



Pleasant Grove High School
2017-18
Comprehensive Safe School Plan

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STEP ONE MEMBERSHIP

Consistent with Elk Grove Unified School District's mission, to provide a learning community that challenges ALL students to realize their greatest potential, Pleasant Grove High School (PGHS) truly provides a unique and wonderful educational experience for all students. From the safety of the campus, to the importance of a respectful learning environment and the rigor and breadth of the instructional programs, Pleasant Grove High School assists each student to recognize their greatest potential. All aspects of the school contribute to providing students with the skills they need to be successful learners as they prepare for post-secondary education or careers.

Pleasant Grove High School is the eighth of nine comprehensive high schools in the Elk Grove Unified School District. The District also includes four alternative high schools, nine middle schools, forty elementary schools, and an adult education program. In addition, a virtual academy for online learning commenced in the Fall of 2010. Pleasant Grove High School (PGHS) opened its doors on August 29, 2005 to 1,053 ninth and tenth grade students. The school is located on Bond Road and serves the Rancho Murietta and Wilton areas to the east, the Rancho Cordova neighborhood of Anatolia to the northeast in addition to sections of Sacramento and Elk Grove to the south and west. Because Pleasant Grove serves such a vast attendance area, over 20 busses transport students to school. Residents of the PGHS region value education and take an active role in their children's education. Parents provide active support for our educational programs as members of School Site Council, and Parent Teacher Student Organization (PTSO), the group that primarily organizes and oversees the Sober Grad Night, booster clubs for sports teams and activities, FFA Advisory Council, and various other school and community committees and organizations. Pleasant Grove is committed to challenging students with varied and rigorous curricula and supporting their success through a comprehensive support system. Students develop personal goals and plans as they work with their counselors and teachers to select challenging courses that align with graduation requirements, college entrance criteria, and personal interests.

The Pleasant Grove High School complex includes its primary feeder school, Katherine Albiani (KAMS), and a library that connects the two schools. An Agriculture Center, home to our very successful Agriculture/FFA program, is located on the northwest side of the high school campus was completed in July of 2011. It consists of a 6,000 square foot barn, two classrooms, and a small animal barn. In June 2014, the greenhouse/classroom structure was finished to address the needs of the Ornamental Horticulture program. Pleasant Grove is committed to challenging students with varied and rigorous curricula and supporting their success through a comprehensive support system. Students develop personal goals and plans as they

work with their counselors and teachers to select challenging courses that align with graduation requirements, college entrance criteria, and personal interests.

In an effort to maintain a coordinated secondary education program, the Pleasant Grove High School and Katherine Albiani Middle School administration teams meet to discuss issues on discipline, programs, and scheduling. The Pleasant Grove High School Steering Committee, meets for ninety minutes the first Monday of each month, is a decision-making body consisting of department and program leaders and administration. Progress in meeting the school-wide action plan goals developed during the 2015 WASC visitation is included on the agenda for Steering and staff meetings throughout the year.

The second late-start Thursday of each month is reserved for department meetings, while the last two late-start Thursdays are reserved for grade-level Professional Learning Communities (PLCs) meetings. The department meetings aid in the development of a coordinated curriculum in alignment with academic content standards. The grade-level team meetings provide time for teachers to develop common strategies and assessments in each grade level such that all students receive the same rigorous learning opportunities. Teachers meet regularly to analyze and share common assessment data and to revise curriculum and teaching strategies. Recently, with English and Math Departments taking the lead, we have begun to develop a stronger regional program with Katherine Albiani Middle School and our elementary school feeders. The recent articulation meetings are helping to develop a more consistent student experience in terms of instructional content, standards-based assessments, and intra-disciplinary learning opportunities. In addition, this regional collaboration promotes a unique sense of community among the staff. Our regional articulation is focused on teaching writing and addressing the achievement gap.

Pleasant Grove High School is on a traditional schedule with most students scheduled in a seven-period day. Some students take a zero period class in order to take necessary classes to meet academic requirements or to participate in an Academy, Band or AVID program. Each class is 60 minutes long with two 45- minute lunch periods. On late start Thursdays, students meet in Advocacy class for 30 minutes. The Advocacy program is designed to help personalize a student's education by connecting the student to a small learning community and the same teacher for four years. In Advocacy, students are counseled about academic issues, aided in exploring post-secondary college and career choices, provided support and guidance in making critical decisions and setting academic goals, and assisted with community service opportunities. Pleasant Grove has maintained two academies since its inception in 2005, the CADD/COMM and Public Service Academies. Beginning in 2012-13 school year a third academy was formed. The CADD/COMM was separated into two Academies with a Digital Media academy replacing the COMM academy. The

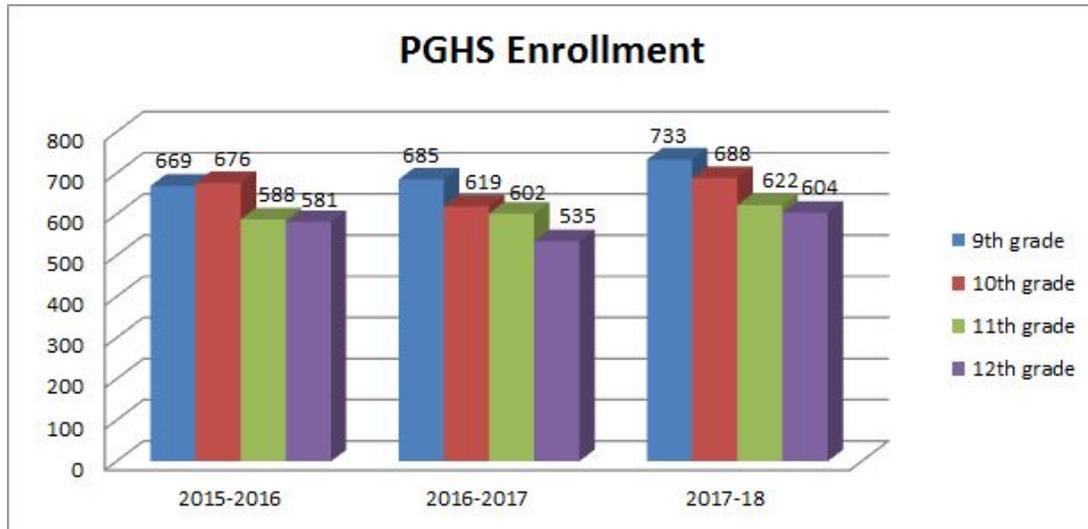
CADD Academy was re-named the IDEA Academy (Industrial Design and Engineering Academy). In the IDEA Academy students explore engineering topics through computer aided drafting classes using industry standard software and by building hands-on projects in the engineering lab. In Digital Media (previously COMM), students are provided industry standard training in the fields of digital video production, 3D animation and web design. In 2017-18, the Public Service Academy became the Bio/Med Academy. In this academy, students focus on jobs in the health care fields. Academy students are selected via an application and interview process and are required to attend regular meetings and activities. One of the most significant components of the PGHS high school experience is the Senior Portfolio which, in 2014-15, was renamed the High School Portfolio. This project is the culmination of the each student's four-year high school experience. It is a self-reflective, personal piece of work created by each student as they collect and analyze best work samples from each grade level, take and analyze career and college interest assessments, review community service projects, and comment on future plans. Then in late spring, seniors make a formal presentation on these areas to a panel of staff members. This single project helps guide students to prepare for life after high school and provides relevance to each of the courses taken during their high school tenure.

STUDENT BODY

Rather rapidly, Pleasant Grove High School gained a reputation for innovation and academic achievement. A sense of pride and unity has permeated the staff, students and community. Opening in fall of 2005 with 1005 students in 9th and 10th grade, now, in its thirteenth year, PGHS has exceeded the intended capacity with four grade levels and an enrollment of 2,647 students for the 2017-18 school year. Our student demographics continue to show a wide range of socio-economic, educational, and cultural backgrounds. For the 2017-18 school-year, PGHS has a student body consisting of 733 ninth-, 688 tenth-, 622 eleventh-, and 604 twelfth-grade students. Pleasant Grove High School remains a closed campus and no longer accepts intra-district transfers for students outside the PGHS boundaries. Below is a chart that shows PGHS enrollment over the past twelve- year history.

