

PLEASANT GROVE HIGH SCHOOL

MID-CYCLE PROGRESS REPORT

**9531 BOND ROAD
ELK GROVE, CA 95624**



ELK GROVE UNIFIED SCHOOL DISTRICT

FEBRUARY 4, 2018

**Accrediting Commission for Schools
Western Association of Schools and Colleges**



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Dr. Ed Van Brenk, Vice Principal
Taigan Keplinger, Vice Principal
Laurie Weiss, Vice Principal
Amber Clark, Vice Principal
Dianna Shoop, Teacher in Charge

WASC Coordinators

Dianna Shoop - Teacher in Charge
Laurie Weiss, Vice Principal
Timothy McCrystle, English Teacher



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I: Student/Community Profile Data

COMMUNITY

Pleasant Grove High School is the eighth of nine comprehensive high schools in the Elk Grove Unified School District. The District also includes five alternative high schools, nine middle schools, forty-two elementary schools, and an adult education program. Pleasant Grove High School (PGHS) opened its doors on August 29, 2005 to 1,053 ninth and tenth grade students. Currently, The school is located on Bond Road and serves the Rancho Murieta 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 (approximately 200 square miles), over 20 busses transport students to school.

The Pleasant Grove High School complex includes its primary feeder school, Katherine Albiani (KAMS), and a library that connects the two schools. The Pleasant Grove campus consists of 13 pods containing 87 classrooms surrounding a student quad and amphitheater. Pleasant Grove has 6 computer labs, administrative and student services offices, a broadcasting studio, black box theater, engineering/construction lab, two gyms and multi-purpose room. The library serves both the Pleasant Grove High School and Katherine Albiani Middle School campus. In 2007, five portables were added to the southeast corner of campus to accommodate student growth. 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. A greenhouse/classroom was added in the spring of 2014 and completed in June 2104. Last summer, a computer lab was converted into a classroom, and a makerspace and digital media labs were added to serve our growing CTE IDEA and DMA academies. In the fall of 2017, a synthetic football field and synthetic track were completed.

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 four school-wide action plan goals developed during the 2009 WASC visitation is reviewed during Steering and staff meetings. Following the Steering meeting is the monthly late-start Thursday staff meeting that begins at 7:45 a.m. and lasts fifty minutes. Staff meetings begin with general announcements. Typically, the remainder of the meeting consists of department or administration presentations, district information, and professional development.

The second late-start Thursday of each month is reserved for department meetings, while the last two late-start Thursdays are reserved for grade/subject 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/subject 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. In the last two years grade/subject level team meetings are where the most work has been done on implementing the Common Core state standards into the curriculum.

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 31-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. The teacher counseling contributed to students' academic success, making critical decisions, setting academic goals, and meeting community standards as measured by:

- an AP pass rate of 84% and participation rate of 90%
- 65% of seniors meeting A-G requirements
- 100% of AVID students accepted to 4 year schools
- 75% of students met/exceeded ELA standards and 65% of students met/exceeded Math standards
- Ds and Fs have dropped by 4%
- 75% of seniors met the community service requirement on the High School Portfolio

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 renamed the IDEA Academy (Innovative 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 the Public Service Academy (PSA) students focus on three public service areas, fire science, criminal justice, and health.

Beginning this year, PSA will be phased out and the Biomedical Academy (BA) will take its place. There was a stronger student interest in the biomedical field than in PSA thus, a change was made. Students are selected via an application and interview process and are required to attend regular meetings and activities. These Academies play a significant role in helping students feel a part of PGHS. Each Academy is in a specialized CTE field and offers students the opportunity to actively participate. Students get hands-on experience and are able to better see the value of the education necessary to be part of the field they are interested in. Students who are part of Academies feel fully vested in their Academy and Pleasant Grove. In addition, we try to meet current interests and make adjustments to the Academies when necessary. The addition of the Biomedical Academy is an example of meeting current student interests.

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. ([SAMPLE PORTFOLIO](#))

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 which primarily organizes and oversees the Sober Grad Night, booster clubs for sports teams and activities, FFA Advisory Council (Aggie Backers), and various other school and community committees and organizations. Further examples of active parent participation are:

- Synergy use - 2661 parent accounts have been created with an average of 119 Logins
- 1000 parents attend Back to School Night in the fall
- 250 - 300 parents attend Take Your Parent to School Day in the spring
- over 700 parents attend Frosh Parent night in the spring
- over 500 parents attend Senior Parent night in the fall
- Before each athletic season 100 -200 parents attend to hear the principal and athletic director outline expectations for the season

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.

