

Grossmont High School Foothiller PRIDE News release Statement LINK for CA Distinguished School.

Grossmont High School Narrative Response for the CA Distinguished School Application for 2019:

Grossmont High School's Social Emotional Learning (SEL) program called Foothiller PRIDE was put in place to support the needs of our students through student leadership and voice, PBIS, school-wide behavior expectations, the Yale emotional RULER approach, and the Grossmont Resource Center. Our Foothiller PRIDE (an acronym that stands for: Prepared, Respectful, Involved, Disciplined, Empathetic) program is a proven educational enrichment program which seeks to increase achievement by inspiring students, exciting them about their academic experience, and strengthening their emotional well-being. PRIDE promotes this phenomenon through the partnership of all stakeholders--students, teachers, administrators, parents, and community members--expanding the stature of educators to the highest position of importance in a community--literally redefining the school experience as one which provides a guarantee for all stakeholders involved. The PRIDE class is taught by two teachers and is designed for students who have demonstrated outstanding potential for leadership. During the course, students experience a number of responsibilities and projects that relate to implementing the PRIDE program on campus. **The PRIDE program seeks to enhance the students' experiences at GHS by providing recognition and rewards for meeting school expectations. PRIDE provides the opportunity for all stakeholders to address the particular needs of our school and create a program that supports those needs through celebrations, rituals, traditions, and emotional learning. **PRIDE seeks to embrace a broad and deep notion of honoring all stakeholders for their parts in creating a culture of academics, achievement, and support revolving around student success.****

To better support social and emotional learning, we have **established behavioral interventions and supports that help to develop a school culture centered on academic success.** Prescriptive and punitive discipline that does not take into account positive support systems for students has not been effective in changing problem behaviors. **Continual teaching of appropriate behaviors, combined with acknowledgement of positive student behaviors, has reduced disciplinary problems on campus and has promoted a climate of greater productivity, safety, and learning.** At Grossmont High School, Cafe-S (Cafeteria + Support) is essentially a time out reflection room that provides an immediate consequence combined with a

reflection on problem behaviors. As an alternative intervention to detention or a referral, students can be sent to Cafe-S by a teacher to reflect on their behavior. They are asked to fill out a form on their Chromebooks that focuses on Foothiller PRIDE. Students are then seen by an adult to go over their answers with them and discuss their behavior. (Cafe-S Form) For more serious behaviors, suspensions (students sent home) and other exclusionary practices are mostly ineffective in reducing discipline problems. In an attempt to keep students at school and educate, but still temporarily remove them from the classroom, we have in-school interventions as well as district-wide programs. Students can be sent to Intervention (in the cafeteria) by assistant principals for several class periods up to a day. During that time, students are asked to do Intervention work. These are PRIDE lessons that have been modified to fit the Intervention room setting. Here are some examples of Intervention Lessons: PRIDE Intervention Lesson #1 and PRIDE Intervention Lesson #2

Grossmont High School has sought to go beyond prescribed programs that deal only with behaviors and dive into meaningful methods that address the mental health and wellness of both students and staff. The Social Emotional Learning (SEL) component of the Foothiller PRIDE program has adopted **the RULER program from the Yale Center of Emotional Intelligence.** Grossmont realized the need to support the mental and emotional health of the entire student body. Emotional and mental health are crucial elements in students' abilities to access their education. **Knowing the importance of supporting the whole student, Grossmont High School sought out the best in emotional intelligence--the Yale Center for Emotional Intelligence.** Grossmont's SEL program is a campus-wide initiative aimed at educating and enhancing both staffs' and students' emotional intelligence. **The main elements of our SEL program are the Yale RULER lessons taught by teachers in students' second period classes on Fridays.** The lessons focus on Recognizing Emotions, Understanding Emotions, Labeling Emotions, Expressing Emotions, and Regulating Emotions. The goal is that through this designated time, students will improve in their emotional intelligence and gain confidence that will cross over to their academics, which will then result in overall whole student improvement.

Grossmont also teams with Facebook as Facebook has collaborated with the Yale Center for Emotional Intelligence to create InspirED. Grossmont has twice sent both staff and students to Facebook Headquarters to the Youth Engagement & Leadership Lab (YELL) events. These events have inspired and encouraged student voice for the common good. Students identify a need on campus, create an action plan, and implement action to improve school culture. **The relationships forged among Facebook, Yale, and Grossmont led to a YELL event being hosted at Grossmont**

High School. Schools from around the district—including Grossmont--sent approximately 100 students to participate. This event continued to harness and develop student voice for positive change.

Positive rewards and recognitions are a fundamental aspect of Foothiller PRIDE.