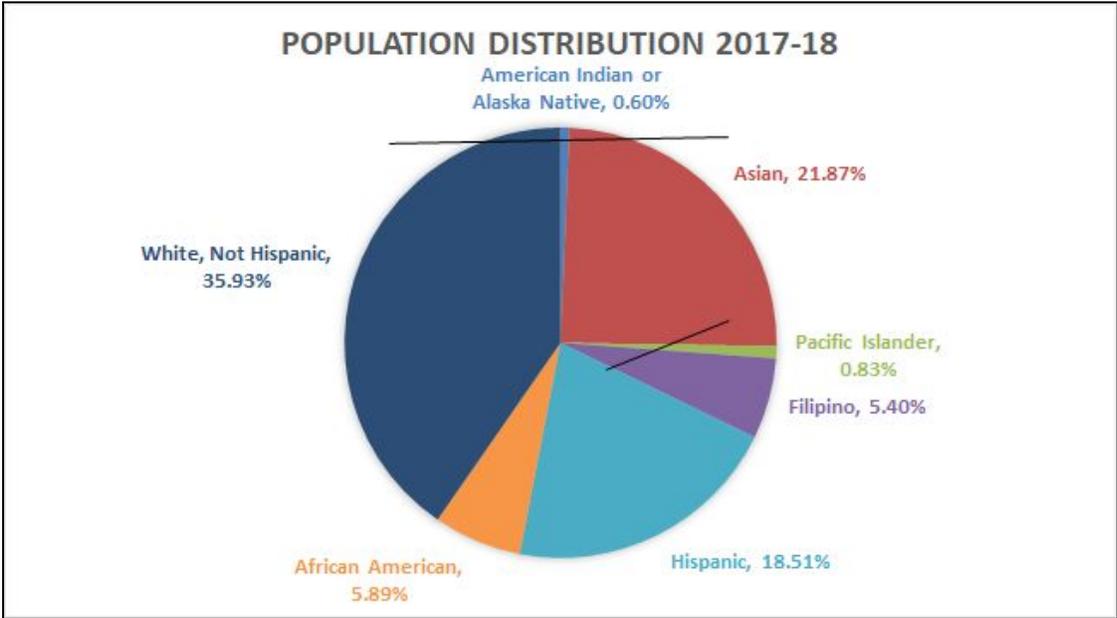
ENROLLMENT

Enrollment by Grade Level					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-18
9th grade	667	714	669	685	733
10th grade	631	636	676	619	688
11th grade	635	620	588	602	622
12th grade	545	639	581	535	604
TOTAL	2478	2609	2514	2441	2647



Population Distribution

Population Distribution				
	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaska Native	17	24	12	13
Asian	511	546	537	564
Pacific Islander	48	43	16	12
Filipino	137	146	126	136
Hispanic	441	462	457	455
African American	273	282	209	161
White, Not Hispanic	1048	1110	992	922
Multiple or No Response	3	4	170	176



As noted in the previous charts defining the student body at PGHS, the reader will note that enrollment at the school continued to grow at a moderate pace. The overall demographic have remained relatively stable over the past ten years. Since 2010, the male and female population have been have become more balanced. Using CBEDS from 2017-18, the student population consisted of 22% Asian, 6% African American, 18% Hispanic, 36% White with the remaining 18% representing Native American, Filipino, Middle Eastern and Pacific Island families. PGHS, however, continues to have a significantly greater population of white students compared to the district as a whole (36% to 21.4%). Since 2009-2010 the Asian and Hispanic populations have grown at a moderate rate while the number of white students has decreased by almost 10%.

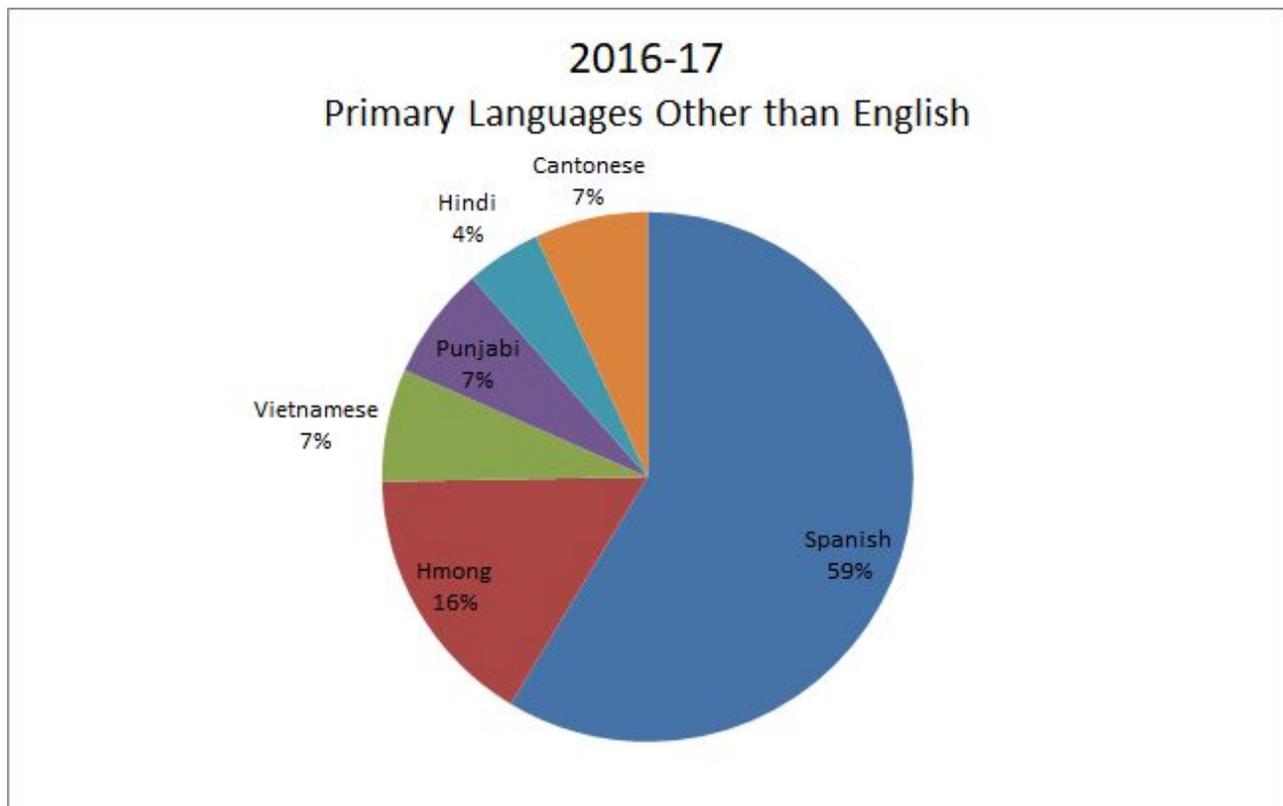
Based on the 2017-18 CBEDS report, the 2647 students attending Pleasant Grove High School represent families who speak one of the twenty plus documented home languages. The number of English Language Learners has increased since

the school opened and consist of 580 students designated as Fluent English Proficient [FEP], another 18 were redesignated FEP, leaving approximately 108 or 4.1% of students classified as English Language Learners who are eligible and in need of language support services. At PGHS, direct support takes the form of a Beginning and Intermediate EL English class as well as an EL Support Class. In 2008, our EL coordinator submitted a proposal to combine our EL support programs with those of the Katherine Albiani Middle School, which is located on the same property as the high school. As a result, the middle and high school teacher team teach a combined program separating the students into the beginning and intermediate level classes and then join in a support class. The following chart illustrates the home languages spoken by our students. It is noted that the top three home languages, other than English, spoken by PGHS students in the 2017-18 school year are Spanish [27.5%], Vietnamese [18.9%] and Cantonese [10.4%] moving the historical third language, Hmong, to fourth.

Primary Languages Other than English

Rank by Percent/ Language Name	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016 -17	2017- 18
Spanish	42.00%	35.00%	38.00%	37.00%	35.90%	41.85%	48.11%	27.50%
Vietnamese	19.00%	13.00%	11.00%	15.89%	13.60%	12.82%	13.21%	18.90%
Cantonese	4.00%	3.00%	3.00%	5.60%	4.39%	7.69%	5.66%	10.40%
Hmong	16.00%	18.00%	15.00%	9.35%	8.77%	6.84%	13.21%	5.40%
Punjabi	10.00%	13.00%	5.00%	1.90%	7.89%	5.98%	5.66%	8.20%
Mandarin						4.27%	2.83%	2.80%
Hindi	3.00%	4.00%	5.00%	3.70%	4.39%	2.56%	3.77%	2.80%
Arabic						2.56%	3.77%	2.80%

The following two charts further define the diversity of the student body at Pleasant Grove High School. The reader will note that the percentage of students defined as EL, low socio-economic, foster youth and those with Individual Educational Plans have remained relatively consistent over the seven years. The greatest variance in reported numbers is in the National School Lunch Program [NSLP]. A one-year spike in 2014-15 has returned the low to mid 700 participants of the previous four years.



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Free Lunch	469 (20.1%)	506 (21.1%)	522 (21.4%)	522 (20.9%)	534 (21.5%)	829 (.31%)	758 (30%)	736 (29%)
English Learners	121 (5.5 %)	117 (4.9 %)	117 (4.8 %)	113 (4.5%)	105 (4.1%)	114 (4%)	117 (4%)	106 (4%)
Students w/Disabilities	119 (5.1%)	164 (6.8%)	181 (7.4%)	173 (7%)	173 (6.8%)	227 (8%)	238 (9%)	243 (9%)
Foster Youth	18 (.06%)	15 (.06%)	20 (.08%)	21 (.08%)	21 (.08%)	13 (.09%)	15 (.05%)	11 (.04%)

Pleasant Grove High School offers a variety of specialized programs to meet the academic needs of its student population. The PGHS Advanced Placement classes offer open enrollment to all interested students. An active process is employed to assure that historically underrepresented populations are recruited by staff to register for honors and advanced placement classes. The numbers of students and the number of AP exams has steadily increased over the past four years. The number of students eligible for special education services has increased by 1.5% since 2009. A closer look at the programs offered at PGHS for this student population will follow. The PGHS AVID program is designed to assist first-generation college bound, under-represented minority and economically disadvantaged students prepare for admission to a four-year college upon graduation. AVID is an elective class offered at every grade level. In 2010-11, the foundation was laid for the implementation of the Foster Youth Mentoring Program for the 2011-12 school year. Each foster student has a volunteer mentor who monitors grades and checks in with the student on a regular basis. The students have formed an official club and they meet each Thursday before school as a support system for one another. In 2013, an AmeriCorps member was provided through funds from the district Foster Youth program. The volunteer works both one-on-one with the youth on campus as well as with the group at large on Thursday mornings.

