



California Department of Education
2015 California Gold Ribbon Schools Program

Middle and High School Application: Part A



Exemplary Education Programs ~ [Optional—additional application(s) required.]

Arts Education [ ] Yes; Career Technical Education [ ] Yes; Physical Activity & Nutrition [ ] Yes

43 69674 6048979
County-District-School (CDS) Code – 14 Digits

San Diego Count
County Name

San Diego Unified School District
District Name

Patrick Henry High School
School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

6702 Wandermere Drive
Mailing Address

San Diego 92120
City and Zip Code

619-286-7700
Area Code and Phone Number Ext.

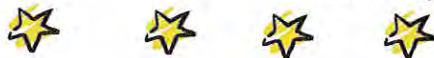
619-229-0370
Area Code and Fax Number

lgillingham@sandi.net
Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Cindy Marten
District Superintendent's Name

cmarten@sandi.
District Superintendent's e-mail



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Elizabeth Gillingham
Principal's Name

Elizabeth Gillingham
Principal's Signature
1/19/15
Date

### School Information

1. Current school enrollment: 2400
2. Which category best describes where your school is located?  
 Urban       Suburban       Rural
3. Does your school receive Title I funding?       Yes       No  
 If yes, indicate type of services:       School-wide       Targeted Assistance
4. What is your school calendar?       Traditional       Year-round       Modified
5. Is your school a charter school?       Yes       No
6. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>4</u>	<u>      </u>
Classroom teachers	<u>72</u>	<u>7</u>
Counselors	<u>5</u>	<u>1</u>
Credentialed librarians	<u>1</u>	<u>      </u>
Nurses	<u>1</u>	<u>      </u>
Psychologists	<u>1</u>	<u>1</u>
Technology/media specialists or technicians	<u>0</u>	<u>2</u>
Paraprofessionals	<u>      </u>	<u>11</u>
Campus resource officers	<u>1</u>	<u>      </u>
Other staff ( <i>specify</i> ) <u>Clerical and Special Ed.</u>	<u>21</u>	<u>1</u>
Total staff	<u>106</u>	<u>17</u>

## Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego

County

San Diego Unified School District

District

Patrick Henry High School

School

6702 Wandermere Drive

Street Address

San Diego 92120

City and Zip Code

Elizabeth Gillingham

Principal

619-286-7700

Area Code and Phone Number

Ext.

San Diego International Airport

Name and Location of the Nearest Airport

Interstate 8

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

*Head northwest on Airport Terminal Road and take the ramp to I-5/Downtown merging onto North Harbor Drive. Turn left onto West Laurel Street. Take the ramp on the left-hand side onto Interstate 5 and merge onto the Interstate 5 freeway north. In .6 miles, take the Interstate 8 East exit toward El Centro. Merge onto Interstate 8 East. In 7.7 miles take the College Avenue exit and keep to the left-hand side, going left on College Avenue. Turn right onto Navajo Road and continue up a hill. You will pass Patrick Henry fields on your right and you will turn right onto Park Ridge Blvd. Go through the stop sign and turn right onto Wandermere Drive. Look for the driveway on your right and follow the ramp down to Patrick Henry High School Parking lot. A parking space will be reserved for you!*



## School Overview

### *Background and Description of Patrick Henry High School*

*Patrick Henry High School (PHHS) has a strong tradition of academics, athletics, innovation, and the arts for a diverse student body providing rich and engaging experience for everyone while supporting students' academic and athletic success. PHHS opened in 1968 on the 57-acre campus which is located within the northeast boundary of the San Diego Unified School District. PHHS is a comprehensive, 4-year high school servicing the San Diego communities of San Carlos, Lake Murray, Del Cerro, Allied Gardens, and a portion of southeastern San Diego that includes Emerald Hills, Encanto, Chollas, Skyline, Oak Park, City Heights, Webster, Alvarado Estates, Grantville, and Paradise Hills. The area surrounding the campus is primarily a middle class community. The student population hovers around 2,400 students every year.*

*PHHS is a high-performing comprehensive high school that has a long history of providing an excellent academic experience for students in every grade. It has been recognized as a California Distinguished School and the Engineering Academy earned a Golden Bell Award from the California School Board Association. In addition, PHHS received a silver medal in the U. S. News and World Report's "2014 America's Best High Schools" and a 6-year accreditation from the Western Association of Schools and Colleges (WASC).*