SCHOOL PURPOSE

PGHS MISSION STATEMENT AND CORE VALUES

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. With advent of PBIS (2016-17) our students core values were reviewed to see if any adjustments were needed. As a school, we believed the current core values aligned with PBIS. To further emphasize the importance of these values, signs were made and posted in all classrooms on campus, a PBIS section highlighting these core values was added to the Principal's Newsletter and each month an Advocacy lesson is presented that deals with PBIS and the core values.

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: Student Learning Outcomes

The following student learning outcomes guide students in their educational pursuits 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.

Measurement of student achievement towards meeting PGHS core values is done in a variety of ways.

Rigor

- Academic performance - report card grades
- AP enrollment, exam participation and pass rate
- PSAT/SAT/ACT scores
- SBAC scores
- A-G completion
- Graduation rate

Relevance

- Participation in Academies, Pathways and specialized programs.
- Completion of High School Portfolio
- Participation in clubs, athletics and elective classes.
- Completion of community service activities

Relationships

- Student participation in extracurricular activities.
- Student participation in Academies, Pathways and specialized programs.
- Student participation in clubs, athletics and elective classes.
- Student participation on school wide recognition programs (Soaring Eagle, Renaissance, Academic Awards, Senior Awards Night).
- Parent participation in Parent and community meetings (Take Your Parent to School Day, Parent Lunch, Senior and Freshman parent meetings)
- Partnerships with community stakeholders and PGHS clubs and academies.

Respect

- Discipline Data (behavior referrals, suspension rate)
- Student participation in conflict mediation
- Student participation and behavior at school sponsored events

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.

Teacher Commitments to Student Core Values

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

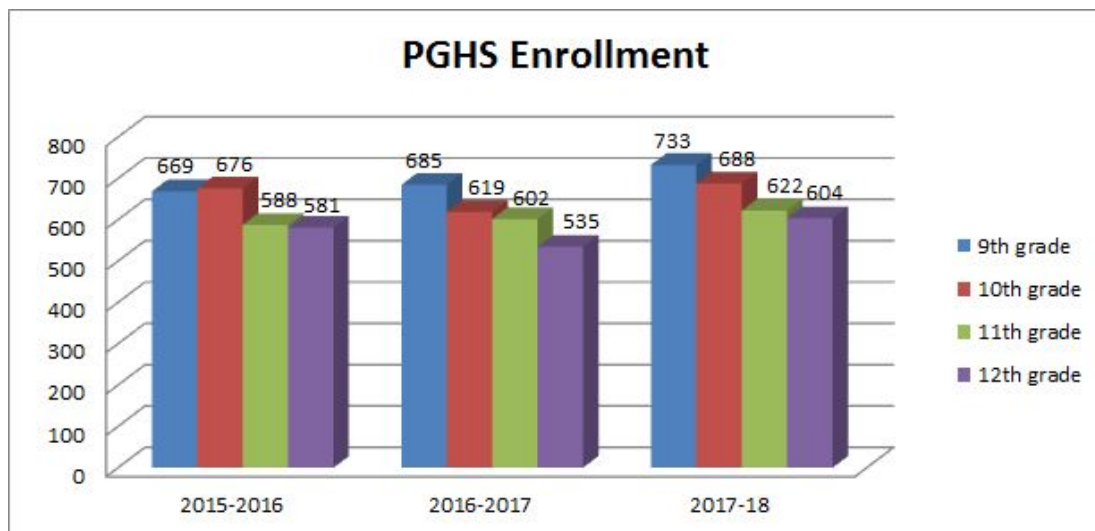
1. *Teach and model respect.*
2. *Encourage participation in multi-cultural events and activities on campus.*
3. *Provide opportunities for students to learn about diversity issues.*