Student Enrollment in Specialized Programs 2009-2015

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Special Ed	119 (5.1%)	164 (6.8%)	181 (7.4%)	173 (7%)	173 (6.8%)	227 (8%)	238 (9%)	243 (9%)
Advanced Placement	786 (32.5%)	903 (36.3%)	937 (37.2%)	643 (26%)	710 (28%)	734 (28.4%)	817 (32.2%)	781 (30.8%)
AVID	136 (5.7%)	139 (5.6%)	125 (5.0%)	141 (5.6%)	132 (5%)	147 (6%)	161 (6%)	170 (7%)
Foster Youth	18 (.06%)	15 (.06%)	20 (.08%)	21 (.08%)	21 (.08%)	13 (.006%)	27 (.01%)	11 (.004%)

504 Plans and Special Education accommodations and supports services are provided to eligible students to assure academic success are. During the 2016-2017 school year, approximately 56 students at Pleasant Grove High School had active 504 plans. Further, an integral part of instructional programs at Pleasant Grove High School is the Connections program that served the needs of students eligible for Individual Education Plans. 9% of the student body or 243 students in 2016-17 school year received support through Connections. This represents a 2 percentage point increase in the number of students served four years ago.

The full continuum of special education services provided at PGHS include: Highly Intensive Living Skills (HILS) Independent Living Skills (ILS), Pathways (Special Day Class/Certificate Path), Resource (RSP), a Tier I and Tier II Emotionally Disturbed (ED) programs. A site team comprised of 9 teachers, 10 instructional aides, a counselor, psychologist, and a Vice Principal work in conjunction with our entire faculty to provide a full range of support services to the students qualifying for services.

A review of the data below highlights two facts. First, the percent of students served through Connections is consistent with the percent served in all secondary programs in EGUSD. Second, with one exception, the ethnic composition of the students receiving support through Connections is equal or lower to the percent of student receiving services district wide.

Special Education Program Enrollment 2009-2017								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
RSP	74	105	103	109	106	90	73	112
SDC Mild Mod	NA	NA	17	14	10	10	9	19
SCC Mod Severe	31	33	36	24	26	23	25	40
ED	14	26	25	26	31	19	29	21
TOTAL Spec Ed	119	164	181	173	173	142	136	192
504	8	45	64	56	58	61	60	56

SISWEB Reports

Starting in Fall 2007, PGHS expanded the support system provided to our students by adding a Study Skills class to address the unique needs of tenth grade students potentially at risk of not graduating from a comprehensive high school. Counselors, administrators and staff help identify students who would be best placed in the program. Study Skills is a support program for students who struggled academically during their freshman year. This class provides general education students with intensive support with academic language, test taking strategies, study skills, and life skills. At the end of the 2012-13 school year, a decision was made to expand the program by adding a 0 period class for juniors and seniors. Students who elected to continue the support were able to arrive at PGHS starting at 6:45 A.M. to meet with the study skills teacher and/or be directed to other staff to address specific areas of need.

SCHOOL GOVERNANCE

The Decision Making Model provides the framework for the school’s governance to ascertain each of the stakeholders and subgroups comprising PGHS are represented. Adhering to formal decision making procedures assures that representatives of the diverse stakeholders are involved in the creation and implementation of policies which further support the school’s vision, mission, and core values. The development of a Comprehensive Safe School plan was no exception to the governance plan. In compliance with SB 187, three primary committees were involved in outlining the plan: namely, the School Site Council, Steering Committee and Positive Behavior Intervention and Support [PBIS] Team. The members represented the central stakeholders of PGHS - administrative, certificated and classified staff, the student body, parents and community. The specific 2017 - 2018 School Site Council team members included:

ADMINISTRATION

Hank Meyer	Principal
Taigan Keplinger	Vice Principal
Wendy Moylen	Secretary

STAFF

Miguel Corona	Custodial Site Supervisor
Martin Thomas	Lead Campus Supervisor
Dany’l VanSomeren	Librarian
Shelley Walker	Teacher
Jill Winder	Teacher
Sherry Lunde	Teacher

PARENT/COMMUNITY Elizabeth Gress Jessica Light Al Rowlett Qingan & Sarentuye Xu	STUDENTS: Blake Koerber Amanda Pangilinan Destiny Willis Brendan Zavala
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The council has calendared two specific meetings to address the mandates of the plan. In addition to the School Site Council, two other committees: Steering and PG Culture and Climate (PBIS) provide input related to school safety. The school steering committee is comprised of faculty from each department. The Steering committee convenes once per month to discuss key issues related to the academic, social, and emotional welfare of the student body. Each team provides input to the administrative team and School Site Council related to student safety. Another committee, Positive Behavioral Intervention and Support committee, meets to address school wide areas of concern and develop an action plan. Components of the action plan are included in the Comprehensive Safe School Plan.

Vice Principal Taigan Keplinger has been delegated as the primary author of the final document. Sub-committee meetings will be scheduled on an as needed basis to complete the task. Each sub-committee will have the responsibility to collect, evaluate, and interpret data to devise goals and recommend an action plan to reach the established goals. The entire council will review and finalize the plan prior to being submitted to the EGUSD Governing Board. Annually, the council will monitor and assess the progress of the plan and recommend adjustments as needed.

STEP TWO VISION

During 2004-05 school year, a planning committee, comprised of the various stakeholders, created the guiding principles and core values for Pleasant Grove High School. Embedded in this vision were factors that inherently focused on school safety. The current mission statement is a revision based upon recommendations from the 2009 WASC committee. In the 2009-10 school year the Student Core Values were revised. The Steering Committee formed a subcommittee comprised of interested staff members to fine-tune this document. The revision was brought to Steering for discussion and then Department chairs presented the document to their department members for discussion. The document was then brought back to Steering for final approval and approved at the end of the 2010 school-year. For the 2011-12 school year, the Teacher Commitments to Student Core Values was reviewed and revised to be more closely aligned with the updated Student Core Values document.

The Pleasant Grove High School community will challenge all students to excel in an academically rigorous setting where they establish and achieve individual goals, communicate effectively, and interact respectfully and responsibly as they prepare for the future.

STUDENT CORE VALUES

The following four core values are the expected school-wide learning results (ESLRs) that guide students in their educational pursuit at PGHS. The students at PGHS will demonstrate:

- **RIGOR** – by utilizing and developing their critical thinking skills in a rigorous academic environment, by communicating effectively, and by seeking and creating solutions to complex problems.
- **RELEVANCE** – by applying current learning to advance their career, social and civic goals.
- **RELATIONSHIPS** – by fostering relationships among other students and staff to develop life-long, self-directed learning and interpersonal skills that build connections to the school and global community.
- **RESPECT** – by honoring self and others through accepting personal responsibility for their actions and showing respect for diverse voices and life experiences.

Teacher Commitments to Student Core Values

In order to support the mission and core values, the staff created a complementary document entitled “Teacher Commitments to Student Core Values” which delineates specific actions our teachers have committed to in support of the school’s ESLRs.

Rigor – by utilizing and developing their critical thinking skills in a rigorous academic environment, by communicating effectively, and by seeking and creating solutions to complex problems

Teachers will

1. *Implement a variety of instructional strategies that encourage problem solving and higher level thinking.*
2. *Provide opportunities for students to work in groups to solve problems.*
3. *Model proper public speaking and provide opportunities for students to make presentations to the class.*
4. *Teach organizational skills, time management, goal setting and other study strategies.*

Relevance – by applying current learning to advance their career, social and civic goals.

Teachers will

1. *Provide relevant examples, activities and projects that connect the curriculum to the real world.*
2. *Support school efforts to provide career planning for all students.*
3. *Provide a rigorous curriculum that will help students to meet the challenges of the future.*
4. *Group students heterogeneously to promote positive social interactions.*
5. *Provide projects/assignments that are self- directed with student choices that connect to their interests and the real world.*

Relationships – by fostering relationships among other students and staff to develop life-long, self-directed learning and interpersonal skills that build connections to the school and global community

Teachers will

1. *Consistently enforce class and school rules and consequences.*
2. *Celebrate student success and reward effort with encouragement.*
3. *Post current grade and assignment information on Synergy to help students take ownership of their learning and to better help connect parents to the school.*

4. *Provide opportunities for students to reflect on their responsibility for their actions, efforts and achievements.*

Respect – by honoring self and others through accepting personal responsibility for their actions and showing respect for diverse voices and life experiences

Teachers will

1. *Teach and model respect.*
2. *Encourage participation in multi-cultural events and activities on campus.*
3. *Provide opportunities for students to learn about diversity issues.*

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The Site Council and Steering Committee strongly believed that the founding values, focused on respect, acceptance of personal responsibility, and individual achievement, were ones that were to be embedded throughout the Comprehensive Safe School Plan. Therefore, the CSSP vision is framed to assure:

Facilities will continue to project an image attentive to academic achievement.

The PGHS community will remain responsive to honoring differences and resolve conflicts by mediated or ambassadorial means.

