

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**GRANITE BAY HIGH SCHOOL**

**1 Grizzly Way  
Granite Bay, CA 95746**

**Roseville Joint Union High School District**

**November 18-20, 2013**

**January 30-31, 2017**

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## I. Introduction

Granite Bay High School (GBHS) opened in 1996, one of five comprehensive high schools in the Roseville Joint Union High School District. Located in Placer County, it is a short drive to the State Capital, Pacific Ocean, several lakes and mountain trails, and local, state, and national parks. The school serves students in grades 9-12 primarily in the community of Granite Bay as well as in the southeastern part of the city of Roseville. Economically, Granite Bay is an educated and affluent community. Students are on a four-by-four block schedule with the school year split into two eighteen-week terms, and each semester-long course is equal to a yearlong course in a high school on a traditional six-period schedule. This schedule allows time for students to explore their passions, repeat courses to improve grade point averages to meet college entrance requirements or accumulate enough credits to graduate, and/or accelerate their learning.

GBHS has a robust college-preparatory focus with a pathway for each student to achieve secondary success. It also has the International Baccalaureate (IB) diploma and certificate programs and many Advanced Placement (AP) offerings that allow students to challenge themselves in specific content areas. GBHS tests more students in AP/IB than any other high school in Northern California. GBHS has a strong career-preparatory focus in the Project Lead the Way (PLTW) engineering pathway, as well as information technology, media and business course pathways.

School enrollment for 2016-17 is 2048. Enrollment has been relatively stable for at least 4 years. The majority of the student population is Caucasian (68%). Others are Asian (14%), Hispanic (11%), Pacific Islanders (3%), and African-Americans (2%).

GBHS is staffed with a principal, four assistant principals, 88 teachers, five counselors, one special services coordinator, and one and a half school psychologists. The staff also includes one full-time nurse, nine clerical employees, one Learning Support Specialist, four maintenance and six custodial employees, seven paraeducators, two full-time and five part-time food service employees.

Faculty Age and Education (Fall 2016)						
Classification	MA +30	MA	BA +30	BA	Average Years of Service	Average Years in District
Administration	1	2	1	1	19	13
Teachers	29	9	8	42	18	13
Counselors	3	3	0	0	15	9

### English Learners

Of the 2048 students enrolled for 2016-17, a total of 19 students are enrolled in the English Learner Development class. Many are students who are attending school in the United States for the first time. The majority received English Language instruction before enrolling at GBHS. First languages are Farsi and Arabic.

**College Readiness**

**Overall A-G Completion Rate**

	Male	Female	Total
<b>2010-2011</b>	64.5%	77%	70.9%
<b>2011-2012</b>	67.4%	73.6%	70.2%
<b>2012-2013</b>	68.7%	83.7%	75.7%
<b>2013-14</b>	74.4%	81%	77.7%
<b>2014-15</b>	80.6%	80.8%	80.71%
<b>2015-16</b>	74%	76%	75%

**Overall Mean SAT Scores**

	# Tests	Critical Reading		Math		Writing		Multiple Choice		Essay	
		GBHS	CA	GBHS	CA	GBHS	CA	GBHS	CA	GBHS	CA
<b>2012</b>	348	556	495	568	512	556	496	54.9	49.5	8.2	7.5
<b>2013</b>	443	558	498	566	512	550	495	54.6	49.4	7.9	7.3
<b>2014</b>	387	560	498	577	510	555	496	55.3	49.5	7.8	7.2
<b>2015</b>	418	555	495	575	506	551	491	54.7	49.1	7.9	7.3
<b>2016</b>	348	566	491	587	500	555	485	55.1	48.4	7.9	7.1

**ACT Scores 2016**

*Percent of Students Who Met Readiness Benchmarks*

	# Tests	English		Math		Reading		Science		Met All Four	
		GBHS	CA	GBHS	CA	GBHS	CA	GBHS	CA	GBHS	CA
<b>2012</b>	205	94	72	83	58	79	58	60	35	55	31
<b>2013</b>	259	91	72	79	58	77	51	64	41	51	33
<b>2014</b>	223	95	71	83	57	76	51	69	43	59	34
<b>2015</b>	283	91	72	81	56	75	54	69	46	60	37
<b>2016</b>	252	94	72	83	56	80	55	72	45	63	37

More students are taking the ACT each year. Those who take the test score significantly higher than the state average, and many meet the college readiness benchmarks. This is important feedback for college-readiness efforts.