Grossmont has made a decision to focus on the positive aspects of student life and to celebrate student accomplishments. Therefore, the staff collaborated to create a series of expectations related to attendance, academics, and behavior. If a student meets the expectations, they will be recognized and rewarded through certificates, assemblies, GHS swag, classroom perks, and other methods. **There are three levels students can achieve labeled blue, gold, and silver. Each is a different level of accomplishment, yet all three qualify students for the rewards and recognitions, including a special assembly twice a year.** Students are notified via both school emails and class visits when they have reached a PRIDE level. This system of reinforcing positive behavior and rewarding the meeting of expectations has created a drive for improvement within the student body. [Foothiller PRIDE Levels](#)

Another major component of our Foothiller PRIDE and SEL support is our

Grossmont Resource Center (GRC). The GRC is a place where students can come when they need support. It reaches out to meet all needs--including personal and social--of our students and their families. The GRC is a collaborative effort between the community and the school to provide direct services on campus that enhance the opportunity for students to achieve academic, social, and personal success. These services include everything from individual counseling to the access of community resources. Through these support services, any student and/or parent can access and utilize these resources. **The overarching goal of the GRC is to ensure a safe campus by meeting the social, emotional, and psychological needs of our students.** Additionally, our Peer Listener program supports the GRC and is comprised of compassionate students who care about others. Peer Listeners are seniors who have been trained to help other students with conflict resolution. If any staff, student, or administrator sees a conflict, they can request a mediation for the students involved in the conflict. **The Peer Listeners go over norms, give each student the opportunity to share their issues, and then help them to move to conflict resolution.** All students involved sign a contract agreeing to terms that will help them remain conflict free. [Mediation Contract](#) Each year we also offer a full day of activities for all 10th graders to connect and unite called Unity Days. They have become a tradition on our campus. Most students comment feeling more connected and inspired to be kind to others after their experience. Each year we train student leaders to refer students they hear of experiencing potential risk(s) to themselves and/or others. This could range from

suicide ideation, past suicide attempts, and abuse, to bullying. These concerns are referred and assessed by the counseling team. With over 500 students who participated this year, we received 35 referrals from concerned students.

In addition, a rapid change in Grossmont High School's demographics and in students' emotional needs precipitated an honest self-reflection as to how to best address supporting our students' academic success and their social and emotional well being. Our students come from a diverse social and economic culture that includes 41.17% White (non-Hispanic); 39.11% Hispanic or Latino; and 6.29% African American; with the remaining 13.43% dispersed among Asian, Filipino, American Indian, Pacific Islander, and Middle Easterner. Over the past 19 years, the ethnic diversity has changed greatly; the white population decreased from 80% in 1993-94 to 44% in 2015-16. Although not represented in the State's demographic data, the Arabic-speaking population from the Middle East has increased significantly in the past few years. Most of our new English Learners now speak Arabic or Chaldean instead of Spanish. Because of these changes, Grossmont High School started receiving Title I funds as part of the school-wide program for the 2016-17 school year with 53% of our students qualifying for that support.

Grossmont is committed to ensuring all students graduate from high school prepared to transition to a variety of post-secondary opportunities. In order to fulfill our mission, Grossmont's faculty and staff have directed their comprehensive efforts to address the academic and social/emotional needs of students. Prior educational interventions in previous school years that consisted of after-school tutorials, credit recovery programs, 9th grade articulation, and professional learning communities were effective in increasing student achievement, but many were discontinued due to budget cuts. We had to explore other means to assist these students to achieve their best. While the professional learning communities and credit recovery programs remain, it was acknowledged that not all of our student population was being supported at our school. We realized we needed to find a way to help all of our students find academic success, and we needed to reach a higher level of understanding their social and emotional needs.

2. Implementation & Monitoring of the Model

Our Foothiller PRIDE program was developed over several years and **is in support of our LCAP goals.** Specifically, these LCAP goals: **Goal #2** Ensure emotional support and physical safety for students and staff in order to promote school connectedness and a positive school culture that invites parent and community input and participation, and **Goal #3** Ensure college and career readiness for all students through increased student

achievement, with specific focus on students who are low income, English learners, and foster and homeless youth. **Our program also supports the California Department of Education Priorities.** Specifically, these priorities: **Priority 5 Pupil Engagement (Engagement):** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. Also, **Priority 6 School Climate (Engagement):** Pupil suspension rates; pupil expulsion rates; other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. Grossmont High School communicates its school-wide vision and learning goals through the Single Plan for Student Achievement (SPSA) which is approved by the School Site Council. Input for the SPSA comes from a variety of stakeholders, including Department Chair Council, Student Summit, and WASC focus groups.

The Foothiller PRIDE program has shown results of an effectively implemented and maintained PBIS presence on a school campus. Research directly links students' perceptions about the importance of the subjects they study to the level at which they achieve in such content areas. Simply stated, students achieve more when they are enthusiastic about their studies. Through the presence of PRIDE on a school campus changing perceptions about the academic environment, student achievement is raised, attendance rates improve, D & F rates decline, and dropout rates decrease. The benefits do not end there. **As teachers become more impassioned about being part of the school community, parents become more actively involved and the community becomes more deeply aligned to the goals and aims of the school--all to ensure the success of our students.**