Responsibility for actions and achievement will guide student and staff decisions

In short, Pleasant Grove High School will be a safe environment which promotes peace, productively, and academic achievement. As a result:

- Participation in advanced coursework will be valued and be representative of our student body.
- All students will experience a safe and violence-free year.
- Talents and leadership of all subgroups will be represented in school-wide events and activities.
- Programs focused on conflict resolution and respect will reduce the rate of suspensions and expulsions.

- Deep implementation of instructional norms will reflect personal responsibility when making life and school choices exhibited by the student body.

STEP THREE REVIEW OF DATA

A variety of data points are reviewed to determine to what degree the principles guiding PGHS are institutionalized and equitable within the learning community. Goals were established for areas deemed as impediments and barriers to operationalize the vision for PGHS. Factors that were analyzed include:

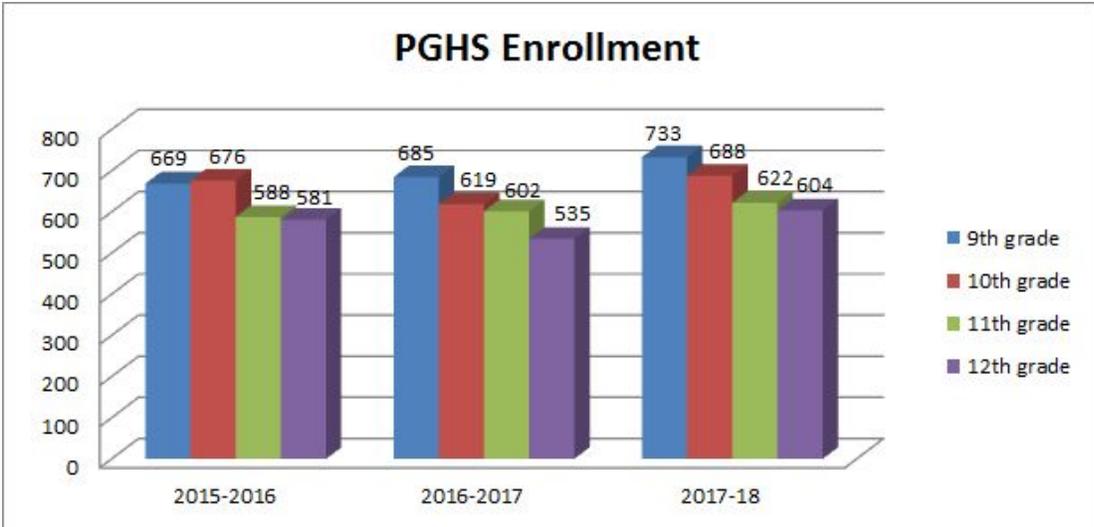
- Student Demographics
- School-wide Academic Performance
 - Graduation Rate
- Student Behavior and School Climate
 - Student Perceptions
 - Discipline Interventions
 - Suspension and Expulsion
- Safety Factors

The primary sources for data will be obtained from:

- <http://quickfacts.census.gov/qfd/states/06000.html>
- <http://cde.ca.gov/dataquest>
- <http://www.ed-data.k12.ca.us>
- Elk Grove Unified Data System SISWEB found at: <http://www.egusd.net/intranet>

Student Demographics

Rather rapidly, Pleasant Grove High School gained a reputation for innovation and academic achievement. A sense of pride and unity has permeated the staff, students and community. Opening in fall of 2005 with 1005 students in 9th and 10th grade, Now in its thirteenth year, PGHS has currently exceeded capacity with four grade levels and an enrollment of 2,647 students for the 2017-18 school year. Our student demographics continue to show a wide range of socio-economic, educational, and cultural backgrounds. Based on statistics from last year, PGHS had a student body consisting of 733 ninth-, 688 tenth-, 622 eleventh- and 604 twelfth-grade students attend PGHS. Pleasant Grove High School remains a closed campus and no longer accepts intra-district transfers for students outside the PGHS boundaries. Below is a chart that shows PGHS enrollment over the past twelve-year history.



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Based on the 2015-16 CBEDS report, the 2547 students attending Pleasant Grove High School represent families who speak one of the twenty plus documented home languages. The number of English Language Learners has increased since the school opened and consist of 580 students designated as Fluent English

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School Attendance

As seen in the chart below, the attendance rate over the past three years has hovered or reached the 97% rate school wide. However, an average of 6.5% of the population over the past three years have been labeled as chronically absent. During that same time, 11.6 – 10.7% of students district-wide have been identified as chronically absent. Chronically absent is defined as missing 10% or more [approximately 18 days] of all scheduled school days. When looking at the disaggregated data, three primary struggle with maintaining a 95% or higher attendance rate; namely, foster youth, homeless and students with disabilities.

Attendance Data 2013 -2017				
	Enrollment	Attendance	# Chronically Absent	% Chronically Absent
2013/14	2572	96.8	158	6.10%
2014/15	2654	97	180	6.80%
2015/16	2571	96.9	171	6.70%
2016/17	2602	96	162	6.20%

Number and Rate of students who are truant for one or more periods 2011 - 2017								
	Enrollment	# Truant	% Truant	less than 5	6 to 10	11 to 25	more than 25	
2011/12	2699	1559	57.8%	40.8%	30.5%	21.2%	8.1%	100%
2012/13	2764	1574	56.9%	38.4%	32.7%	21.3%	7.7%	100%
2013/14	2693	1505	55.9%	40.7%	28.4%	24.7%	6.3%	100%
2014/15	2766	1519	54.9%	38.7%	27.3%	25.9%	8.1%	100%
2015/16	2661	1024	38.5%	47.5%	29.9%	18.7%	4%	100%
2016/17	2536	1442	56.6%	40%	16%	24%	19%	100%

Another data point that influences student success is truancy. Prior to the fall of 2015, the truancy rate at Pleasant Grove High School was one of the highest in the district. Over half of our students were classified as truants meaning they were absent without a valid excuse or absent from school for more than a 30 minute period without a valid excuse on at least three separate days within the school year. In the fall of 2016, it was decided to tie student recognitions to truanies. Students were no longer eligible to receive a Renaissance Card if they had more than three truanies in the preceding quarter. The yearlong truancy rate dropped from over 50% to 38.5%.

GRADUATION RATE

As noted in the following charts, the graduation rate at PGHS has remained above EGUSD’s goal and has reached a rate of 97%. More impressive, however, is the dramatic decline in the dropout rate. In the previous five years, the dropout rate declined from 3.9% to .9% school-wide with the rate rising back to 1% in 2015. Significant gains have been made with EL, SWD and Asian subgroups. The graduation rate is a combination of students entering PGHS as freshmen *and* left to attend high school elsewhere and students who dropped out. Drop-outs are defined as students that left PGHS without notifying the registrar of the school to which they were transferring.

COMPLETION RATES						
	2008-2009	2009-2010	2010-2011	2011-2012	2014-2015	2015-2016
Number of Graduates	417	443	465	474	554	562
Graduation Rate (%)	95%	92%	93%	94%	96%	97%
Number of Dropouts	11	19	12	13	13	0
Dropout Rate (%)		3.9%	2.4%	2.6%	2.2%	1.00%

Student Behavior and School Climate

Student Perceptions

During the Spring of 2016, 9th and 11th grade students were provided the opportunity to complete a survey regarding social/emotional learning and school climate/culture during school time. Tenth grade students could also access the survey on their own. A total of 1486 responses representing, 92% [651] of the freshman class, 36% [230] of the sophomore class, and 84% [525] of the junior class, were analyzed. Questions regarding Social/Emotional Learning elicited student’s perception regarding self-management, growth mindset, self-efficacy, and social awareness. Questions regarding Culture and Climate addressed sense of belonging and connectedness to school, support for learning, fairness of rules and discipline, and sense of safety. Overall, 66% of respondents reported positive responses to the questions regarding both major

categories. Variances were found within each sub-section and between grade levels. Areas in which all three-grade level were consistently pessimistic or negative [the degree of which tended to intensify from freshman to junior year] are noted below.

**Social
Emotional**

Item #	Statement
3	Got to work right away
10	Intelligence could be changed If they were not naturally smart in the subject they
13	could do well
16	Ability to master the hardest topics in class
22	Ability to clearly describe their feelings
25	Ability to disagree with someone without starting an argumen

Climate and Culture

32	Teachers go out of their way to help students
43	Teachers treat students with respect
44	Students treat teachers with respect
45	School rules are fair
46	Believed that students are treated fairly when rules are broken
26	School is safe

Regarding Social Emotional Learning students did perceive that they:

- Came to class prepared, followed directions, and worked independently
- Stayed calm when others distracted or bothered them
- Allowed others to speak without interruptions and kept temper in check
- Were polite to adults and peers
- Listened to and respected others' point of view

