



GROSSMONT HIGH SCHOOL 2010

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<http://grossmont.guhisd.net/>



Support Personnel Accountability Report Card

A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles County Office of Education

PRINCIPAL'S MESSAGE – Theresa Kemper

To ensure that our students achieve their academic and personal potential, Grossmont High School's Student Support Personnel Team (SSPT) strives hard to create a **safe community** that fosters academic success and personal responsibility, provides diverse opportunities, and develops students' interests and abilities. **We completely support the implementation of the National Standards for School Counseling and we have incorporated the SPARC into the Single Site Plan for Student Achievement (SPSA) and Expected School-wide Learning Results (ESLR).** In alignment with the standards, our SSPT plays an **integral and vital role** in employing effective strategies to help students become more successful in academic development, career development, and personal/social development. **In May 2009, Grossmont High School received the California Distinguished Schools Award.** We are committed to continuing our efforts as an outstanding high school that helps students prepare to choose from a wide range of post-secondary options, who have acquired skills to investigate the world of work, to make informed career decisions, and who have developed attitudes and interpersonal skills to help them respect self and others. **Last year, we were successful in closing the achievement gap by increasing the passing rates of our Special Education and English Learner subgroups on the California High School Exit Exam (CAHSEE). We also successfully implemented the Superintendent's new initiative to ensure that every student graduates with a Post-Secondary Plan (PSP).** Both of these accomplishments are explained in detail in the Student Results section of the SPARC. **This year, our school's focus for improvement is to increase the overall CAHSEE passing rate for tenth graders on the March 2010 exam administration. We will also continue to evaluate and improve upon our implementation of the PSP Initiative.**



STUDENT SUPPORT PERSONNEL TEAM

Students at GHS are served by a comprehensive and cohesive Student Support Personnel Team (SSPT) dedicated to the implementation of the National Standards for School Counseling. **This team, in collaboration with other educators, has designed, coordinated, implemented and evaluated an equitable student support system for all students.**

Education: All certificated team members hold appropriate credentials-which meet No Child Left Behind (NCLB) guidelines for highly qualified staff. Administrators hold Administrative and Teaching Credentials as well as Master's Degrees. The School Psychologist and Counselors all hold Pupil Personnel Services (PPS) Credentials & Master's Degrees in Educational Counseling. Three of our counselors hold teaching credentials as well.

Professional Organizations: Many certificated members belong to a variety of professional organizations including the National Association of Secondary School Principals and the American School Counseling Association (ASCA).

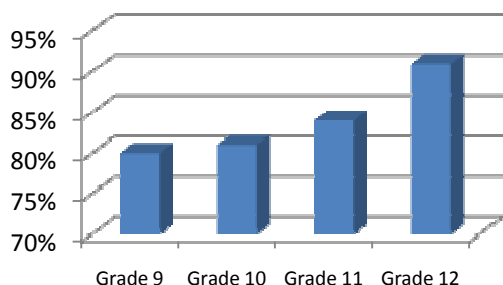
CERTIFICATED STAFF / EDUCATION	EXPERIENCE
1 Principal (MA)	21 years
3 Assistant Principals (MA)	54 years
7 Counselors (MS)	76 years
1 School Psychologist (MA)	13 years
1 Speech & Hearing Therapist (MA)	12 years
CLASSIFIED STAFF	EXPERIENCE
2 Academic Advisors	12 years
1 LVN – Site Nurse	37 years
COMMUNITY SUPPORT	EXPERIENCE
1 Resource Officer	5 years