GBHS has a strong, vibrant Advanced Placement history of success for students. The International Baccalaureate Program enjoys similar success. The number of students taking AP exams has increased each year. Last spring, 1741 AP exams were administered, with an overall passing rate of 82%. Furthermore, 195 IB exams were administered with a 97% passing rate. Areas of strong passing rates include Calculus, Chemistry, Macroeconomics, Microeconomics, Psychology, and English. Areas of concern include European History and US History, where scores took a dip last year.

## Equal Opportunity

In 2014 GBHS partnered with Equal Opportunity Schools and surveyed students and teachers with the intent to increase equity in the AP and IB courses. The result was that GBHS is one of few high schools in California with true equity in the AP and IB programs. Administrators and counselors meet with every student in the underrepresented key cohorts and invite them to sign-up for an AP and IB course. The benefits of taking more rigorous courses are explained, and students are asked to explore their areas of interest to help find a corresponding course. GBHS has a higher enrollment of students who have never enrolled in an AP or IB courses. Still, passing rates have stayed high.

## CAASPP/EAP College Readiness Results

Performance on the 2015 CAASPP tests was well above the state average with an overall passing rate of 84% for English and 75% for math. During the spring of 2016, scores dropped significantly. An investigation revealed that 88 students with a 3.0 or even much higher GPA scored significantly below their potential. Further inquiry led to the conclusion that parents, students, and teachers were not made aware of the importance of the test and the fact that poor scores would negatively affect both the reputation and the accomplishments of GBHS. Simply put, the test was not taken seriously. Administrators are committed to a much more thorough communication plan with all stakeholders in preparation for spring 2017.

## D and F Rates in Core Subjects

Of the core subjects, students continue to struggle in Math the most, and students on Free Lunch score the lowest in all subjects. The small population of African American students is lagging behind, followed by a much larger group of Latino students. The intervention team is developing a plan to address these cohorts. The largest cohorts of white and Asian students are faring the best. Although students are receiving more Ds and Fs in math, the SAT, IB and AP scores show GBHS students as achieving very well. The school is questioning whether grading practices are aligned with the appropriate learning outcomes, and is investigating as they seek to allow data to drive instruction. The school has recently transitioned through an extensive restructuring of the math curriculum that now aligns with the Common Core, and the math grades have not worsened despite the increased rigor. Conversely, although students are receiving the fewest number of Ds and Fs in social science, they are not scoring as well on the IB and AP subject area tests.

## Career Technical Education

Programs of Study Total Enrollment	
2016-17	
Pathway	Number of Enrollees
Business	361
Computer Science	210
Engineering	145
Media	131
<b>TOTAL:</b>	<b>847</b>

Most courses within each CTE pathway are A-G approved, and the pathways include capstone courses that are in process or already in place. Computer Science and Engineering are recognized as Programs of Study. Business and Media are in the process of revising their programs to reapply for Program of Study status.

### **Discipline**

Data is kept on all instances of disciplinary occurrence, and categorized. The most recent data indicates that in fall 2016, 190 referrals were for tardiness, and 100 were for use of an electronic device. 2 students were engaged in bullying.

### **Post-Secondary Data**

Ninety-six percent of GBHS graduates move on to a post-secondary institution. The majority choose to attend local community colleges, and the second largest group attends out-of-state universities. Some of those who attend school out-of-state are following athletic or academic scholarships. Many students are in the UC and CSU systems.

### **Significant Changes since the last full WASC visit**

#### **Staffing**

There has been significant change in staffing since the last review. GBHS has a new principal and three new assistant principals, two new counselors, with the EL counselor taking on a comprehensive role in the department. There is a new Learning Support Specialist whose sole responsibility is to monitor and attend to students who are receiving Ds and Fs. The transition allowed a lower student-to-counselor ratio, and helped to unify the counseling team as a whole. In clerical, changes include a new registrar, counselors' secretary, athletics' secretary and receptionist. A recent new hire is a school nurse. Twelve new teachers also were hired since the last WASC visit.

The Leadership Team composition has changed to include teacher leaders from the disciplines of science, English, Math, Physical Education, World Languages, Social Science, Industrial Technology, Visual Arts, Performing Arts and Special Education. Additionally, the Media Coordinator, the Tech Coordinator and the IB Coordinator are included.