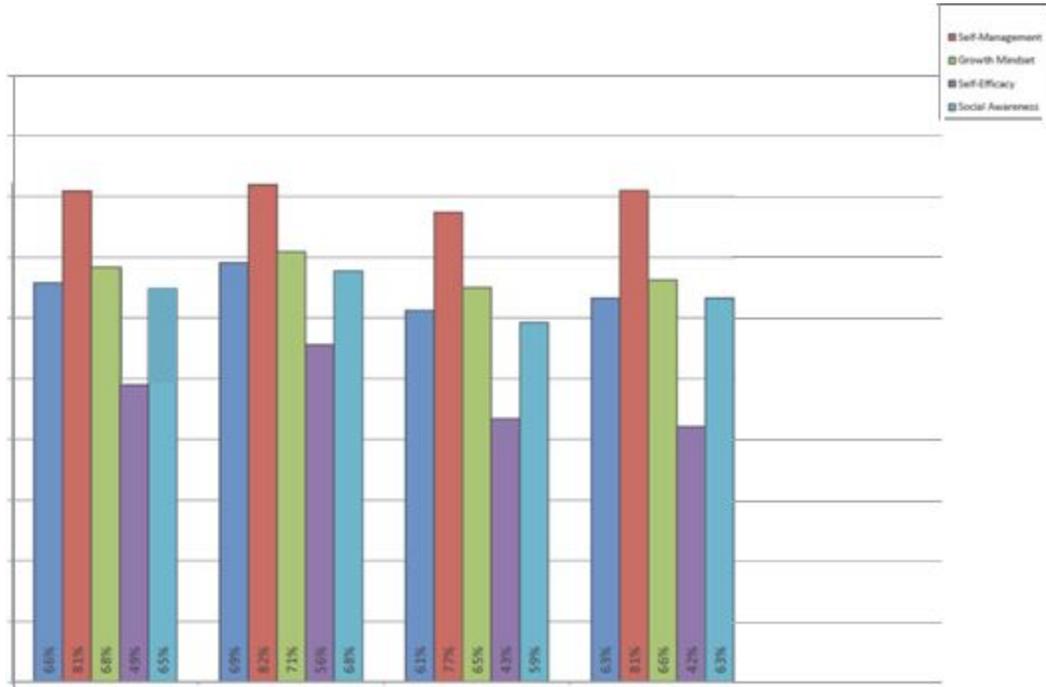
Responding to statements addressing Culture and Climate students reported that:

- Adults encouraged them to work hard
- They take part in class discussions
- The school promotes academic success
- The school clearly informs them of the rules and consequences are known

The fact that students had a less than optimistic view of a growth mindset and self-efficacy was pronounced. Not consistent was the view that they respected others' point of view but did not feel they could disagree with others without starting an argument. Equally as concerning was student's sense of belonging and connectedness to school. The feeling of happy and part of school dramatically decreased from 9th to 11th grade. Additionally, students did not perceive that teachers showed respect to students but moreover, felt even stronger that students did not show

teachers respect. The lack of feeling safe at school had less to do with physical concerns [being pushed, shoved, or beaten up] and more to do with rumors, lies, sexual jokes/comments, and being made fun of because of the way they looked.

Social Emotional Learning (SEL)- Student Survey Fall 2016
 Pleasant Grove High - Overall and by Grade

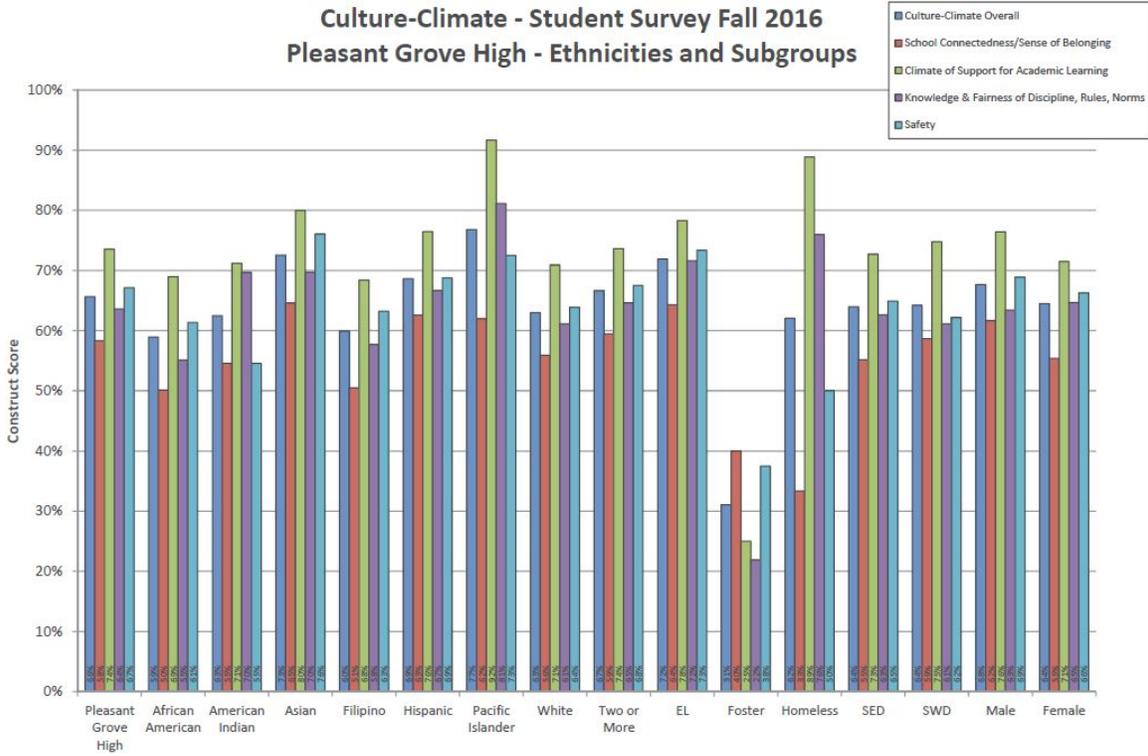


Research and Evaluation
 Elk Grove Unified School District

Below, graphs which illustrate trends by ethnicity, various populations and gender.



**Social Emotional Learning (SEL)- Student Survey Fall 2016
Pleasant Grove High- Ethnicities and Subgroups**



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Research and Evaluation
Elk Grove Unified School District

Staff were also asked to respond to a similar survey in the Spring of 2016. Of the 120 staff, 78 responded to questions addressing sense of belonging/connectedness to school, climate of academic support, knowledge and fairness of school expectations, and campus safety. Areas in which staff had similar views of the students include:

The school promotes and supports academic learning and student success

- High expectations are set
- Staff help students academically
- Lessons are relevant and rigorous

The school clearly communicates expectations for student behavior

- Harassment and bullying is an issue among students
- The school promotes trust and collegiality among staff and they treat each other with respect

Student Survey Results by Item

A survey was given to all PGHS students in the fall of 2017. 709 students responded to the survey (26% of the student population). All grade levels were equally represented in the group.

Strengths

- 86% of respondents felt that teachers are enthusiastic about their jobs
- 83% say that teachers provide a welcoming environment for students to learn.
- 85.3% say that teachers provide extra help or support when needed.
- 88% say that their assignments are rigorous and challenging.
- 71.4% of respondents reported that they felt connected to school.
- 78.5% have been involved in a club, group or extra curricular activity at PGHS
- 8.5% of respondents said that they had at least one adult on campus that they can go to if they have a problem..
- 70% of PGHS students say that the school has a set of rules that are fair and reasonable.
- 82% of PGHS students say that teachers enforce class rules fairly for all students.

Areas for Growth

- 77% said that teachers make an effort to get to know them
- 62% of PGHS students say that teachers update School Loop regularly.
- 71% of students reported that teachers help them to understand how the curriculum connects to real life

PARENT PERCEPTIONS

The district also invited parents to share their perception of the quality education provided to their student attending Pleasant Grove High School. One hundred and eighty-two parents responded which is estimated to be around a 10% response rate. The questions were not matched as closely to the student survey as was the staff survey. Parents were asked the degree to which they felt the school was in developing their child's skills in the specific content areas as well as skills associated with technology, study/organization, citizenship, and racial/ethnic relations. Additionally, parents rate the school on aspects related to communication and parent access/involvement. 74% of the respondents believed PGHS provided a high quality instruction. The area in which parents felt PG was less effective is providing counseling or mental health services to support the needs of the child. Significantly more than half to three quarters of the respondents agreed that a variety of opportunities were provided to parents to be involved in the school and child's education.

Much like students, parents were also provided an opportunity in the spring of 2017 to respond to a survey as the school prepared for school's mid-term WASC accreditation visit. Again the response rate was limited with 100 parents completing the survey (approximately 4% of population). Those that did respond had students involved on one or more of the following programs: 13% PGHS Academy, 16% FFA, Band or AVID, 29% Honors/AP, 23% Athletics, 5% Special Education/504. 21% of parents attended Back to School Night, 19% Incoming Freshman Parent Meeting, 13% Take Your Parents to School Day, 15% Athletic events, 12% Academic Awards, 9% Student Performances, 6% Senior Parent Night.

Additionally, 85% of parents say that their child had been involved in a club, group or extra-curricular activity at PGHS.

The respondents identified the school's strengths as:

- 84% of PGHS parents feel that teachers are enthusiastic about their jobs

- 86% of PGHS parents say that teachers are available to help when they need it.

- 81% of PGHS parents say that teachers respond quickly to inquiries, questions and requests.

- 88% of PGHS parents say that teachers assign a reasonable amount of homework.

- 90% of PGHS parents say that teachers provide a safe and orderly environment for students to learn.

- 91% of parents say that their child is safe on the school grounds

- 91% of PGHS parents say that their assignments are rigorous and challenging.

- 94% of PGHS parents say that the school facilities are well-maintained.

- 86% of PGHS parents say the school offers a variety of extra-curricular activities.

80% of PGHS parents say that the school makes it easy for them and their children to find out about school clubs and other extracurricular activities.

77% of PGHS parents say that PGHS has helped to develop their child's technology skills.

79% of parents say that PGHS provides a welcoming environment.