SCHOOL CLIMATE & SAFETY

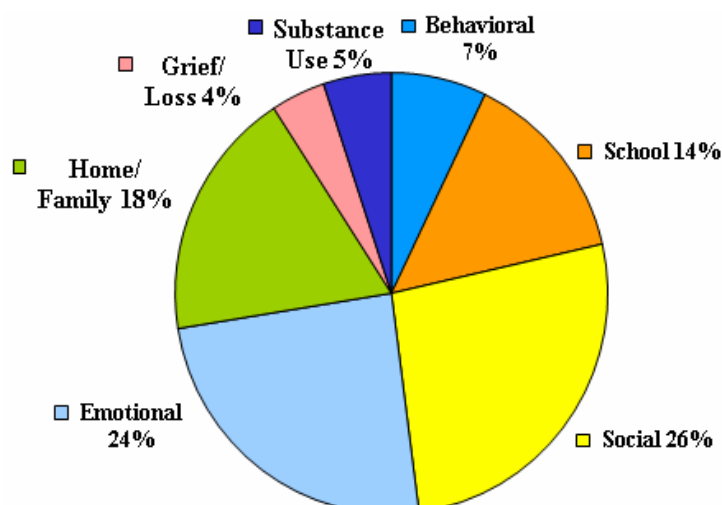
At GHS, students achieve academic success and benefit socially when they feel safe and cared for at school. **The SSPT plays an integral role in the development and completion of an updated School Safety Plan that has been reviewed by the School Safety Committee and adopted by the Grossmont Union High School District Board of Education. The SSPT is committed to providing a safe and secure environment for all students by offering resources and services on and off campus.** The Grossmont Resource Center (GRC) is a collaborative effort between the community and the school to provide direct services on campus that increase the opportunity for students to achieve academic, social and personal success. Students may be referred to the GRC by a counselor or another staff member, by their parent or they may seek support on their own. **During the 2008-2009 school year, the GRC received 542 referrals regarding 377 students and 81% of these students were connected with services beyond an initial session with the GRC Counselor.** The GRC is a place where parents, students and staff can obtain information, resources, counseling or therapy to address a variety of problems. **The graph below shows the break-down of presenting issues for last year.** The California Distinguished Schools Visiting Committee recognized the GRC as one of our Signature Practices, noting that it has gone beyond its original purpose to become a hub of activity for students, staff and parents. The climate of the school is positive and new programs and interventions are being implemented to help students become more successful. **The following support team programs help facilitate student-to-school connectedness and enhance a positive school climate and safety: Camp LEAD (Leadership for Equity and Access District-wide), Friday Night Live, Human Relations Day, Individual Counseling, Peer Listeners, Peer Mediation, Red Ribbon Week, the Student Tutoring and Mentoring Program (STAMP), and Support Groups focusing on a variety of concerns, such as grief, self-esteem, healthy relationships, anger management, and more.**

Campus Safety

In the past 12 months, I have never been afraid of being beaten up on school property (CA Healthy Kids Survey 2009).



Presenting Issues to the GRC 2008-2009



STUDENT RESULTS

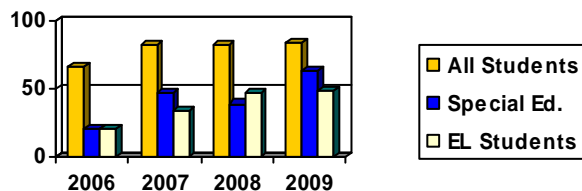
Student results are a vital component of the accountability system for our program. They are based on the goals and student competencies adopted from the National Standards for School Counseling Programs. In order to better serve the whole student, the SSPT has made a strong commitment to the collection and analysis of student data. This information is important for evaluating progress, implementing new programs, making changes to existing programs and deleting ineffective programs.

Academic Domain, Standard A: *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.*

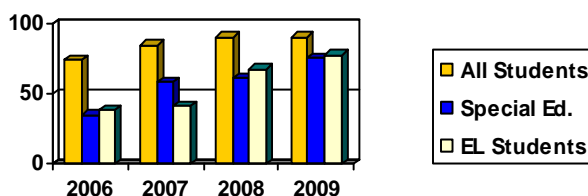
CAHSEE Scores

Our SSPT has made every effort to increase student achievement on state standardized testing as it is a priority at Grossmont High School. One of our continuing goals is to increase the number of students passing the California High School Exit Exam (CAHSEE). To achieve this goal, the SSPT, along with our Math and English departments, has implemented a Math and English intervention placement strategy to offer support courses. Based on Math and English standardized achievement test scores and teacher recommendations each year, students are individually counseled and scheduled into the appropriate support courses to supplement their regular English and Math curriculum. Students with disabilities and English Learners have specific counselors assigned to them with expertise in that area. This provides more individual attention to these students and improves collaboration between the SSPT and teachers. The number of 10th graders passing the CAHSEE increased dramatically from 2006 to 2007 and has continued to improve steadily since that time. This year, we improved the number of students passing the English portion from 82% to 84% and maintained 91% passing the math portion. **However, our most notable improvement this year was for our Special Education students who increased from 39% to 63% passing the English portion and from 61% to 76% passing the mathematics portion. Our English Learners also increased from 47% to 49% passing the English portion and from 68% to 78% passing the math portion.**

