Sharing and the G.O.A.L.S. Profile

Project SHIELD is dedicated to building effective prevention and intervention services for students. Towards that end, Project SHIELD has worked with multiple agencies to pool resources, create a common language and most importantly, create a document that will allow for information to be legally shared across multiple systems.

While the information sharing agreement is complete and in the process of being signed by East Region law enforcement, mental health organizations, health and human services, probation, and school districts, the agreement itself is not enough. Project SHIELD has developed a protocol that involves data collection and analysis that can help determine effective strategies for individual intervention as well as identify trends across systems that can target objective, evidence-based self-improvement goals for the agencies involved.

to names; all others will only be able to identify the youth in the study according to their number identifiers. At this point, each participating agency gathers data relevant to their jurisdiction on each of the 15 youth selected for the profile.

Once all data is gathered, it is compiled in a spread sheet style format. The spread sheet now allows for a global view. It reveals the trends and patterns of the individual youth, but also trends and patterns across disciplines.

The drop-out profile may reveal patterns in the family structure, foster care, drug or alcohol abuse, poverty levels, incarceration, prior legal infractions or court issues, etc. Examining data in this way reveals intervention points for preventative action and exposes gaps within and across systems, all of which can inform future policy and practice.

THE G.O.A.L.S. PROFILE

The Global Oversight Analysis Linking System or G.O.A.L.S. Profile is a response to the realization that, in order to best serve our “at risk” youth, we need a mechanism through which we can gain a more comprehensive understanding of each youth’s history, not simply as a view from within our own jurisdictions, but also across the broad spectrum of social service agencies that serve our communities. The G.O.A.L.S. Profile answers a need for a viable process which not only collects and analyzes data regarding our clients, but one that also exposes trends from within and across systems.

The G.O.A.L.S. Profile process begins by indentifying a specific risk group, drop-outs, for example. The school will compile a list of 15 students who are at risk of dropping out before the start of their 10th grade year. These students are identified and then their names are paired with identifier numbers. From this point forth, only the individual responsible for collecting the data within his/her respective agency will have access

Post-Secondary Plan (PSP)

Every student in the GUHSD will graduate with an Individual Graduation Plan (IGP) and a Post Secondary Plan (PSP) in place for their next level of education or vocational entrance point. Students will refine their plans each year utilizing a web-based career educational tool (COIN3) in conjunction with their guidance counselor, school staff and parent or guardian.

Each October, we will receive statistics from the NCAA Clearinghouse for Post Secondary Enrollment for our previous June graduates. The table below represents Post Secondary Enrollment for our 2007 graduates:

In October, 2009, we will get new information for our 2008 graduates and we hope to see significant growth as our district has created a vision, and plan, and a purpose to instill the belief that post secondary education or military plans are imperative. However, we are also cognizant of the current cuts in education that have affected the UC/CSU system and its decision to cut next year's freshmen enrollment numbers. Regardless, we have shifted our thinking to the idea that students go to school to prepare for the future, not obtain a diploma.

For the first time in the GUHSD, all counselors are using the same IGP, Individualized Graduation Plan (the 4-year plan), and they created a common Post-Secondary Plan. These documents are aligned with the counseling standards and are used in one-on-one meetings with the students and at some grade levels, with their parents. Both documents begin in the 9th grade and are revisited, revised, and renewed each year as we roll our 4 year PSP plans for all students.

The workload added for the counselors has been effectively managed because they know this is the right path to take toward a better world for the student, and a better world for us all. However, it has been an awesome task to undertake and we are constantly working to maintain effective working and workload environments in a world where every student deserves one-on-on attention.

How Will We Know We've Succeeded?

Success will be measured by increases in the college-going rates of the District's graduated seniors as reported by the National Student Clearinghouse. In addition, the UC A-G completion rates should increase at all school sites.



By the end of this school year, all district 9th and 12th grade students will have gone through a computer class in COIN3 (with the exception of one school whose computer lab broke down), and three of our schools will have trained all their students (9-12) in this program. At this point in the school year (January, 2009), three of our schools have completed their Post Secondary Planning meetings with all their seniors, and as a district, we are at a 68 % completion rate and will be at 100% by the end of the school year. This is a dynamic result for our students, their parents, and our counseling staffs.

The conversations between counselors and seniors have changed and seniors are no longer being allowed to choose 'undecided'; they are being held more accountable for their future. Even in the conversations outside the senior post secondary planning meetings, counselors have found that they are not allowing a student to leave without discussing something about what the future holds for that student. Students are beginning to feel a difference, counselors are beginning to notice a

I am excited about the recent move for every student in our district to have a Post Secondary Plan and to have solid plans for their future. This is a critical piece to a comprehensive education and a motivating high school experience. Every student deserves this vision and hope for the future.