90% of parents say that PGHS notifies them about the time and place of parent meetings and school events such as Back to School Night

87% of parents say that PGHS provides preparation services for college and career.

80% of PGHS parents say that their child feels connected to the school.

70% of PGHS parents say that rules are enforced in a fair and consistent manner.

83% of PGHS parents say that PGHS provides opportunities for parent education and involvement.

79% of PGHS parents say that the school provides counseling to support the needs of their child.

Conversely, areas for growth were identified as:

68% of PGHS parents say that teachers help their students to understand how what they are being taught relates to the real world.

55% of PGHS parents feel their students' school workload and deadlines are reasonable.

Discipline Interventions

Elk Grove Unified School District maintains a consistent code of conduct for students attending its schools. Supporting the standards, staff at PGHS utilizes a variety of means to address to address the infractions displayed by students. The charts below summarize the history of interventions recorded in SISWEB from the 2005–06 school year to 2014-15. Over the past ten years, the enrollment has more than doubled yet a recent trend of decreasing the number of disciplinary actions has begun to emerge.

Number of Entries in SISWEB by Category

School Year	Enrollment	Entries in SISWEB*	Interventions	Referrals	Detentions	Suspensions	Expulsions
2005-2006	1005	4740	1113	1103	2046	412	25
2006-2007	1566	7937	1987	1877	3514	530	12
2007-2008	2086	12160	4615	2839	3995	728	17
2008-2009	2194	9657	3514	2437	3109	555	20
2009-2010	2283	9831	3692	2359	3144	580	15
2010-2011	2728	9075	4495	1988	2053	503	17
2011-2012	2425	9810	4942	2091	2290	454	16
2012-2013	2533	8519	5304	1491	1408	291	6
2013-2014	2472	8415	5365	1518	1322	234	11
2014-2015	2592	9194	6273	1283	1388	225	9
2015-2016	2547	7414	5282	897	1025	182	0
2016-2017	2441	6033	4297	969	619	125	0

* EGUSD Student Information System

Of the 7,414 entries in SISWEB last year, 5,282 [71.2%] were teacher, counselor or administrative interventions. The counseling department, addressing personal and academic needs of our students, entered at least a third of the interventions.

The following chart outlines the trends in assigned detentions. The number of assigned detentions has continued a steady decline since the school's opening and, as has been the case, the detentions are nearly equally divided between lunch detentions assigned by teachers and Saturday Schools which is administered through the Vice Principal's office. The historic trend as to why students are assigned a detention continued. Lunch detentions are overwhelmingly related to not being on time to class or actively participating in class. Saturday School is most often assigned because a student is truant/habitually tardy to class or persists in being defiant/disruptive in class.

School Year	Enrollment	All Detentions	Lunch Detention	Saturday School
2005-2006	1005	2046	1262	784
2006-2007	1566	3514	2692	1122
2007-2008	2086	3995	2341	1654
2008-2009	2194	3109	1529	1580
2009-2010	2283	3144	1651	1472
2010-2011	2728	2053	964	1089
2011-2012	2425	2290	1123	1167
2012-2013	2533	1408	722	686
2013-2014	2472	1322	659	663
2014-2015	2592	1388	699	689
2015-2016	2547	1021	588	433
2016-2017	2441	606	390	216

Suspension and Expulsion Rate

Suspension and Expulsion are the two most punitive consequences when students violate the code of conduct. The option is selected to address habitual violations or those that compromise campus safety. Noted in the chart below, the percent of students suspended continues to decline as strategies consistent with Positive Behavior Interventions and Support are implemented to ensure that Pleasant Grove High School remains safe for students and staff.

Suspension Rate 2005/05 -2016/17

School Year	Suspensions		
	Number of Suspensions	Total Enrollment	Percent of Enrollment
2005-06	412	1005	40.9
2006-07	530	1566	33.8
2007-08	728	2086	34.9
2008-09	555	2194	25.3
2009-10	580	2283	25.4
2010-11	503	2428	20.7
2011-12	454	2425	18.7
2012-13	291	2533	11.5
2013-14	234	2570	9.1
2014-15	225	2595	8.6
2015-16	182	2547	7.1
2016-17	125	2441	5.1

For the past eight years, a focus has been placed on reducing the reported disproportionality of suspensions and expulsions of African-American and Hispanic students compared with their percentage of the overall student population. In 2014-15, forty of the 273 African American students at PG were suspended one or more times during the school year. While their suspensions account for 30% of the overall suspensions, they only represent 16.8% of the African American population at Pleasant Grove High School. Similarly, only 8.3% of the total Hispanic population was involved in twenty-eight percent of the suspension attributed to the duplicated Hispanic count. Continued efforts have made to be mindful of all alternatives to correct behavior as to minimize the impact on a student's overall education illustrated on the chart below. Currently the Hispanic students account for 17.9% of the population and 20.3% of the total suspensions were issued to Hispanics. However, only 7.6 of the Hispanic student population were suspended one or more times. Likewise in the 2015-16 school year 26.9% of the suspensions were attributed to

African Americans who make up 8.2% of the total student body. Yet, when the student count is unduplicated, only 11.4 of the African American population was suspended one or more times. Students classified as white, who make up 43.46% of the population, had a 33.5% suspension rate. However, when the student count was unduplicated, only 4.5% of the white population were suspended one or more times. While a significant decrease not only in the number of overall suspensions but also those assigned to African American and Hispanic students is noted we must continue to address the issue of disproportionality.

**Percent of Suspensions by Ethnicity: Duplicated vs Unduplicated Student Count
2014-15**

Ethnicity	Total # in Subgroup	% of School Population	Total # of Suspensions [Dup Count]	% of suspensions	# of Students Suspended [Undup Count]	% of Subgroup
Hispanic	497	18.6	57	25.3	38	7.6
Af American	293	10.99	74	32.8	40	13.6
White	1145	42.96	68	30.2	58	5.06

**Percent of Suspensions by Ethnicity: Duplicated vs Unduplicated Student Count
2015-16**

Ethnicity	Total # in Subgroup	% of School Population	Total # of Suspensions [Dup Count]	% of suspensions	# of Students Suspended [Undup Count]	% of Subgroup
Hispanic	457	17.9	37	20.3	26	5.68
Af American	210	8.2	49	26.9	24	11.4
White	1007	43.46	61	33.5	46	4.56

Percent of Suspensions by Ethnicity: Duplicated vs Unduplicated Student Count 2016-17

Ethnicity	Total # in Subgroup	% of School Population	Total # of Suspensions [Dup Count]	% of suspensions	# of Students Suspended [Undup Count]	% of Subgroup
Hispanic	455	18	46	34%	37	.081%
Af American	161	6	12	.09%	10	.06%
White	922	36	41	30.8%	39	.04%

The following chart identifies the reasons and number times the offense was addressed by administration during the last school year. Below two charts further, identify how suspensions are assigned at PGHS. The first will outline the type of offenses and their frequency that resulted in one or more days of home suspension. The second chart illustrates the five highest reason for home suspension at PGHS over the school’s history.

Suspension Statistics - 2016-17

Length of Suspensions	Total Number	Reasons
1 day	26	19- Willful Defiance
		1 - Controlled Substance
		3- Harassment/Intimidation
		1 - Profanity
		1- Damage to school property
		2 - Physical Altercation
2 days	23	5 - Willful Defiance
		3 - Theft
		1 - received stolen property
		4- Harassment/Intimidation
		7 - Physical Altercation
		1 - Obscene/Profane Act
		4 - Bully/Intimidation
		1- Damage to school property

3 days	22	4 - Willful Defiance
		8- Physical Altercations
		2- Damage to property
		8 - Harassment/Intimidation
4 days	1	1 - - Harassment/Intimidation
5 days	53	22- Possession of illegal substance
		8- Physical Altercations
		11- Harassment/Intimidation
		1 - Sexual assault or batter
		2- Theft
		1- Profane/Obscene Act
		2- Possession of a weapon
		2- Damage to property

Top Five Reasons for Suspension 2008 – 2016

	1st	2nd	3rd	4th	5th
2007-08	No Show SS	Electronic Device	Physical Altercation	Campus Defiance	Profanity
2008-09	No Show SS	Physical Altercation	Electronic Device	Campus Defiance	Class Defiance
2009-10	No Show SS	Physical Altercation	Campus Defiance	Controlled Substance	Stealing/ Theft
2010-11	No Show SS	Physical Altercation	Class Defiance	Controlled Substance	Electronic Device
2011-12	No Show SS	Controlled Substance	Physical Altercation	Stealing/Theft	Campus Defiance
2012-13	No Show SS	Physical Altercation	Controlled Substance	Profanity/ Obscene Act	Stealing/ Theft
2013-14	No Show SS	Physical Altercation	Controlled Substance	<i>TIED</i> Stealing/Theft & Profanity/ Obscene Act	
2014-15	No Show SS	Physical Altercation	Profanity/ Obscene Act	Controlled Substance	Stealing/ Theft
2015-16	No Show SS	Physical Altercation	Harassment/ Intimidation	Controlled Substance	Stealing/ Theft
2016-17	No Show SS	Harassment/ Intimidation	Controlled Substance	Physical Altercation	Damage to Property

Once again, students failing to serve Saturday School (28) remain the most frequent cause for students to be assigned a suspension. The remaining four reasons for suspension in chronological order are [27] harassment/intimidation, [23] controlled substance, [16] physical altercation, and [6] damage to property.