There has also been a restructuring of the School-wide Intervention Plan. Included now are a new English Language Learner teacher and English Learner Development class, an MSW intern and MFT, Peer Connections courses and an On Track academic program.

#### **New Programs since last WASC review**

Peer Connections is conducted by a teacher who is a current, practicing Marriage and Family Therapist. She trains students in counseling and leadership skills. The trained Peer Counselors run the Peer Resource Center where they counsel peers, mediate disputes, and facilitate support groups on specific teen-related issues. Peer Counselors also create and present Wellness Workshops and maintain the website [www.gbpeer2peer.com](http://www.gbpeer2peer.com)

The On Track Program is the umbrella for all after-school intervention services. Students bring their homework to the Learning Center after school to work with teachers and paid peer tutors.

There also is a new Homework Center located in the College and Career Center where students can go to make up assignments or exams. Staffed with a credentialed teacher, students are provided with a distraction-free environment to make up quizzes, tests, and assignments.

A new Science Tutoring Center is open after school, Monday through Thursday. It provides academic support for IB Biology, biology, and chemistry students, and it is staffed by a science teacher who is one of the IB Biology and chemistry instructors.

The fastest growing program to support struggling learners is the Math Tutoring Center. Monday through Thursday, two math teachers stay until 4 p.m. to help students with homework and reinforce key concepts taught in their math courses. Snacks are provided to encourage participation and help with concentration.

The attendance and grading management system has changed. GBHS moved away from Aeries.cs to Aeries.net which allowed them to access the program remotely. Teacher grade-books are easily restored if lost, there is knowledgeable technical support hosted by Aeries, and upgrades automatically occur. This has allowed tracking of when, where, and what behaviors are happening more accurately and consistently through the Discipline Dashboard. Another change has been the way that student registration and schedule changes happen. All registration and course changes are now completed digitally with detailed instructions provided on-line as well as live help from the registrar. Students without computer access at home may use the computer lab in the library. Teachers are now moving from paper referrals for students to online referrals via Aeries.net.

GBHS also has a new Link Crew faculty adviser who is working to expand the outreach program to a full year of making connections with freshmen rather than just a welcome retreat in August. One of the assistant principals also teaches test-taking and time management workshops after school several times a year and posts videos on a You tube channel.

The culinary program was discontinued and replaced with a focus on Career Technology Education pathways that prepare students for computer science, business, media and engineering. There is now space for the Special Education Functional Academics courses. The Construction Technology space will be renovated to accommodate the expanding PLTW program.

### **New Course Offerings**

GBHS has added eight A-G approved courses: AP Computer Science Principles, AP Human Geography (launching fall 2017), IB World Religions, Principles of Business, Engineering Design and Development (Introductory course for Project Lead the Way), Photography 2, Information Technology Essentials, and Integrated Math 1, 2 and 3. Other new courses are: English Language Development (ELD), Peer Connections, and Early Assessment Program (EAP) Math. In the fall of 2018, Granite Bay will launch the Next Generation Science Standards (NGSS) courses.

Project Lead the Way courses offer practical application of engineering and mathematical concepts, and participation in the Shell Eco-marathon car-building competition.

The transition from CST and CAHSEE to CAASPP testing has prompted development in Common Core curricular areas.

### **Curriculum and Instruction**

Professional development has increased. With the addition of Chromebook carts, more teachers

have begun to use Google Drive, Google Classroom, Google Forms and other applications for education to better engage and assess all students. Updated and efficient WiFi has also increased, allowing teachers the ability to incorporate more technology into their daily lessons.

Providing relevant workshops in best practices for using technology to accelerate learning is a priority.

Evaluation of teachers has been changed. Forms have been streamlined, questioning techniques studied and practiced, and role playing utilized regularly. Administrators, teachers and district office staff collaborated on a pre-evaluation form that allows teachers to prioritize their goals under the umbrella of the California Standards for the Teaching Profession. Administrators formally observe teachers at the beginning, middle, and end of units and provide thorough written and oral feedback.