ROB GORNEY
MONTE VISTA HIGH SCHOOL
TEACHER



change in themselves and their role in education, and parents are feeling good about the non-negotiable choice that their son/daughter must find/endure/consider/choose/get excited/enroll/and take a step toward a better life after high school. The current juniors are already feeling that they have to make a decision next year and 'undecided' will not be tolerated.

The PSP committee has begun to create and formalize a survey to be given to senior parents regarding their experience with COIN3, their formal meeting with the counselor and about the post secondary planning experience. Survey instruments include, but are not limited to access to parents through parent portal, school websites, and hard copy available in the office. Surveys will be available in our three most necessary languages. Currently the informal feedback from parents is excitement, appreciation, information, surprise, and encouraged about options available to their child.

WHERE ARE WE GOING?

In a world where no child is left behind, we have partnered with our Special Education Department to make sure these students get a PSP along with their ITP, Individual Transition Plan. These plans should mirror each other and the SPED department and counselors are working on making sure they have access to student information. WISER, the SAI/Special Education Information System, will be able to be read by all counselors by the next school year.

With the integration of our student information system, NeXsis, the IGP, PSP, Career Cluster Survey, and Senior Checklist documents will all be integrated into our student system so that they will be more accessible and workable for students, parents, and counselors. As it is, we have aligned the documents for all school sites, and now we are infusing the technology to make it more user-friendly to each constituent. Soon, parents will get letters home automatically generated

when students show interest in a post secondary plan, and another letter when accepted to a post secondary school. We are working toward systemic change on a large scale.

The lessons at the 9th and 12th grade levels will continue, and we are still moving toward our vision of getting COIN3 lessons to our 8th grade students so that we can properly place them in the right pathway/school so that desire meets relevance meets education meets post secondary success. That conversation starts January 29th at the East Region School Counselor Collaboration Meeting and will grow from there. However, we have a long term plan, and we have steps to get where we need to go, and I guarantee, we are on our way to being the best College Going District in the nation, and that's because of our counselors and the commitment they have to their counseling standard of working toward post-secondary success.

SPARC AND ARC

For the first time ever in the history of our District every school intends to submit a Support Personnel Accountability Report Card (SPARC) to the State. The SPARC is a continuous improvement document that gives a school's counseling program and student support team an opportunity to demonstrate effective communication and a commitment to getting results. In addition, as a District, we plan on submitting an Action Research Commendation (ARC). Because of the Action Research Initiative partnership with USD the effectiveness of COIN3 we will have quantitative data to support and improve our ongoing efforts towards Post Secondary Planning.

GOT PLANS?

At the 2008 Got Plans? Event at Cuyamaca College, we had over 120 vendors from colleges

to trade schools to financial aid presentations. The best part of the event was that we had between 5,000 and 7,000 participants who found information and gained knowledge about schools and the military to help them make choices for their future. Next year, we plan to be back at Cuyamaca, and then we would like to move the event to Grossmont College.

UCSD CHANCELLOR PROGRAM

Marye Anne Fox, Chancellor of UCSD is teaming with the Grossmont Union High School District and Superintendent Bob Collins to participate in An Evening with UC San Diego, featuring UCSD leaders and GUHSD sophomore students who have a 3.3 GPA or higher and their parents or guardians. The event will be February 2, 2009 at 6:00 p.m. at West Hills High School in the gym, and its focus is to encourage local, high achieving students to consider a world renowned, top-ranked education in our own back yard. We will be partnering with Cal-SOAP to put on this exciting event.

COLLEGE AND CAREER CENTERS

The hope for all involved in our efforts to truly give the best service to our students and our families is to give a full curriculum and education in a high school college and career center where the environment is focused on the future yet tied to the relevance of the reality of the high school education. As we unfold proposition H and U, we will see counselors finding themselves slowing being planted in professional environments allowing them to do the work they already do, but with the resources, classrooms, computer labs, and other technologies to make what they do currently quicker, more efficient, and able to reach more families in more effective ways.

The FitnessGram test articulates the state standards for students' need for physical activity. In addition, it allows all PE departments to be aligned in their preparation for fitness testing from day one. Now that students have to pass five out of the six tests, it has more meaning across the board, and we have found that it is taken more seriously.

MELISSA ODOM
WEST HILLS HIGH SCHOOL
PE TEACHER



FITNESSGRAM UPDATE

Implementation of the FitnessGram has allowed all 9th grade Physical Education teachers the ability to provide a common end of course assessment that is in alignment with our district work with PLC's. All our teachers are focused on raising the standards for our students with the recent adoption of the California State Standards in Physical Education in January, 2005. And, because the test is so explicit with the way students are tested statewide, there is little variation in how students are taught, given formative assessments throughout the school year, and re-taught in the six areas of the test.