Student and faculty/staff demographics

Status of the School

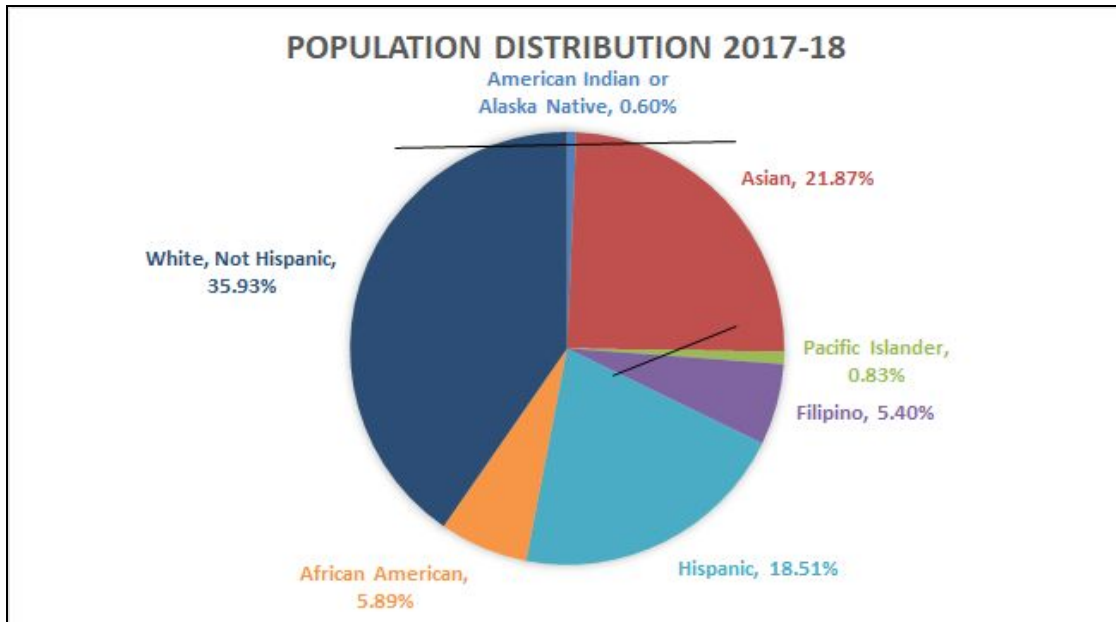
Enrollment

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



Analysis

- Since 2013-14 we have increased our student population by over 200 students and have redirected students to Sheldon and Elk Grove.
- African American students have decreased by 100 students since the 2013-14 school-year and our Asian population has increased by 50 students.

Challenges

- The PGHS attendance area is extensive with 22 buses servicing the area. Because many students depend on busing, it is difficult for low performing students to attend tutoring before and after school if the bus arrives late to school or leaves right after school.

PGHS STAFF

PGHS STAFF		
	Certificated	Classified
2014-2015	115	33
2015-2016	122	46
2016-2017	122	43

Education Level				
	Doctorate	Masters	Bachelor's	Total Staff
2012-2013	3	26	78	107
2014-2015	1	29	82	115
2015-16	1	31	84	117
2016-17	0	33	82	115

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-2016 School Year
Published During 2016-2017

For: Pleasant Grove High School

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2014-2015	School 2015-2016	School 2016-2017	District 2016-2017
With Full Credential	111	113	114	3072
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	5	3	3	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	5	3	3
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.15%	3.85%
All Schools in District	95.63%	4.37%
High-Poverty Schools in District	95.77%	4.23%
Low-Poverty Schools in District	95.42%	4.58%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Link to data:

- [Action Plan Item 1 - Close the Achievement Gap](#)
- [Action Plan Item 2 - Continue Implementation of CCSS & NGSS](#)
- [Action Plan Item 1 - Implementation of PBIS](#)

II: Significant Changes and Developments

There have been a number of significant changes at Pleasant Grove since our last WASC visit. In order to accommodate some of the changes, classrooms have been reconstructed and a new athletic field has been created.

- 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 have 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.

Our student enrollment has increased to 2650 which is approximately 170 more students since our last WASC visit. Because of the number of students who want to attend Pleasant Grove and our limited space we have been on redirect: students who moved into our attendance area after July 1, 2016 are redirected to Sheldon or Elk Grove High Schools. The redirect policy has caused some conflict in our parent community although at this time most are aware of the policy and have accepted it.

The following are the significant changes that have occurred since the last WASC visit:

Academies

Pleasant Grove supports an active Academy program, including the Innovative Design and Engineering Academy (IDEA), the Digital Media Academy (DMA), and the Public Service Academy (PSA) and a robust AG program that acts like an academy. Beginning in the 2017-18 school year, the Public Service Academy will transform into the Biomedical Academy (BA) due to a shift in student interest in favor of medical careers. All of the academies are popular with students and staff. With the advent of new CTE funding, there are resources to support the academies in their current and future efforts. One new expenditure of CTE funds is for a Work-Based Coordinator position to support all our CTE programs with developing and implementing work-based learning opportunities for our students.

Programs

Most recently we have begun creating a Restorative Justice program. The program is off to a good start in helping students see the impact that negative behavior can have on individuals and the school as a whole. we have also started PBIS (Positive Behavioral Intervention and

Support). PBIS acts as the umbrella under which the restorative justice program operates. Both programs are designed to improve school culture and climate. The Multidisciplinary Team which consists of an administrator, counselors, the school psychologist, and the lead campus supervisor meets once a month to review the list of students who are frequently in the VP office. It is another program to help students correct their behavior so that they can be successful at Pleasant Grove. We also have an opportunity/study skills class taught Mr. Plumbtree to help students who are on the verge of leaving school. Mr. Plumbtree has been successful in turning some of the lowest performing students into successful ones.