### **School culture**

A priority for GBHS has been a renewed focus on creating a positive and inclusive school culture. Positive Behavioral Interventions and Supports (PBIS) was re-launched as PRIDE: “P” stands for personal responsibility, “R” for respect, “I” for integrity, “D” for dignity, and “E” for engagement. Administration greets students as they enter campus each morning and checks in those who enter late. Administrators are also approachable between classes and in class during instruction. Student Government has an influential event called “Ripple Effect” which highlights students who have turned difficult situations into positive experiences. Student Government creates activities for all teachers to use during that week that create opportunities for students to be vulnerable and open with their peers. A booster “Ripple Effect” week is also held in the spring. Weekly Leadership Team meetings are held--formerly department coordinator meetings—for teachers to not only represent their departments but provide input on the direction of GBHS. Minutes are published for staff as well. Weekly Management meetings with the administrative team, athletic director, activities director, and counselor representative are held as well. For monthly faculty meetings the GBHS parent group provides food and raffle prizes, and administrators celebrate accomplishments. Last year, faculty members hosted “Culture Chats” where staff gathered to talk about how to ensure GBHS remains positive and inclusive for the adults as well. A school psychologist and transgender specialist presented a training session on gender-related challenges and inclusivity. All of these efforts are geared toward setting a welcoming tone.

### **Operations and School Safety**

Significant changes have occurred to provide better communication and safety for all. The entire They also have new radios and are frequently and appropriately using mass messaging tools (Blackboard Connect, for instance) to ensure that clear and timely information gets to staff, parents, students, the district office, first responders, and their partner school district. Staff has been trained in an emergency response system entitled Catapult. This system is alerted by anyone who sees suspicious activity in or around campus, immediately sending a message to staff on both cell phones and computers.

The School Safety Team has reviewed, revised, and enforced procedures, communication, and practice of drills, including a lockdown drill during lunch to practice procedures during a more chaotic situation. Enforcement of a more secure perimeter, with closer monitoring of locked gates, the adjoining park, and tardy sweeps, ensures that the campus is secure immediately after

classes start as well. Students now scan their ID cards when arriving late and prior to leaving campus early, which greatly increases the accuracy of attendance records. A new School Resource Officer connects with the student body exceptionally well. Athletic events and school dances have been restructured to increase adult supervision and security. And a gate was added to the south parking lot to prevent unwelcome traffic flow during times that the campus is closed. Another gate will be in place by April 2017 that will allow the school to close off the cafeteria, athletic fields and gym from uninvited entry during school hours. Intentional visibility of administrators during unstructured times, and a PBIS focus on rewarding positive behaviors is an effective part of the School Safety Plan.

### **Mid-Cycle Report development**

Administration, department coordinators, and counselors reviewed the action plan and goals and used them as a guide to determine which school programs needed more attention and/or development. In spring 2016 staff reviewed the Critical Areas of Need. Teachers formed focus groups and discussed with parents, students, counselors, administrators, and counselors each critical area of need. During each focus group meeting, groups were given information regarding the critical area and were asked guiding questions to discover to what extent each has been addressed over the last two years. Emails with discussion questions and necessary data were emailed to all staff, parents, and students in advance of each meeting. All stakeholders were encouraged to candidly share their thoughts and discussion leaders recorded their responses. Some input was provided by email in response to follow-up items and was sent out to department coordinators, focus group leaders, and other staff. These focus groups also reviewed all of the School-wide Learner Outcomes (SLOs) and condensed them into more precise descriptors. The department coordinators then reviewed the focus groups' edits to the SLOs and decided on the final descriptors. The Site Council reviewed, examined, and analyzed student performance data, district goals, and WASC goals. Finally, the WASC Coordinator and administrative team compiled the information into the Mid-Cycle Progress Report. The report will be presented to the Board of Trustees during one of the February meetings, as designated by the superintendent. Progress of the School Site Plan is monitored and reviewed during weekly meetings of the Leadership Team and School Management Team.

## **II. Progress on Critical Areas for Follow-up/School-wide Action Plan**

**1. There is a need for improved communication of data review for all stakeholders.** Mid-September 2016 members of the focus groups received the data to be presented in the WASC progress report. Focus groups broke into smaller groups to review the data for demographics, academic progress, advanced coursework, and college readiness. Parents, students, teachers, clerical staff, counselors, and administrators reviewed each graph looking for areas of strength and areas for growth. They answered the question, "how can we improve?" After the data was reviewed and discussed, it was summarized and placed into Chapter 1. (Evidence: Notes from each of the focus groups' discussions on data; Google Slide with data shared during Site Council Meeting in September)

Several key cohorts (subgroups) were at-risk and in need of extra support. This will occur with increased communication and implementation of the On Track program, and there will be an increase in achievement for all students over the next few years.