Percent of GHS 10th Graders Passing CAHSEE - English



Percent of GHS 10th Graders Passing CAHSEE - Math

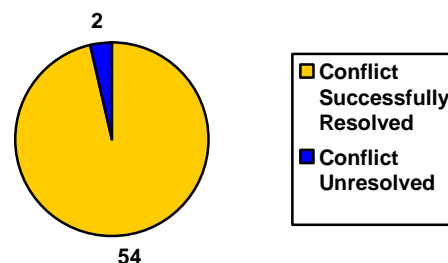


Personal/Social Domain, Standard B: *Students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.*

Peer Mediation Program

Grossmont High School has a very a successful Peer Mediation program, overseen by the guidance department. Peer mediators go through a very selective interview process and an intensive training program. Peer mediators facilitate a process of conflict resolution, upon request of a student, teacher, counselor, or assistant principal. During the mediation, both students in the dispute are given an opportunity to voice their concerns and feelings without fear of the situation escalating or becoming violent. The students involved in the dispute come together and make a plan of how to resolve the problem, signing a contract agreeing to these decisions. This process is very successful in teaching students to resolve their conflicts in a non-violent manner. **During the 2008-2009 school year, Peer Mediators facilitated 56 mediations, resulting in 54 resolved conflicts, meaning the students were able to reach a signed agreement. Only two conflicts could not be resolved at that time.**

Peer Mediations 2008-2009

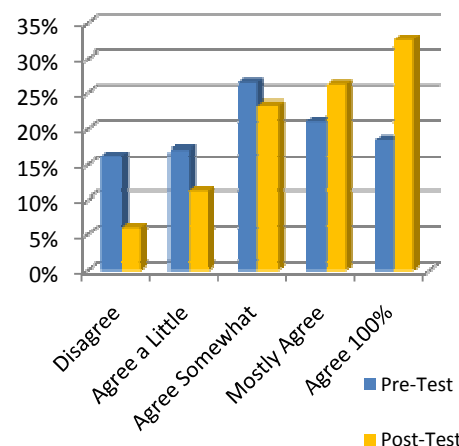


Career Domain, Standard C: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

Classroom Guidance Lessons

Grossmont counselors conduct lessons at each grade level, with the goal that every student will graduate from Grossmont High School with a Post-Secondary Plan (PSP). Beginning in ninth grade, students are introduced to the COIN3 Career Guidance System as well as graduation and college entrance requirements. The chart at the right shows an example of improvement in career skills as a result of tenth grade lessons, which encourage hands-on learning utilizing the COIN3 and California Career Zone websites. **After the lesson, 93% of tenth graders were able to independently access career and college information, compared with 83% before the lesson.** The lessons continue each year, with additional workshops for students and parents, focusing on specific topics such as standardized testing, college applications and financial aide. Counselors are available by appointment for individual conferences with students and parents. College and Career Success, a Cuyamaca Community College course is offered on campus, which students may take for elective credit. SSPT members from schools across the district collaborate to provide "Got Plans?" a large district-wide career and college night during October of each year. These activities culminate during senior year, when students develop a written PSP, which is shared with parents. **During the 2008-2009 school year, the first year of implementation, 92% of Seniors completed a PSP.**

I can independently access career/college information using COIN3.



COMMUNITY PARTNERSHIPS/RESOURCES

Partnership between community and school is vital to the development and success of our student population. Parents and students are invited to contribute to our school through the Parent Teacher Student Association (PTSA) and by volunteering their time in areas such as registration, parent nights, sporting events and fund raising efforts.

Personal/Social Domain: Grossmont Resource Center (GRC) partners with community agencies to provide direct services on campus as well as referrals for community services. By addressing personal/social issues, this allows students the ability to become ready to learn. Partners include East County Outpatient Program, Jewish Family Services, Marriage and Family Therapy (MFT) Interns, Neighborhood Healthcare, California School-Age Families Education (CalSAFE), San Diego Adolescent Pregnancy and Parenting Program (SANDAPP), the San Diego Mediation Center, San Diego Center for Children, and San Diego Youth Services (SDYS).

Academic Domain: Developing partnerships with local colleges and organizations helps students achieve academic success and meet necessary college requirements. Partners include the California Student Opportunity and Access Program (Cal-SOAP), Grossmont-Cuyamaca Community College District, Revolution Prep test preparation, and representatives from numerous universities.

Career Domain: Counselors partner with community agencies to prepare students for vocational goals. Partners include the COIN3 Career Guidance System, East County Career Center, East County Regional Occupational Program (ROP), Grossmont-Cuyamaca Community College District and Mission Federal Credit Union.

For more information please contact Noel McMahon, Director of the GRC, at 619-668-6049 or nmcMahon@guhsd.net.