*PHHS operates on a six-period bell schedule and a traditional 9-month calendar with a modified Monday schedule for Professional Learning Communities (PLSs) and staff meetings. In addition, PHHS offers Periods Zero and 7th to accommodate additional courses of study to support students' academic needs. PHHS is committed to building a strong STEMM (Science, Technology, Engineering, Math, and Music) program. Funding extra classes outside the school day demonstrates this commitment which allows students an opportunity to pick up extra electives while maintaining a strong A-G course of study.*

*PHHS launched one of the first academy programs in the district, the Teaching Academy, preparing students for specific career and college programs. PHHS also has an Engineering Academy to support students' science, engineering, and design interests. Students who participate in ACE Mentoring learn from working professionals highly relevant skills -- so relevant in fact that the new performing arts theater was designed in part by our Ace Mentoring students! Henry offers many avenues for academic challenges through a wide range of Advanced Placement programs, twenty-two in total.*

*Other innovations center around psychology and child development classes, which offer students practical experience at schools in the area with training that prepares them to become teachers. They get college credit, and the option to become certified nursery school teachers.*

*The Henry Cluster Team is a school/community governing board that helps align PHHS with their feeder elementary and middle schools with common curriculum goals and objectives. The focus for the community is to build STEMM activities and alignment. PHHS sponsored a STEMM Day for all five elementary schools (over 500 students) to bring their 5th graders to PHHS to learn student-taught science lessons, and Catalyst for Success, another student-led STEMM activity, that was presented by Henry students to foster interest in science at various elementary schools. PHHS is committed into collaborating and building a community of learners that extends to the entire community. Building a Patriot Family culture supports this commitment and builds excitement for students as they enter their high school years ready to give back if needed to continue the PHHS goal towards helping all students find success.*



California Department of Education  
2015 California Gold Ribbon Schools Program

Middle and High School Application: Part B



Patrick Henry High School

Model Program Summary

1. Name of Model Program:

Climate and Culture: The Key to Building A Safe and Caring Campus

2. How long has this Model Program been in place?

- Less than 2 years
- 2-4 years
- 5-8 years
- 8+ years

3. What is the Target Area? (Choose at least one area.)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (Check all that apply.)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

(Continued on next page)

Patrick Henry High School

- Native Hawaiian or Pacific Islander
- White
- Two or More Races

## Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- English-Language Arts – Students Not Yet Proficient
- English-Language Arts – Advanced Learners
- Mathematics – Students Not Yet Proficient
- Mathematics – Advanced Learners
- Other Core Subject Areas – Students Not Yet Proficient
- Other Core Subject Areas – Advanced Learners
- Other (*specify*)

5. What strategies are used to implement the Model Program? (*Check all that apply.*)

## Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

## 6. Is this model program initiated by your district and implemented district-wide?

Brief answer: Yes, the district has asked every school to develop a warm culture by addressing the following 3 questions in every school's workplan for the year. With each question, schools had to respond how they were implementing the initiative 1.How will you create a social environment worthy of our children? 2.How will you create a physical environment worthy of our children? and 3. How will you strengthen the social environment for faculty and staff?In addition, this supports the District's Vision 2020 in building a quality neighborhood school in every neighborhood.



## Model Program Narrative

### 1. Description of the Model

Building a strong culture at a comprehensive high school is a challenge especially with over 2400 students coming from across the city. PHHS is focused on supporting student's social and emotional growth in a variety of ways so that the classroom environment across the campus is warm and friendly and a quality neighborhood school as described by the District's 2020 Vision plan is available to our community. This effort will support the high-achieving school environment for every student on our campus. To accomplish this goal, PHHS has instituted a variety of programs which has contributed to creating a model program that could be used at any school and has proven to be successful. Closing the achievement gap and helping students connect with the high school environment is the goal and can only be achieved when students recognize that teachers and staff are invested in their achievement and are willing to help when they struggle or need assistance.

Reviewing student data showed that students were struggling in their classes especially at the freshman level with many students earning D's and F's. Teachers participated in staff development using a Total Quality Management tool called "The Five Whys" to discuss the problem and outline solutions. Teacher consensus was that team building and Professional Learning Communities (PLCs) were needed and classroom management concerns were mentioned. At the end of that year, a Modified Monday schedule was developed and presented to parents, staff, and community members to help create time during the school day for teachers to meet in PLC teams to develop common core lessons and discuss student concerns. This model has been going strong for the last two years bringing a team spirit among the teachers and allowing more cross visitation and collaboration to occur in every classroom as PHHS transitioned from State Standards to Common Core Standards.