**2. Teachers need more opportunities to implement professional development experiences in their classrooms.** Fall 2016 saw the creation of the Instructional Leadership Team (ILT) to encourage and support high quality instruction in all classrooms through a collaborative leadership team of administration and faculty. This team is focused on recognizing effective instructional practices and coordinating systematic peer observations. Both a long- and short-term Professional Development Plan (PDP) is being developed and ILT members will support time for professional development implementation by providing reinforcement during each of the faculty meeting trainings. Additionally, administration provides release time when PLT members want to work together to build new teaching approaches. (Evidence: Professional Development Plan, draft; district professional development materials)

There has been a significant amount of professional development and practice time built into faculty meetings and district training session during the past three years.

**3. GBHS needs to expand PLC work and increase articulation and cross-curricular development.** There is a meeting schedule for the Professional Learning Teams. There is evidence of common rubrics, calendars, assessments, and student surveys. The schedule has allowed administrators to offer guidance and direction when needed. The majority of the PLTs have expanded their work and increased articulation. Some departments have begun cross-curricular articulation as well. Spanish and photography teachers and students collaborate on some projects. The Musical Theater class brings all of the performing arts (band, drama, choir, and dance) together to collaborate on one musical theater show in the spring. AP Psychology and Social Psychology teachers collaborate on many of the same themes. Common organization standards, grading procedures, and tools for assessing goal areas are shared throughout the Special Education PLTs. (Evidence: Link to faculty survey from May 2016 for Critical Areas 3, 5 and 8; GBHS PLC Schedule)

**4. There is a need to develop a school-wide literacy and numeracy plan.** In the past three years, GBHS has shifted from just literacy and numeracy to that of Common Core (CC). Because the CC standards are built on the latest research and the most advanced, current thinking in regards to college and career readiness, the ability to read, write and work with numbers has been emphasized and fostered in courses. Math teachers have had Common Core trainings as instruction moved to the new integrated model. A critical thinking expert trained English teachers on how to teach students to analyze and synthesize information they read. As science transitions to the Next Generation Science Standards, teachers are designing an integrated curriculum that will emphasize literacy and numeracy throughout, and social science has shifted their emphasis from content to reading and writing skills. Literacy is a focus for the Instructional Leadership Team's professional development plan. (Evidence: common core assignments)

Impact on student achievement: Students are challenged to read and write at deeper levels and are finding evidence for their conclusions in all subjects. This, in turn, fosters high Depth of Knowledge levels and a more thorough preparation for the rigors of secondary education where GBHS students thrive.

**5. There needs to be increased utilization of differentiated instructional strategies in the classroom.** Differentiated instructional strategies are used across all subject areas. These range from think-pair-share discussions, graphic organizers, interactive lectures, Socratic seminars, recursive writing, dramatic lively action, reading apprenticeship literacy strategies, one-on-one para educator assistance, teacher intern assistance, close reading strategies, online resources, project-based learning, SDAIE strategies, flipped classrooms, simulations, interactive notebooks,

think alouds, precision partnering, manipulatives, student completed learning profiles and online tutorials. (Evidence: faculty survey May 2016)

Impact on student achievement: Through differentiated instruction in all content areas, students are able to access the curriculum in a way that best suits their needs.

**6. The school needs to transition from STAR testing to the Common Core.** Starting with the 2014-2015 school year, GBHS has been administering the California Assessment of Student Progress and Performance. This includes assessments in math and English for all students in eleventh grade and a life science test in tenth grade. This year they will participate in the California Science Test (CAST) pilot program. (Evidence: publicly released CAASPP data)

Impact on student achievement: In the spring of 2016, a high frequency of students attempted to “opt-out” of the exams and/or purposely not give their best effort, which had a significant impact on the validity of the data, and therefore the usability of the data. The administration met with a significant number of students to determine the common reasons for this issue. The resounding response was that students were not aware of the importance of the assessment. Based on this feedback, a more comprehensive communication and education plan was developed in order to ensure that all stakeholders understand the value of the assessment and the importance of taking it seriously.