Because of some miscommunication from SDCOE our first year of implementation, our district did not allow students to make-up any portion of the FitnessGram if the student did not pass, and we did what we thought was correct under the law; we re-enrolled all (now) 10th grade students into PE so that they would have the opportunity to pass this important test. However, with new knowledge, new passion, new information, and a new will, we now know that when a 9th grade student does not pass, he/she has the opportunity to make-up only the portions he/she did not pass and may do so over the summer. This information was vital to the way we will run summer school for PE students. With these new plans we suspect we will see dramatic increases in our FitnessGram scores.

This year, we are sending at least 16 teachers to a Fitness Calibration Conference on January 29th to further strengthen our accuracy in how we test and maintain standards to alleviate any deviation from teacher to teacher and school to school. Teachers will review biomechanical principles from the PE standards, identify instructional strategies to make biomechanics practical and exciting for students, review physiology of exercise principles from the standards, and identify the fitness testing procedures and best practices. The future plan is to hold our own FitnessGram Workshop for all our teachers and have our teachers teach each other.

The District is looking to get more involved in the Governor's Challenge, a contest among students in K-12 that challenges California students, parents, and teachers to become more active, healthy, and fit. The challenge itself involves being active 30 to 60 minutes a day at least three days a week for a month. Schools participating can vie for prizes including one of three \$100,000 fitness centers, and every student may qualify for an individual incentive or reward.

We also have a board policy (5030) for Wellness. This involves the federal Child Nutrition and WIC Reauthorization Act of 2004 and includes a provision requiring all school districts participating in any federally funded child nutrition program to establish a locally developed school wellness policy. We are currently in the process of rewriting our wellness policy including the involvement of our REMS grant coordinator, our Director of Curriculum for PE, and our Director of Food Services. As always, this is a dynamic document that is fluid and changing as the times change.

Employee Wellness Initiative

The Employee Wellness Initiative is being implemented in four phases. The first phase began in 2008 by conducting an employee wellness survey, analyzing the survey results and sharing with Cabinet and the Benefits Committee.

Employees that were interested in serving on the Employee Wellness Committee were contacted and surveyed. A monthly wellness newsletter has been sent to all employees on a variety of wellness topics (i.e. laughter, stress, depression, sun safety and developing a positive attitude).

The annual health fair was held in August 2008 and was received very well by employees. At the health fair, health screenings were available to participants along with exercise vendors and our health vendors who distributed information on their wellness programs.

Phase two will consist of hosting monthly Employee Wellness Committee meetings and review of additional wellness programs and/or activities that the committee will implement by April 2009.

For More Information:
Debbie Schroeder
Benefits Specialist

Business Engagement: Growing and Thriving School Business Partnerships

School business partnerships profoundly link the business and education communities, which are working jointly to make East County a better place to live, work and play. In today's world, it's imperative that our students realize the connection of their education to their future, whatever that may be-college or other post-secondary training, the military, the trades, or other careers.

The Grossmont Union High School District is proud to collaborate with many industry partners in East County including banks, construction companies, medical facilities, small business owners, restaurants, theatre groups, and more. As a result, GUHSD students are exposed to the inner workings of business while using hands-on learning techniques and secure vital preparation for future jobs. It's an excellent forum for business professionals to interact with young people and to make a positive difference in our community.

The San Diego East County Chamber of Commerce has been instrumental in helping to develop our school business partnerships. Not only does the Chamber work with the students in the classroom with hands-on projects and support, it also helps students develop their business ethics through an annual Ethics in Business seminar where students discuss ethical issues in the workplace.

With the successful passage of Proposition U in 2008, industry leaders will be invited to assist the District with the development and

“By partnering with the GUHSD, regional business advocacy organizations such as the San Diego East County Chamber of Commerce and the East County Economic Development Council have had a great deal of success in building a stream of graduates who have been trained in important business soft skills, and who have specific job and industry skills defined by the CTE Pathways. We couldn't be more pleased with our partnership with the GUHSD.”

DOUGLAS S. DEANE, P.E.
CHAIR, BUSINESS EDUCATION COMMITTEE,
SAN DIEGO EAST COUNTY CHAMBER OF COMMERCE

How Will We Know We've Succeeded?