An all-school assertive discipline plan was introduced which has helped reduce the number of referrals sent to the counseling office. Teachers are expected to meet with their students for non-severe concerns and call their parents in a simple 4-step plan. After they complete their attempts to solve the problem, the counselors and administrative team are brought in to work with the students in a similar 4-step process. The outcome from this model is that very few students are found to be disruptive in class and most students report that they like school and their teachers as everyone operates on a consistent high expectation model.

PHHS teachers were also highly engaged in the idea of building a warm and caring environment. A team of approximately 8 teachers with the principal, presented a program to the staff as they agreed to adopt three "Pillars" to build the community spirit. The Pillars 1) Welcoming 2) Do No Harm and 3) Use Choice Words, were selected to help build an inclusive and trusting environment among staff and students. The team felt that fostering a sense of school pride and a "family feel" for students and staff to use when interacting with each other was the first step towards creating a friendly and positive school atmosphere for all students. Data was collected by the committee prior to the presentation where 75% of the students reported "sometimes" (50%) or "not at all" (25%) to the question, "Does PHHS make you feel like you're a part of a large community?" The first day of school was

designed around the pillars and all students were assigned to a Patriot Period (class sizes of less than 30 students) with Link Leaders (student leaders) to help the teacher facilitate a lesson designed by the teacher team to help build a positive community. A powerpoint lesson was created, materials were prepared and distributed to the teachers, and every classroom followed the plan. The lessons included students creating posters describing what the pillars could do for the school and they were posted in every classroom. This common experience brought the entire PHHS community of teachers and students together working towards a common goal in a positive way.

Another change to help build the PHHS community was shifting to a Restorative Justice Practice discipline plan. The administrative and counseling team were trained over the summer and teachers were introduced to the model during the opening of school activities with "circle talks." When students are struggling with parent, student or teacher concerns, restorative conversations are used to help bridge the gap and an open dialogue between the hurt parties is used.

Creating an environment that is worthy of our students is the District's charge and benefits our community by: promoting a safe and secure campus (The 3 pillars); providing an outstanding academic program (through the PLCs); and developing a "family feel" that supports our students from every subgroup so that success is shared by all.

## 2. Implementation & Monitoring of the Model

Once the staff was on-board with the three pillars, the parents and community members were notified by a special mass email sent by the principal during the summer, informing everyone on how the first day would be organized and describing the need to adopt the three pillars. Transportation was notified to provide buses for the new schedule and the Modified Monday Schedule was adapted to add a Min. Day to support the Patriot Periods. Link Leaders came to school during the summer to be trained on how to help their lead teachers and were assigned to support the presentation that would be given in every class. Back to School Night incorporated the 3 pillars in the overall presentation done by the principal and other supports were shared to help support a warm environment for all. The first day of school had two components. The first component was an all-school rally to set a playful tone between students and staff where students participated in a welcome rally. From there, all students were sent to a 3-hour Patriot Period to respond to Restorative Justice Circle prompts, do team building activities, and discuss and agree on how to implement the three pillars.

PHHS maintains the pillars by involving the students in a peer mediation program. Students are trained to support other students by acting as peer mediators when "self-reports" are made for personal problems. Peer mediators respond to the "self reports" by bringing in the "harmed parties" and providing a chance to either build the friendship back up or making an agreement for the students to stay away from each other to avoid further conflict. This peer-to-peer counseling program has proven to be very successful in cutting down cyber bullying, face-to-face confrontations, and other relationship concerns that could turn into discipline issues if not resolved by a third party. Students report that having mediators who understand what it's like to be a teenager in high school is better than working with an adult who may or may not understand the social pressures they face each day. This year, there have been 40 peer-to-peer mediation sessions completed and a second group of mediators will be trained for the second semester to help keep the program growing. In addition, the peer mediators are assigned as "peer buddies" to



students who struggle socially at school or who report having home issues that may be impacting their lives. This year, there are 38 peer buddy assignments made where students meet once a week outside of their classes to discuss their concerns and get advice from an upper classman who has been trained to listen, offer suggestions, and provide follow-up support. This program is supported by the CTE (College Career Technical Education) department. Students are trained by a designated-subject credentialed teacher and spend one semester learning how to support other students in a variety of situations. They are also involved with giving student presentations to all 9th grade PE classes on four topics which include: Conflict Resolution, Sexual Harassment, Teen Violence Relationships, and HIV instruction. Having the mediators present to the freshman helps establish a relationship with the mediators so that they are seen as supports when a student is in crisis, or in need of extra assistance. The impact from this program is that PHHS's counselors have time to run student groups and see students who need help in applying for college or completing their coursework.