Expulsions

No students were expelled from Pleasant Grove High School last year. This is a dramatic

decline from previous years. In the two previous years, two students were expelled from PGHS in 2014-15 and 11 in 2013-14.

Safety Factors

To provide the students and staff of Pleasant Grove High School a safe and productive learning environment, both district and site leadership has placed into service several measures to maximize school safety. PGHS has employed a security team comprised of a Lead Campus Supervisor, 4 full time campus supervisors, and one 5-hour campus supervisor. For the 2017-18 school-year, Pleasant Grove has hired a cultural ambassador as another resource for students to report incidents of racial remarks, hate speech, etc. Pleasant Grove has also developed a Google form for students and parents to use in reporting incidents on campus. Additionally, the school has been assigned with a full-time deputy from the Sacramento County Sheriff Department to act in the capacity of a School Resource Officer (SRO). The SRO is also supported by a team of sworn peace officers employed by the EGUSD that are available via phone or emergency radios provided to all site security personnel and administration. There are four full-time vice-principals and one teacher-in-charge who oversee the school's enforcement of the PGHS Student Code of Conduct. In addition to measures designed to maintain school safety through enforcement, PGHS administration have also employed preventive measures to decrease the frequency of student misbehavior. Such measures include Eagles Seeking Peace (ESP) and Unity Days. New for the 2017-18 school-year is the formation of a Unity Group which consists of a diverse number of students and staff who meet on late start Thursday to discuss issues on campus. ESP is a group of students that have been provided specialized training in conflict resolution and act as peer mediators throughout the school year to resolve peer conflicts that are likely to lead to a violent outcome. The program continues to be highly successful and, in most all cases, will successfully enable conflicting parties to agree to terms and conditions that prevent the conflict from escalating.

Unity Days have been created and implemented by our Student Activities Director and our Associated Student Body team. Run several times during a school year, a Unity Day brings together students who would not be typically involved in extracurricular activities and moves them through a variety of activities that stimulate self-reflection and builds a stronger connection between the student, their peers, and the school as a whole. Students who have participated in Unity Days frequently describe their experience as incredibly powerful and a memory that will last a lifetime.

For the 2017-18 school year, PGHS has hired a cultural ambassador as another resource for students to report incidents of racial remarks, hate speech, etc. PGHS has also developed an online student incident report form for students and parents to report incidents of bullying, harassment or threats to students on campus. In addition, a Unity group consisting of a diverse group of student representatives was formed and meets twice a month to discuss issues related to racism and intolerance on campus.

STEP FOUR INTERPRETATION & DESIRED ENHANCEMENTS

AREAS OF PRIDE AND STRENGTH

Pleasant Grove High School stakeholders have reason to be proud of the initial accomplishments that have been made. It is clearly the diligence, dedication and commitment of the student body which continues to provided PGHS the means to excel. The students' energy has allowed the beliefs and visions of the planning committee to reach fruition and the creation of a culture which accepts nothing less than personal best.

Irrefutable evidence of this claim includes:

During the first year of operation, PGHS applied for and obtained a provisional accreditation from WASC and obtained a full six year accreditation during the first review in the Spring of 2009 and again in 2015.

PGHS was the first high school in the district to obtain an API score of 800 or above. The score has risen from 801 in 2005/06 to 857 in 2013/14.

Students continue to be recognized at the local and state level for performance in extracurricular activities such as:

- Marching Band
- Yearbook
- Lenaea Theater Festival
- Poetry Outloud
- Academic competitions such as Academic Decathlon, Robotics, Science Olympiad

As stated earlier, Pleasant Grove High School believes that our students are the greatest resource for establishing a positive learning environment which, as a result, promotes a safe school for students and staff. The leadership students serve as an example by “living” the desired culture of the campus is to be highly commended. Clearly, the Associated Student Body is a pivotal group of student leaders which organize and promote multiple positive activities on campus (including but not limited to, school rallies, food fairs, club development and promotion, staff recognition, student academic recognitions, dances and Unity days) and provide overall leadership development on campus.

In collaboration with ASB, the Link Crew program puts on a new student orientation for all the incoming 9th graders prior to the school year beginning in August. The orientation is geared to providing students with valuable information about how to be successful at Pleasant Grove High School and allows them an

opportunity to get connected with upper class leaders at the school. Throughout the year, Link Crew leaders reconnect with freshmen during Advocacy to address concerns and issues as they arise. Link Crew provides another tangible means for students to become connected to the school and to assist in creating and promoting a positive school environment.

Eagles Seeking Peace (conflict mediators), assist in promoting a climate of respect and personal responsibility. The conflict mediation program utilizes trained student managers that work directly with students who may be having a conflict with a peer on campus. The informal and formal mediation sessions in which students are trained also provide a pulse on which issues adult intervention may be needed to assure that students remain safe.

The Unity Group is another resource to help provide a welcoming and understanding community for all students. This diverse group of students and staff meet on late start Thursday to discuss issues that occur on campus and explore solutions to these issues.

To further increase the sense of relationship and connection to the school, Pleasant Grove High School students are actively involved in developing a diverse array of student clubs on campus. Below is the list of the 50 student initiated clubs on campus:

CLUBS/GROUPS 2017-2018		
Asian Pop Culture Club	Frozen Eagles	PG Theatre Productions
Bhangra Club	Gate Club	Polynesian Club
Big Sis, Lil Sis	Goodwill Ambassadors	PRNGR (Pizza rolls not gender rolls)
Bike Club	Helping Hands	PSA
BSU	IDEA	Red Carpet
Chess Club	Interact Club	Red Cross Club
Chinese Lion Dance	Key Club	Robotics Club
Cross Country	Latinos Reaching Goals	Run for Fun
Digital Media Academy	Magic: The Gathering Club	Science Olympiad
Eagle Eye Studio	Mathletes	Sikh Honor Service Society
Eagles Seeking Peace	Medical Society	SWAG
FFA	MSAT	Table Tennis
Filipino Club	No Purpose	Ukulele Club
Finance Club	Pacific Islander Club	Ultimate Frisbee Club
French Club	PG TLC	Writers Guild
Fresh off the Board	PG café	Young Democracy

These clubs again give students an opportunity to engage and connect to the school. Other opportunities, which are more closely tied to academic performance, include an extensive sports program, band and drama. Science Olympiad, Academic Decathlon, Robotics, Poetry Outloud, and Lenaea Theater Festival, are among the growing list of competitions in which students

represent PGHS to apply their academic skills and enhance their sense of connection to others on campus.

three academies, Bio/Med, Innovative Design and Engineering Academy (IDEA), and Digital Media Academy (DMA), are available to our students. They are popular academies that our students enjoy being part of.

To address the district's continued goal, *to have students will be college or career ready upon graduation*, a comprehensive academic and career counseling center was established. Each student has an assigned counselor that monitors and works with students during their four-year career at the school. Counselors provide direct instruction to classes to further assist students in making the many decisions that have an impact on later choices for college and/or a career. Integral to these instructional units are interest and skills assessments via Kuder, an internet-based program, which guides them in college and career searches. The direct instruction from counselors and advocacy teachers as well as independent searches provides detailed information to help students complete a four-year academic plan. Moreover, the on-line service (Kuder) is available for parent review that ultimately enhances parent - student- school dialogue. By the senior year, all students will have a portfolio, which will illustrate their success as well as map out their plans beyond high school.

A cornerstone of PGHS' development was the commitment to a Student Advocacy program. Advocacy was designed so that students meet with the same teacher advocate every Thursday for a 30-minute period in a class setting of about 25 students per class. Ideally, the student has the same Advocacy teacher for the entire four years that a student is in high school. Advocacy's most important purpose is to create a non-academic connection and collaborative link between student, fellow students, the teacher, the school, counselors, and other campus resources. Advocacy helps students learn how to envision their future by creating long and short-term goals, providing help for students to achieve their goals, and providing an opportunity to conduct life planning. Students maintain information from KUDER, SAT and individual samples of academic work. One of the most significant components of the PGHS high school experience is the High School Portfolio. This project is the culmination of the each student's four-year high school experience. It is a self-reflective, personal piece of work created by each student as they collect and analyze best work samples from each grade level, take and analyze career and college interest assessments and make a formal presentation to a panel of staff members. This single project helps guide students to prepare for life after high school and provides relevance to each of the courses taken during their high school tenure.

Over the four-year period, students create a portfolio which illustrates personal and academic growth, highlighting special talents, skills and interests which will

be applied to future career choices. A public presentation of the portfolio provides each senior the opportunity to display accomplishments and outline their plan for life after high school.

Additionally, PGHS has many highly qualified staff to assist students with special learning needs. Our Learning Center serves both special education and general education students who need additional support to meet the standards. An outgrowth of AB 1802 is the systemic process by which counselors encourage students in the lowest performing categories. Regular meetings have been established with individuals and small groups to identify areas of concern and means of individual support to assure academic success. Bilingual Teaching Associates help our English Learners to access the core curriculum, and are placed in classes to learn English as needed. Gifted and Talented students participate in Honors and Advanced Placement courses. Our Connections department assures that students with mild to severe learning needs are placed to best meet their individual needs. Imbedded in the daily fabric of PGHS instruction are individuals involved in SLS, ILS, ED, Pathways (SDC-LH) or Resource programs.