**7. Strategies need to be developed for more student and stakeholder awareness of the SLOs (School-wide Learner Outcomes).** The main reason there was so little awareness of the SLOs for students and stakeholders was because they were too lengthy. During the September 20, 2016 staff meeting, focus groups reviewed the SLOs and condensed them into more precise descriptors. Department coordinators also determined how to measure their effectiveness. (Evidence: Google Slide used in Sept 20, 2016 staff meeting; SLO Revisions) GBHS has increased student and stakeholder awareness of the SLOs. Additionally, teachers are able to provide evidence of assignments that measure success in these important areas.

**8. All departments need to use formative assessments to improve instruction and inform best practices.** Teachers in every department are using formative assessments to improve instruction and inform best practices. Examples include: free response questions in AP Psychology, contact sheets in art, thesis statement writing and reading quizzes in English, whiteboard checks for understanding in multiple subjects, Google Forms in Spanish and PE, rehearsals in visual and performing arts classes and exit slips in science. Students report that most teachers give frequent feedback so they know their current grades. (Evidence: Faculty survey - May 2016 regarding Critical Areas 3, 5 and 8; email Parents Using AERIES)

Impact on student achievement: With the increase of formative assessments across the curriculum, teachers are able to adjust their instruction to improve student achievement.

**9. GBHS needs to identify and expand their intervention plans for At-Risk student population.** Over the past three years, GBHS has moved from relying solely on an Intervention Counselor to including all counselors and teachers, and a new Learning Support Specialist, in the plan to support the At-Risk student population. The intervention plan for At-Risk students is organized into three tiers. Tier 1: The first layer of intervention is accessible to all students. Last year, teachers were introduced to the Circle of Classroom Interventions and Academic Tool Kit. The Circle of Classroom Interventions shows teachers what steps to take when intervention becomes necessary. This includes teachers meeting with students before and after school and/or during lunch and reaching out to parents. The Academic Tool Kit is a list of ideas for teachers to

try when assisting those students. Some teachers use these resources to support their struggling learners. Some AP students have expressed the feeling that there are not enough supports for those in the higher level courses, and they are not sure how to reach out for help. Through the partnership with Equal Opportunity Schools, there are more students in the AP and IB courses and they will need to address this perceived inequity of services. PBIS (PRIDE) is about “catching kids doing the right thing” and is also a part of Tier 1 intervention. The GBHS intervention plan includes the On Track program which offers after school programs including: the Math Lab - which has credentialed teachers and student tutors; the Homework Center - with one credentialed English teacher to help with essays and missing assignments; the Science Tutorial Center -- with one credentialed science teacher to help students with homework and quizzes; and the Learning Center - with one credentialed science teacher and IB student tutors who can tutor every subject. Food is delivered twice a week to all students seeking after-school help in any one of these locations.

Tier 2 Intervention begins when a referral is made to the counseling team for academic, attendance, or behavior issues. It can also begin when a student’s academic success needs to be monitored on a weekly basis. If a student is failing classes, counselors initiate the intervention process unless a teacher has already identified a particular student as needing extra support as soon as possible. The counselor communicates the interventions the school offers to students individually. They also gather data on students who are receiving Ds and Fs in multiple classes and meet with the Intervention Response Team (IRT) weekly to review data to identify whom they should be checking in with weekly. The IRT consists of the counseling team and a lead administrator.

Tier 3 intervention is for those students where Tier 1 and Tier 2 interventions were ineffective. Past data reflects that our struggling learners are juniors who have transferred multiple times in their high school years. For students that move from Tier 2 to Tier 3, they receive a Student Study Team referral (SST). The SST is comprised of a counselor, an administrator, a teacher, and the student and may determine that a student should meet with the Marriage and Family Therapist (MFT) or Master of Social Work (MSW) interns as well as the Learning Support Specialist (LSS) for a more targeted approach. In fact, the LSS works with approximately 40 to 60 Tier 3 students, often accompanying a counselor to conduct home visits to incoming freshmen who have already been identified as Tier 3. Students need to have all Cs or better to move out of Tier 3 and back to Tier 2.