The GRC has been so successful in supporting our efforts to create a school climate and culture where teachers, counselors, administrators, students, and parents make referrals for student support services. It is obvious that when students feel safe and supported, they are more likely to be successful academically and personally. To that end, at the beginning of each school year, all staff at Grossmont receive training on the process of referring students to the GRC, a list of services offered, and a flow chart for crisis intervention procedures. **We currently have partnered with three community agencies providing direct therapeutic services: San Diego Youth Services, Center for Children, and Mending Matters.** We house two Marriage and Family Therapists interns and one MFT practicum student who provide individual and family counseling to students on site. **In addition, we are partnered with a community agency to assist in Medi-Cal enrollment and two agencies providing mentoring and case management to our teen parent population. We also have working partnerships with Elizabeth Hospice and**

Upward Bound. The GRC's daily operations are coordinated by a director/counselor. Our counseling team receives all referrals, assesses the students, makes the appropriate referrals, and monitors ongoing services within the center. Students and parents are welcome to come to the GRC at any time to meet with the director to talk about personal issues. The director is responsible for coordinating community resources, integrating services within the school, acting as point person for student needs, coordinating crisis intervention, training school staff, accommodating parent outreach, and building the capacity to sustain resources. Referrals and case coordination are facilitated through weekly team meetings with the school guidance counselors, academic advisors, and all community service providers. Individual counseling services are provided by contracted MFTs and interns at no cost to the families. Sessions are offered on-site to ensure the follow-through of recommended services. All referrals are documented and entered into a data system. Teachers and other staff making referrals receive feedback as to the status of their referrals. Administrators are kept updated on students receiving services in the GRC, especially any suicidal ideation.

3. Results of the Model/Pupil Outcomes

The results for Grossmont High School over the past three years from the California Healthy Kids Survey–School Climate Report Card show that our SEL efforts are making a difference on campus. Our school climate index has increased over the past three years with a score of 343 in 2017, 332 in 2018, and 356 in 2019, with a SCI Similar Schools Percentile of 90. Our greatest gain over the last three years is in our overall low violence and substance abuse score which increased from 313 to 370. A very important indicator on the CHKS climate report card that shows student wellness is the low physical/emotional violence victimization and low harassment and bullying categories. Grossmont raised our scores significantly in both areas: 306 to 370 in low physical/emotional violence victimization, and 310 to 369 in low harassment and bullying categories. Another indicator of a successful SEL program is improved student attendance. We have also recognized an improved suspension rate for GHS in the last three years compared to the previous 10 years--down from 13% in 2014-15 to an average of 4% the last three years starting in 2015-16. Grossmont's expulsion rate has also decreased from 1.1% in 2014 and 2015 to 0.4%, 0.5%, and 0.4% in the last three years. Additionally, over the past three years, we have increased our ADA 94.26%, 94.84%, and 96.00% this year. Our district and site enrollment has been in a decline for the past five years. Although our enrollment has declined on average 150 students per year, Grossmont High School has been able to increase the numbers of our students taking honors and AP courses each year. Our numbers of tests have increased each of the last three years. In the 2015-16 school year, we had 282; in 2016-17, we had 316;

and in 2017-18, 318. There is more work to be done, but these results show a consistent increase in student access and success of upper-level courses. Our SBAC scores for the past three years in ELA for students who meet or exceed standards are 65% in 2016, 68% in 2017, and 72% in 2018. We did see an increase this past year with the percentage of students that met or exceeded standards: 35% in 2016, 34% in 2017, and 37% in 2018. While we are proud of these achievements, we will continue to work on growth in all academic areas. Intervention referrals received by staff and counselors submitted to the GRC have increased over time, as well as those connected to therapeutic services. In 2015-16, 83 referrals were received; in 2016-17, 83; and in 2017-18, 111. We currently have 161 referrals with 82 successfully connected thus far with several months remaining in the school year. Our top presenting issues are students struggling with possible depression, family issues, grief/loss, and supplemental academic problems. In response to these needs, we have provided more support groups on campus. Four support groups (Grief, Boys, Girls, General) were offered so far this year with 38 students regularly participating weekly. We will offer three more this coming semester.

Through our collaboration with San Diego Youth Services and the Here Now Program, we have been able to support our students each year as we provide psychoeducation to all 9th and 10th graders on Suicide Prevention. All our students learn the warning signs of suicide and how to get help for themselves and/or others. After the presentation, the students fill out a survey where they can ask for help for themselves or others. These students are flagged and assessed by an SDYS clinician. In 2016, 9% of students were assessed, 8% in 2017, and 13% in 2018 (only 9th grade).

Students helping other students on campus continues to grow with our Peer Listener Program. Each year we grow in sheer number of listenings in the GRC with 76 in 2014-15, 117 in 2015-16, 241 in 2016-17, and 362 in 2017-18. Students also continue to choose alternatives to conflict with mediations in the GRC. Our Peer Listeners completed 51 mediations in 2015-16, 59 in 2016-17, and 45 in 2017-18.

Grossmont High School is committed to the continuous process that is essential to the academic improvement and social emotional learning success of our diverse student population. Our dedicated school community strives to engage all students as active participants in their own learning, whether it is via co-curricular and/or extracurricular programs, clubs, community organizations, or our collective effort to support their desire to accomplish their academic and personal goals. We are proud of our students' efforts, the citizenship they show toward one another, and the valuable lessons they teach our staff as the learning process unfolds.