Assuring that instructional decisions are primarily driven by data, the teaching staff is trained in the use of the Prosper Assessment System. Prosper provides teachers with detailed data, either summative or formative, to inform future instruction. The data assist staff in identifying gaps in learning on a wide array of factors such as - gender, ethnicity, or class performance. Their analysis is used personally and/or in subject area teams to inform curriculum planning.

It is clearly recognized that parental support and involvement is an important aspect of the success of Pleasant Grove High School. Therefore, a conscientious decision was made in the development of the school to employ Synergy, an internet based communication tool. Synergy has proven to be a valuable tool for faculty, staff, students, and parents to communicate about homework assignments and student progress. Based on user records, over 600,000 page views per month have consistently been logged for the past three years which is greater than ten times more than equivalent programs used by other sites or districts. The success lies in the fact that all teachers have committed to maintaining current homework assignment calendars and posting student progress reports on the web so that parents feel a close connection to their child's status at PGHS. Parental support is also gained through involvement on the School Site Council that assists the Principal with important governance decisions. Additionally, Pleasant Grove High School's parents serve by assisting with our athletic teams, booster clubs, school clubs, PTSO and/or special committees. Without question, parents support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Once

again, Synergy is an instrumental tool to stay connected with the school, the programs and the staff.

AREAS FOR ENHANCEMENT

Continuous improvement is vital to maintain the success PGHS has experienced to date. The review of data and current practices assisted the Comprehensive Safe School Committee in focusing on four primary issues involving two broad categories; namely, **People/Programs** and **Places/Physical Environment**. The issues addressed include:

- All students will experience a safe and violence-free year.
- Talents and leadership of all subgroups will be represented in school-wide events and activities.
- Deep implementation of instructional norms will reflect personal responsibility when making life and school choices exhibited by the student body.
- Focus on programs and strategies to reduce the rate of suspensions and expulsions.
- Participation in advanced coursework will be valued and be representative of our student body.

STEP FIVE GOALS

To meet the safety concerns of the learning community at Pleasant Grove High School, goals have been established for the areas of People/Programs and Places/Physical Environment. Each stated goal has a number of objectives to further guide students and staff in reaching the desired end. This plan of action also delineates any related activities, resources needed, person(s) responsible, and a timeline by which the goal and objectives are to be reached.

COMPONENT ONE: People and Programs Impacting School Climate

The safety of students is our school's first priority. Recently, it's come to Admin's attention that racism is a problem on campus. As a result an Action Plan is being developed to combat racism. All students deserve to learn in an environment that is free from distraction and in which they feel safe and protected. The most important events at our school happen in the classroom. To maintain an environment appropriate for learning, and to allow for administrator and teachers to monitor the classroom, our discipline policy is strictly enforced.

GOAL 1: The Student Core Values "Rigor, Relevance, Relationships, and Respect" will continue to be the focal point for the 2017-18 school year.

Objective 1.1 Increase the knowledge and understanding of staff and students to the constructs of Positive Behavior Interventions and Supports [PBIS]

- Conduct monthly PBIS advisory committee meetings to review data and identify trends.
- Present outcomes to staff and seek recommendations to address the issues identified by the advisory committee.
- Publish the expected behavior norms via classroom and common area posters and school-wide banners.
- Continue to teach and reinforce the expected behaviors to students via PGTV, advocacy lessons and printed material.

Objective 1.2 Encourage diverse student groups to build interpersonal skills and school connections:

- Form a Unity Group consisting of staff and students to discuss racism and hate speech used on campus.
- Continue to schedule a minimum of three "Soaring Eagles" luncheons
- to recognize students exhibiting values identified by all stakeholders
- Increase the number of clubs representative of our diverse student population
- Maintain the number of planned Unity Days for the 2017-18 school year.
- Support students from the ILS/Pathways classes who elect to actively participate in all student activities.
- Sponsor foster youth so they are able to participate in all school activities.
 - Provide ASB cards/PE clothes to all foster youth.
 - Expand the reach of PGHS staff mentors.

Objective 1.3 - Decrease the suspension rate while maintaining a safe environment for students and staff.

- Time in monthly staff meetings will be dedicated to review department specific best practices related to Common Core that maintain student engagement and minimize student behaviors that distract from the learning environment.
- A focus group comprised of administration, counseling and campus supervisors will meet monthly to identify students across the campus that present behaviors that need support and identify strategies to meet the needs
- PGTV broadcast will promote traits of student success and a positive school climate through student produced stories.
- Continue to improve communication with all stakeholders about campus incidents

Objective 1.4: Educate and empower staff and students to speak-out against disrespect, intolerance and bullying.

- Present segments on PGTV addressing bullying, racism, and hate speech.
- Establish common language to address instances of disrespect and intolerance.
- Maintain the professional library containing materials on diversity, respect, and tolerance in the Student Services area.

Person(s) Responsible for Implementation

Vice Principals	Amber Clark Laurie Weiss Dianna Shoop Taigan Keplinger
Counselors	Entire counseling staff
Teachers	Shelley Walker Mario Mansilla
Campus Supervisor	Martin Thomas
PGTV	Jerry Bandy
Activities Director	Jeff Platt

Timeline for Implementation Fall 2016 – Fall 2017

GOAL 2: Participation rates in advanced courses will continue to be representative of the student body

Objective 2.1 - Support staff and counselors as they seek out, identify, and invite qualified students to participate in advanced courses.

Objective 2.2 - Support AP teachers in planning and delivering instruction consistent

Objective 2.3- Explore the potential of reviving the “AP Survivor Workshop” in Early August for

first time AP students and their families.

Person(s) Responsible for Implementation

Counselors

Teresa Schmutte

Head Counselor

Todd Hirsch

AP Counselor

Michelle Jimenez-Lundy

Department Chairs

Timeline for Implementation Fall 2016 – Fall 2017

COMPONENT 2: Places and Physical Environment

Our beautiful campus opened in August of 2005. To accommodate the increased enrollment, 6 portable classrooms were installed in 2008. In the Summer of 2014, the newest addition to the Agriculture Center, a Greenhouse/classroom, was completed. Currently, PGHS has 82 classrooms, a theater, TV studio, industrial technology building, a large multipurpose room, five computer labs, a large library with over 15,000 volumes, a greenhouse, and two barns to house large and small animals. Most recently the following has happened:

- HF-2 has been redesigned as a Makerspace Lab in order to expand class offerings for engineering, specifically to add a mechatronics pathway.
- HE-18 has been converted into a DMA production studio to help support PGTV,
- The PGTV studio, directly across from HE-18 has been reconfigured and upgraded with the addition of more computers.
- HG-3 is no longer a computer lab. Since HE-18 can no longer be used as a traditional classroom, HG-3 was converted to a traditional classroom. With the loss of the computer lab we've added chromebooks to take the place of desktop computers.
- To improve our outdoor facilities for PE and athletics artificial turf and track have replaced the grass field and track.

We continue to be proud of our campus and strive to keep our school in good repair. Our goal is to afford our students and staff with a clean, safe, functional, and orderly environment for teaching and learning. The site supervisor custodian, to assure that the goals listed below are met, conducts regular inspections at our school site.

GOAL 1: Ensure the security of the campus.

Objective 1.1 - Develop a rotation system for campus supervisors to assure that all entry points are monitored throughout the day.

Objective 1.2 - Affirm that all locks of critical doors on campus have not been compromised and are in safe and functional working condition.

Person(s) responsible for implementation:

Administration Taigan Keplinger
Miguel Corona

Vice Principal
Custodial Site Supervisor

Timeline for Implementation: Fall 2017 – Fall 2018

GOAL 2: Enhance the capacity to maintain a safe and secure campus.

Objective 2.1: Include time during pre-service for staff to report to their designated evacuation.

Objective 2.2: Use Advocacy and PGTV to review plans with students as to where to report if an evacuation alarm sounds outside of a designated class period. The segment will also refresh students' knowledge of "shelter in place" procedures under similar circumstances.

Objective 2.3: Conduct lock-down drills during non-class time and evacuation drills that "block" normal exit routes to increase student and staff ability to independently respond to crisis situations

Person(s) responsible for implementation:

Administration:

Hank Meyer, Principal

Dianna Shoop, Interim VP

Amber Clark, VP

Taigan Keplinger, VP

Laurie Weiss, VP

Martin Thomas, Lead Campus Supervisor

Keith Ball, SRO

Miguel Corona, Custodial Site Supervisor

Timeline for Implementation: Fall 2016 – Spring 2017

STEP SIX COMMUNICATION PLAN

The Pleasant Grove High School Safe School Plan will be shared with the public through various means that include but not limited to the following:

- The School Site Council and Steering Committee will review and approve the plan by the end of January 2018.
- The plan will be reviewed during staff meetings in the Spring of 2018.
- The Safe School Plan will be posted on Synergy, the Pleasant Grove High School Web page, and outlined in future newsletters for the community to view.
- The Comprehensive Safe School Plan will be located in the Administrative Office.
- The district will be sent an electronic copy to Police Services for approval by the Board of Education.
- Future changes to the plan will take place annually as the Site Council provides oversight and suggestions for modifications.

STEP SEVEN REVIEW AND EVALUATION

On an annual basis, our Safe School Plan team will evaluate and review the prior year's plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Step VI. It is the intent of Pleasant Grove High School that the Safe School Plan be a working and fluid plan. To that end, the CSSP can be adjusted to reflect the changing needs of a large comprehensive high school campus.