



Pleasant Grove High School

Safe School Plan

2019-2020

Omar Carreon, Committee Chair
2019-2020 School Year

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Section 1: School Site Council and School Safety Planning Committee

Members

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, two primary committees were involved in outlining the plan: namely, the School Site Council and School Site Safety Team. The members represented the central stakeholders of PGHS - administrative, certificated and classified staff, the student body, parents and community. The specific 2018 - 2019 Site Safety team members included:

Administration

Taigan Keplinger	Principal
Omar Carreon	Vice Principal
Wendy Moylen	Secretary

Parent/Community

Michelle Grundman
Rob Hensens
Sheline Powers

Staff

Martin Thomas	Lead Campus Supervisor
Miguel Corona	Lead Custodian
Robert Tabares	Teacher
James Looper	Teacher
Jenny Shiele	Data Tech
Sandy Beretta	Para Educator

Students

Tevita Beaman
Jadyn Beavers
Afraz Hameed
Devon Kennedy
Celeste Ruiz

Section 2: Vision Statement

From the safety of the campus, to the importance of a culturally responsive teaching and learning environment that incorporates rigor and breadth of competitive instructional programs, Pleasant Grove High School students recognize and achieve their greatest potential.

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

Mission Statement

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.

Section 3: Data

Enrollment by Grade Level

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
9th grade	714	669	685	733	698	661
10th grade	636	676	619	688	673	658
11th grade	620	588	602	622	621	605
12th grade	639	581	535	604	551	564
TOTAL	2609	2514	2441	2647	2642	2488

Population Distribution

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
American Indian or Alaska Native	24	12	13	14	15
Asian	546	537	564	757	807
Pacific Islander	43	16	12	14	17
Filipino	146	126	136	161	135
Hispanic	462	457	455	468	485
African American	285	209	161	155	121
White, Not Hispanic	1110	992	992	939	927
Multiple or No Response	4	170	176	203	219

Completion Rate

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Graduates	554	519	574	562	516	552	546
Graduation Rate (%)	95.5%	95.8%	97%	97.4%	95.2%	96.7%	96.2%
Number of Dropouts	13	5	6	6	6	1	NA
Dropout Rate (%)		2.2%	0.9%	1.0%	1.1%	.17%	NA

Student Perception (SES 2018) positive responses

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 argument
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

Discipline Interventions

School Year	Enrollment	Entries SISWEB/Synergy*	Interventions	Referrals	Detentions	Suspensions	Expulsions
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
2017-2018	2526	5130	3267	654	224	142	2
2018-2019	2642	948	3585	588	354	91	3

Ethnicity	Total # in Subgroup			% of School Population			Total # of Suspensions [Dup Count]			% of suspensions			# of Students Suspended [Undup Count]			% of Subgroup		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Hispanic	455	498	523	18	18.8	19.9	46	33	24	34	23.2	26.1	37	30	21	.081	.06	.04
Af American	161	167	143	6	6.3	5.5	12	158	14	.09	8.5	15.2	10	12	9	.06	7.1	.062
White	922	952	972	36	36.7	37.7	41	57	27	30.8	38.7	29.3	39	42	25	.04	4.4	.025

Data Synopsis

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:

- California State Census <http://quickfacts.census.gov/qfd/states/06000.html>
- California Department of Education <http://dq.cde.ca.gov/dataquest/>
- Education Data Partnership <http://www.ed-data.k12.ca.us>
- Elk Grove Unified Data System Synergy <http://www.egusd.net/intranet>

Based on the 2018-19 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

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.

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 2017-18, 12 of the 167 African American students at PG were suspended one or more times during the school year. While their suspensions account for 8.5% of the overall suspensions, they only represent 7.1% of the African American population at Pleasant Grove High School.

Similarly, only 6.02% of the total Hispanic population was involved in 23.2% of the suspension attributed to the duplicated Hispanic count. Continued efforts have been 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 18.8% of the population and 23.2% of the total suspensions were issued to Hispanics. However, only 6.02 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.

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 harassment, hate speech and/or hate violence. For the 2018-19 school year Pleasant Grove has moved the shift hours of one campus supervisor to ensure that there is a campus supervisor on available after hours. Pleasant Grove has also implemented the Catapult reporting system for students and parents to anonymously report incidents that take place on campus or that negatively impact the learning environment. 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.

Section 4: Areas of Change & 2019-2020 Goals

The council has calendared two specific meetings to address the mandates of the plan. In addition to the School Site Council, the Site Safety Committee provides input related to school safety. 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, Culture & Climate committee, meets to address school wide areas of concern and develop an action plan using Positive Behavioral Interventions and Support framework. Components of the action plan are included in the Comprehensive Safe School Plan.

Vice Principal Omar Carreon 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.

A cornerstone of PGHS student development is 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, on average, 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 through non-cognitive readiness skill lessons. Advocacy is designed to deliver district mandated information, explicit instruction on behavior expectations, community building, and coping skills for real-world context. The challenge is for all staff to buy-in to this program and teach lessons (outside of their core content area) with fidelity.

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.