All At-Risk student interactions with the LSS, MFT and MSW interns, and counselors are documented in AERIES. Entering At-Risk freshmen are personally welcomed by the LSS and our At-Risk counselor while the student’s contact information is collected and a needs assessment is conducted. These students are also provided with the free/reduced lunch packet and are invited to go to Summer Bridge and the Grizzly Retreat. They can also check out Chromebooks. Some additional services provided to At-Risk students include: Fleet Feet gift cards for shoes, an invitation to the Operation School Bell clothing drive at Target, and Christmas Baskets in partnership with the Kiwanis’ food drive. (Evidence: RJUHSD Support; GBHS Pyramid: 3 Tiers; Interventions Resource Folder, Tier 1 ○ Circle of Classroom Interventions ○ Academic Tool Kit ○ Focus Group evidence collected; Tier 2 ○ Intervention Response Team (IRT) Agenda (Nov 9); Tier 3 ○ Fewer students in Tier 3 ○ Summer Bridge - invitation letter ○ 2016 Summer Bridge Schedule ○ Grizzly Retreat - registration form ○ Grizzly Retreat - school bulletin ○ Grizzly Retreat Scavenger Hunt

Impact on student achievement: More students in Tiers 1 and 2 are being served and there has been a decrease in the number of D-F students in Tier 3.

**10. The school needs to create more opportunities to involve parents of At-Risk students to participate in school activities.** To maintain consistent communication with parents, administrators and counselors frequently use Blackboard Connect to call and email about upcoming events, important deadlines and/or to avoid inaccurate rumors reaching home. Last year, counselors began to invite all families of freshmen to a pre-registration appointment in order to discuss their student's four-year-plan and any academic or social needs of the student, and this new practice has been greatly appreciated by families.

During the summer our LSS, along with a counselor, make home visits to most of the At-Risk incoming ninth graders. They hand out applications to Grizzly Retreat, Summer Bridge and registration. The counselors also phone to encourage students to attend both events. A new training offered to all parents is Active Parenting Now. This class teaches parents how to work with issues that may come up with parenting a teenager. Free dental screening is also offered to students and their family members. Student involvement is tracked for school events and GBHS reaches out to families not participating through a new program called "Five Star." (Evidence: Fliers for trainings and outreach to parents; Financial Aid & Cash for College Workshop – flier; Newsletter of the GBHS College & Career Center: The Grizzly Explorer Nov/Dec - mailed home; Site Council minutes (with English Learner updates); English Learner Coffee Chat for parents of ELs; Flier to parent; Sample Agenda; Blackboard Connect; Naviance Handbook; Summer Bridge; Grizzly Retreat)

Impact on student achievement: The school has increased the number of opportunities available to parents of At-Risk students to participate in school activities. Parents are now more aware of what is going on and can better support their children at home.

### III. Commendations and Recommendations

- We commend the GBHS administration for their efforts to align the Single Plan for School Achievement with the WASC Action Plan
- We commend the RJUHSD administration for being intentional in using LCAP funding to support academic intervention as well as socio-emotional support for students on the GBHS campus, i.e. After School Tutoring, PBIS/Grizzly PRIDE, Learning Support Specialist and Learning Support Counselor, hiring and use of the MFT, MSW, and the use of MFT and MSW interns.
- We commend the GBHS students for their attention to academic rigor in the classrooms, Visual and Performing Arts success, and their achievements in athletics.
- We commend the GBHS teachers for their collaborative efforts among and within departments, varied instructional strategies and inquiry-based design within the classroom, and caring for their students as individuals.

- We commend the GBHS teaching and support staff for being instrumental for advocating and supporting a growth mindset that believes all students are capable of achieving post-secondary success.
- We commend GBHS for being recognized as an Equal Opportunity School.
- We commend the GBHS parents and community for supporting student success at GBHS through parent organizations and other volunteer opportunities.

**Recommendations:**

- Investigate ways to embed supports within the student day to ensure that they are systemic and equitably available to all students.
- Efforts to improve the effectiveness of the Professional Learning Teams should include continued alignment of curriculum, assessment practices, and grading policies within departments to ensure consistent and equitable experiences for students.
- Continue to develop a culture of inclusion through the use of staff and student-led events like Ripple Week, Random Acts of Kindness, Social Buddies, Grizzly Retreat, bulletins, No Backpack Day, Outreach Challenges.
- Continue to build the Grizzly community with outreach programs to orient, involve, prepare and support freshmen and new students throughout the school year.