The success and impact of the business engagement program will be measured by the progress on the development of 30 Career Tech Education (CTE) pathways that are linked to industry sectors.



implementation of 30 new Career Technical Education (CTE) Pathways in all of our comprehensive high schools. These expanded partnerships will provide students with the opportunity to learn from successful businesses and industry pros in a meaningful way. GUHSD will be looking for industry sponsors for the CTE sector pathways as they develop. This is another way for our partners to help GUHSD students.

We are so appreciative of the existing school business partnerships within our schools and look forward to expanding them. Our students and staff benefit in many ways from these growing and thriving quality partnerships.

For More Information:
Catherine Martin
Director,
Public Affairs & Fund Raising

Building a New Grossmont School District

CONNECTING CONSTRUCTION TO INSTRUCTION

With the passage of Proposition U, the District was provided with the rare opportunity to forecast the future of education, decide how teaching and learning will be accomplished, and build the facilities now to support the future educational needs.

In order to define the educational programs of the future, a multi-discipline team of educators, administrators, planners and technical support will be formed. These teams will establish the learning pathways and specialized curriculum and develop “educational specifications” that define the facilities needed to support this new vision.

We anticipate that these educational specifications will cover not only the core curriculum of math, English, history and science but will also outline criteria for the future for Career Technical Education, Performing Arts and Learning Center facilities. In addition, educational specifications will be developed for the new 2000 student high school in the Alpine-Blossom Valley area (and will be implemented for 800 students during the first phase.)

We expect the educational specifications to be completed in phases between April and June 2009.

CONSTRUCTION PROGRAM STATUS

Proposition H has already completed infrastructure upgrades at 9 schools and modernized 224 classrooms on 7 campuses. Currently construction is underway on new, state-of-the-art science classroom/lab buildings on 8 campuses and design will start shortly on Phase 3B-R for additional classroom modernizations on 9 campuses.

The first phase of Proposition U funding will be available in April 2009 and design will begin on a variety of projects including, Career Technical Education Facilities, Multi-Purpose Facilities,

standard classroom modernizations and new high school (first phase) to include site work and facilities for 800 students. It is anticipated that bonds will be sold at 2 year intervals with the last sale in 2017. Construction for each phase will be completed approximately one year after each bond sale.

We expect to use the newly developed educational specifications as the programming directive for the last phase of Proposition H (Phase 3B-R) and for all phases of Proposition U to tie the District’s educational directives to facility construction.

CONNECTING CONSTRUCTION TO THE COMMUNITY

To have an effective construction program there needs to continue to be a strong tie to the public in general and the community who supported both bond measures.

To accomplish this we will maintain a robust reporting effort with 3 main goals:

1. To insure the CBOC has relevant and timely information available in order to perform their oversight and community information duties.
2. To insure that we continue the successful and active outreach program to encourage East County and San Diego County contractors to bid our work. (Phase 2B has over 55% of the work awarded to East County contractors.) This outreach involves advance notice to our contracting community of upcoming work and frequent attendance at professional societies and other organizations to promote our work. It also involves bidding strategies and approaches that create those opportunities.
3. To insure the public at large and the school community can track construction progress in an easy and open manner via monthly reports to the board and CBOC and posted on the District’s web site.

For More Information:
Scott Patterson
Deputy Superintendent,
Business Services

It is also vitally important that each school community be involved in the design of new facilities and how they will be incorporated into the learning programs at their sites. The new high school in the Alpine/Blossom Valley area will be a shining example of this collaboration.

NEW DISTRICT OFFICE

The District's antiquated office needs major work to modernize the facility, bring it up to current building code standards, including the Americans with Disabilities Act requirements, and make it a more functional space. We have completed a preliminary plan for renovating the current District Offices and "Old Main". The estimated construction cost for this work is well above the available funding resources so a funding plan and phasing plan will need to be established before any action can be taken on this project. Once funding is identified, the design and construction will take about 2 years to complete. If funding for the entire project can't be readily secured in the near term, it may have to be de-scoped or broken down into phases.

The reconstruction of the District Office will present a wonderful opportunity to review and reorganize the central office functions and match the physical structure to the organizational structure.

PROGRAM AND OVERSIGHT IMPROVEMENTS

Beginning in mid 2006, the District embarked on an initiative to greatly improve program management, organization, and oversight of the Proposition H facilities modernization program. Including the hiring of a new, experienced Executive Director, the engagement of a professional program management firm, internal re-organizations focusing on customer service and communication, and the expansion of the

Citizens' Bond Oversight Committee and creation of specialty subcommittees, the improvements have put the program on a solid foundation with a forward moving orientation. They also set the stage for the successful passage of Proposition U in November 2008 and may position the District for petition to the San Diego County Taxpayers' Association for recognition of the turnaround in management and oversight of taxpayer dollars.