Social Climate Goals: People/Programs

Goal 1 – Use data to drive decision making for discipline practices that reduce disproportionality and recidivism by implementing restorative practices and awareness of cultural experiences in education settings.

Objective 1.1: As a result of restorative practices used as alternative means of correction discipline data will match the demographic proportionally.

Objective 1.2: As a result of staff training on office-managed and classroom-managed behavior strategies, consistency of disciplinary consequences is improved by school years end.

Activity 1: By December 22, the administrative team will be trained in Arbinger Institute Mindset training

Activity 2: By May 28, the Restorative Practices Committee will have an action plan for implementing community circles, restorative circles, diversionary assignments, and restorative justice to change behavior and improve connectivity

Activity 3: By December 22, the administrative team will be proficient at using alternative means of correction for disciplinary dispositions Ed Codes 48900 a – e

Activity 4: By Jan 31st, a Student Equity team will be created and facilitated by a teacher and administrator, to give students a forum to discuss concerns.

Goal 2 – Improve student connectivity and inclusivity to school by implementing the framework of Positive Behavioral Interventions and Supports (PBIS)

Objective 2.1: As a result of the Tardy Policy incentive program, student tardy rate will be improved by 50%

Objective 2.2: As a result of training on classroom management, behavior expectations, and positive intervention strategies, students affect regarding connectivity to school will improve based on student surveys

Activity 1: By October 30, the Culture & Climate Committee will finalize systems for tier one interventions for >80% of the student population, including schoolwide behavior expectations Be Safe, Be Respectful, Be Responsible, Be Your Best, behavior matrix, student/staff acknowledgment, and classroom management strategies that are culturally proficient

Activity 2: By February 22, students, staff, and parents will be familiar with the behavior expectations and student acknowledgment systems

Activity 3: By January 30, the Multi-disciplinary Team will create systems for providing tier two level supports for <20% of the student population

Activity 4: By May 15, PGHS will pass the PBIS Tiered Fidelity Inventory at 75% or better to meet district requirements for implementation of culture and climate

Goal 3 – Increase student, staff, and parent awareness of safety incidents that negatively impact the learning environment through trauma-informed care practices, crisis intervention strategies, mindfulness activities, community awareness events (Angst, Kevin Bracey) and improved communication (social media, Synergy, and School Messenger)

Objective 3.1: As a result of targeted interventions for students to increase coping skills and strategies, to reduce anxiety, relieve stress, prevent bullying and harassment, 5150 referrals, admin and counseling social-emotional interventions will reduce by 30%

Objective 3.2: As a result of communication efforts through Synergy, School Messenger, Parent Newsletters and parent concern for safety/parent input community awareness and connectedness will improve as measured by Self-Assessment Survey and Tiered Fidelity Inventory data.

Activity 1: By January 31, staff will attend Question-Problem-Response Training

Activity 2: By February 17, staff will participate in Arbinger Institute Training

Activity 3: As of August, administration will use Synergy, School Messenger, and Social-media to communicate current events, activities, and incidents of safety in a prompt and efficient manner

Activity 4: As of August, student-focus groups for educational equity, culture and climate, wellness, LGBTQia, social connectedness, and at-risk youth will meet monthly with opportunities to share out at Leadership and/or staff meetings

Activity 5: As of April, Admin team will be trained in Non-Violent Crisis Prevention and Intervention strategies.

Goal 4 – Improve family and community engagement opportunities by soliciting parent collaboration and participation with schoolwide programs (Advocacy, PTSO, Coffee With the Principal, Parent Lunch Days, and Take Your Parent To School Day).

Objective 4.1: As a result of parent participation in Culture & Climate Committee, Advocacy Committee, School Site Council, PTSO, and ELAC parents have a input on school systems and programs

Activity 1: Beginning August, the principal and administrative team will conduct monthly/quarterly collaboration meetings which include at least one parent to share ideas for Culture & Climate needs, Advocacy lessons, and other schoolwide programs.

Activity 2: Beginning August, the administration team will conduct weekly tardy sweeps and quarterly tardy incentive drawings to decrease tardiness to first period.

Physical Environment Goals: Places/Physical Environment

Goal 5 – Improve physical appearance of the campus by adding aesthetics that showcase PGHS core values and behavior expectations

Objective 5.1: As a result of marquee flags in the parking lot and table tent signs defining the area behavior expectations, students, staff, and community members feel safe on and around campus.

Objective 5.2: As a result of specific behavior expectations posted in instructional settings, restrooms, locker rooms, and common areas, students, staff, and community members feel safe as measured by 2018 Culture and Climate survey data

Activity 1: Beginning January, the Activities director contracted with local business to have the behavior expectations painted on the Administration building in bold letters

Activity 2: Beginning January, the Activities director contracted with local business to purchase posters: classroom (120), multipurpose room (1), locker room (2), restroom (4), parking lot (2), common areas (3), and gym (1)

Goal 6 – Use the new portable classroom space to enhance the Biomedical Academy teaching and learning experience

Objective 6.1: As a result of the Measure M bond, the Biomedical Academy can conduct real-life performance tasks that mirror industry standard supplies and scenarios to be competitive in post-secondary pursuit as measured by the new portable classrooms designed and built to meet the needs of students

Activity 1: Beginning August, the Biomed Academy and Facilities Vice Principal will review design and safety with district office facilities managers

Goal 7 – Maintain visible elements of safety through shared responsibility of supervision and safety

Objective 7.1: As a result of assigned duties for the SRO, campus supervisors and administration, student supervision is visible in the parking lot, multipurpose room, blacktop, main campus and bus loading zones throughout the school day

Objective 7.2: As a result of lock-down and evacuation drills, along with training and bi-annual review of Run-Fight-Hide strategies, student and staff ability to independently respond to crisis situation is improved

Objective 7.3: As a result of shifting campus supervisor hours, student supervision will be extended to after school hours.