Staff recognition with a teacher/staff selected "Apple Award" at each staff meeting helps bring our staff together to celebrate outstanding work and appreciate each other. Each month, the past winner selects who they feel is worthy of the apple and prepares a statement that is read aloud at an all-school staff meeting. The statements are kept in a composition book and passed from winner to winner to help keep the process going. In addition, a whole staff luncheon is held at the beginning of school year sponsored by the PHHS Foundation (a parent organization) and during teacher appreciation week (sponsored by local community churches) to recognize the staff for the work they do collectively. The administrative team also sponsors a Holiday Breakfast each year, dressed in silly elf and santa aprons, flipping pancakes and serving up warm dishes to again build community spirit and demonstrate a solid support for the hard work done by everyone. The classified support staff with the admin. team holds potlucks luncheons periodically to celebrate friendship and build relationships as a team.

The professional development for a second Patriot Period lesson for the opening of the second semester (2015) was designed by students and teachers to continue the momentum toward building a strong sense of community at PHHS. The ASB leaders created a student-made video talking about the pillars and then the staff and over 200 Link Leaders were trained on how to present the lessons for the first day of the second semester. Having students and teachers come together to plan a special lesson around building a Patriot Family has created a strong sense of school pride in the pillars and a shared vision in creating a warm and caring environment in every classroom. This is the District's Vision 2020 in action because everything that creates a strong neighborhood school starts with the school's culture and climate.

### 3. Results of the Model

After each Patriot Period, students and staff responded to a survey asking how the day went and if they would support the three pillars. The survey results from "Yelp" showed on a score of 1 to 5 (5 was "I loved it" and 1 was "I didn't like it") students gave the day an average rating of 2.9 for enjoying the first day activities. When asked if they would support the three pillars the average for the school was 3.9 out of 5. The staff was also asked to rate the day with questions like "How the first day went?" scoring 3.95 out of 5 and "Will you support the pillars?" scoring 4.6 out of 5 points. Throughout the year, staff and students have continued to talk about the model by referring to the pillars when something

in or out of class was not working. For example, student groups have been heard pointing out to others their use of "choice words" in various classroom situations. The staff continued the discussion on the pillars by participating in a "choice words" professional development where stories were shared that caused learning to stop because of sarcasm or thoughtless comments made by others.

Building a trusting and caring environment between staff, students, and parents takes time and hard work. Students at PHHS are happy to be at school and appreciate the effort made in building a strong and welcoming environment. This was seen over and over again by the comments made by teachers and students regarding the opening of the school year with a new attitude. Samples of comments made in an on-line survey included: "I think all the positive energy and trying to engage people into groups and teamwork was a great way to start the year because as a freshman I do feel welcomed!" and "This program should be in all schools, it is a very helpful and informative system that helps improve the community at high school."

Suspensions for defiance and disruption have been halted as the administrative team relies on other intervention strategies to support students. Since Jan. 5, 2014, PHHS listed 43 suspensions for the first semester which were given for more serious infractions such as: Weapons 2; Drugs 12\*; Stealing 1; Fighting 16\*; Cyber Threats 10\*; and Smoking 2. \*Please note: Starred data includes pairs or groups of students caught doing the same thing but were counted as individual events (for example, 4 students were involved with 1 cyber threat incident which made that number appear higher than it really was). The PHHS suspension rate has been on a steady decline over the last three years with 177 suspensions in 2011, 138 in 2012; 113 in 2013, reported by the SDUSD Data Analysis, and much work is being done to eliminate the need to have students miss school whenever possible.

Large comprehensive high schools struggle to build unity because of the larger number of students and staff that is served. PHHS is piloting the use of Restorative Justice Circles and Practices for defiant behaviors to reduce the school's suspension rate and develop a character education component with every serious discipline concern. As a pilot school, our data is collected and will be shared district-wide. Combining the 3 Pillars with the Restorative Justice Circles has helped build compassion and a stronger student support system at PHHS. Data will be shared at district professional development meetings so that other schools can consider implementation. If PHHS (the second largest school in the district) can build culture and create a "family feel" with 2400 students, all schools should be able to do it! The impact of creating this environment is that teachers are more willing to make accommodations for students (because they know them) and more student work is being completed because the students don't want to let their teachers down. The staff is invested in doing whatever it takes to help the students find success. PHHS is on the track with open doors for visitors to come see the progress made, sharing the outstanding student work samples that have been created, and celebrating the shared success of the students. You will be greeted by our students and by the end of your day, you too will want to join the PHHS Patriot Family!