Activity 1: As of August, administration and campus supervisors have a rotating supervision schedule for high traffic areas before school, during lunch and after school to include the bus zones, main campus, multipurpose room, and parking lot areas.

Activity 2: As of August, Advocacy lesson is shared schoolwide to explain the seriousness of the drill and the behavior expectations of all staff and students to ensure the best possible outcomes for safety

Activity 3. As of January, a campus supervisor will be present until 5:30 pm each day to ensure student safety after school.

Activity 4: As of November, a supply of tourniquets will be housed in the health office and with each AED on campus.

Section 5: Areas of Pride

Pleasant Grove High School is substantiated as a leading high school in EGUSD for academic performance and achievement.

The Associated Student Body, to further increase the sense of relationship and connection to the school, are actively involved in developing a diverse array of student clubs on campus. This pivotal group of student leaders 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. One of the most remarkable events was the Prom for Paradise, servicing the victims of the Paradise community.

Over 50 student-initiated clubs on campus provide and increase the sense of relationship and connection to the school:

2019-20 Club List		
CLUB NAME		
Animal Rescue and Volunteer Club	Gifts of Love Foundation	PG Actors Guild
Arts for Health Club	Goodwill Ambassadors	PGHS Culinary Club
Baked Goods and Board Games	Hmong Club	Polynesian Club
Bhangra Club	IDEA	PSA
BSU	Interact Club	Red Carpet
Club 3:16	Key Club	Red Cross Club
Coding Club	K Pop Dance Club	Robotics Club

DMA	Latinos Reaching Goals	Science Olympiad
Eagle Eye Studio	Chinese Lion Dance Club	So much Diversity
Eagles Seeking Peace	Magic: the Gathering	Super Smash Bros
Fellowship of Christian Athletes	Mathletes	Teen Library Club
FFA	Medical Society	Tennis Club
Filipino Club	MESA	Ukulele Club
French Club	Metal and Wood Working Club	Ultimate Frisbee Club
Frozen Eagles	MSAT	Band - Winter Percussion
Gate Club	NAMI on High School Campus	SWAG
Gay Straight Alliance	No Purpose	Writers Guild

Pleasant Grove High School Staff have committed to teaching Advocacy. Advocacy was designed to share information to all staff and students including schoolwide surveys (California Healthy Kids) and the following lessons: school safety, student handbook, behavior expectations, digital citizenship, bully prevention, mindfulness, High School portfolio, community service, PGTV, and college and career readiness, to name a few. Ideally, a student has the same Advocacy teacher for their entire four years of 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.

According to US News, PGHS is ranked #199 in California, leading the secondary schools in EGUSD. Based on Data from the California Schools Dashboard, PGHS increased performance in the areas of English Language Arts, Mathematics, and Graduation Rates and maintained performance for College and Career Readiness scoring above standards. Our staff and students' preparation for the Smarter Balanced Summative Assessment established PG as the highest performing school in EGUSD based on 2019 scores.

There are four academy/pathway programs at PGHS: Innovation Design & Engineering, Biomedical, Digital Media, and Agriculture. These programs provide rigorous and industry-standard instruction, exposure, and development to 80% of our school population. 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. Digital Media students are provided industry standard training in the fields of digital video production, 3D animation and web design. The Biomedical 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.

Specific only to Pleasant Grove High School, one of the most significant components of the high school experience is the High School Portfolio. This project is the culmination of the students' four-year high school experience starting their freshman year. Students submit self-reflective works twice per year. They create a personal collection of these works 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 to present a formal presentation on these areas to a panel of teachers with a folder and digital portfolio presentation. This single project helps guide students to prepare for post-secondary endeavors and provides relevance to each of the courses taken during their high school tenure.

Section 6: Safe School Plan Awareness

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:

- Committee meetings are held quarterly
- School Site Council will review and approve of the safety plan on January 21, 2020
- The Safe School Plan will be accessible on our website and shared with parents in our Newsletter (Feb 15), at Coffee With the Principal (Feb ??), and at Take Your Parents to School Day (Feb 14)
- The plan will be reviewed during staff meetings in the Spring of 2020.
- 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.

Section 7: Safe School Plan Evaluation

The Safe School Plan will be reviewed quarterly by Administration Team, Leadership Team, and the Safe School Committee. The action items will be evaluated by evidence of artifacts and staff and student survey data, including PBIS Self-Assessment Survey, LCAP survey, Social-Emotional Survey, and California Healthy Kids survey.

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.