Clubs

The following clubs have become highly successful in the last three years and are worth noting. The Academic Decathlon team has finished third in the county competition four years in a row and has competed in the state competition three years in a row finishing as high as second. Our Science Olympiad team has also been quite successful. They've finished as high as second in regional competition and competed in the state competition three years in a row. Perhaps the strongest performer is the Robotics Club. In 2017 the club won the Utah regional and qualified for the world championship in Houston, Texas. At the world championship the team finished fourth out of 66 teams in their flight.

Events

There are a number of key events that evolved over the last three years. We now have three Unity Days a year where 100 to 150 students meet for the day and participate in exercises designed to help students better understand one another and realize they have more in common than they thought. We also have a multicultural week with an assembly mid week where students perform routines representing their culture. Finally, the Soaring Eagle luncheon is held three times a year. The luncheon is designed for teachers to invite a student to lunch who is an outstanding citizen but is not overtly recognized. The luncheon has been highly successful and helps to build a stronger community.

Academics

Over the last three years teachers have been implementing the common core standards into the curriculum. Our Professional Learning Communities using late-start Thursdays and release days have been the driving force to help teachers implement the common core standards into the curriculum.

In English there is a new curriculum for every grade level called StudySync. StudySync relies heavily on computer use. In order to accommodate the changes we have increased the number of chrome carts from 6 to 11 but the technology challenges can be frustrating for teachers who must sign-up in advance with our technology coordinator to use the chromebooks. An ELA Literacy program, which is a computer based program to help low performing students reach grade level was introduced last year with great success. Finally, google classroom is also utilized across the curriculum.

The Math curriculum has changed from a traditional sequence to an integrated one. Currently, we are in the third year of this change and Math III is being introduced into the curriculum. Math I was introduced two years ago and Math II was introduced last year. In Science, the Next Generation Science Standards (NGSS) are being introduced throughout the curriculum. With all of these changes departments have increased the use of release days during the school year in order to have time to make the necessary changes in their teaching strategies and development common assessments.

Community Projects

SMUD Internship – SEECer’s (SMUD Energy Efficient Careers) – Students are working with community professionals to learn how to conduct energy audits of buildings. After weeks of training students will ultimately approach a business in the community and conduct an energy audit and return a written proposal/suggestions as to what that business can do to be more energy efficient

SMUD Internships – Seniors are working with SMUD and FORD to tackle two challenges affecting SMUD and Sacramento County. (1) How can we increase the use of Electric Vehicles to help reduce carbon emissions and meet California’s target goals to help curb climate change. (2) What does SMUD need to do to be prepared for the increase of Electric Vehicles. Students are going to tackle these challenges from SMUD’s perspective giving them real world challenges so that they understand the breadth of this issues and how they affect multiple entities within SMUD’s corporate structure and the community that they serve.

Lennar – Students will attend 6 workshops throughout the school year, each workshop will highlight a specific building trade. The trades that will be highlighted are electrical, framing, HVAC, plumbing, carpentry and, solar installation, Students that successfully complete the 6 workshops will be considered for a summer internship building homes in ELK Grove. If a student completes the internship they will be offered employment with the trade of their choice. This is geared towards students that are career ready after high school.

These community projects help students link their education to real life experiences. It makes their education more relevant which is one of our core values.

Synergy

Beginning the 2017-18 school-year a new District wide computer system was installed. Synergy replaced SISWEB. The transition has been a time consuming and frustrating one for everyone throughout the District. There were a number of programs in SISWEB that staff depended on that were either not replaced or were in a different format that made the change more difficult. Tech Services has done their best to make this massive change as easy as possible but it is not been a smooth transition. With all of the changes occurring in 2017-18, it is been a challenging beginning to the school-year.

LCAP - [\(link to LCAP Plan\)](#)

Until the 2017-18 Pleasant Grove did not qualify for any supplemental funding from LCAP. The number of EL, foster care, and free and reduced lunch students were not 40% of the total student population which was necessary to qualify for supplemental funding. Beginning in the 2017-18 school-year the District changed the funding formula for supplemental funding from LCAP and Pleasant Grove received \$60,000. Steering determined to spend the supplemental money for the following:

- \$30,070 for release days (supplemental LCAP funding)
- \$27,000 for chromebooks (supplemental LCAP funding)
- \$12, 960 for tutoring (supplemental LCAP funding and the balance to come from the Admin budget)
- \$19,080 for EL (from District EL funds)
- \$325,000 for CTE classes (from grants)

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

Steering (the school instructional leadership team) is the body that oversees the implementation and monitoring of the school-wide-action plan. Steering is composed of the principal, vice-principals, department chairs, librarian, academy advisors, head counselor, and principal's secretary. Steering meets once a month to discuss professional development needs, provide student support structures, address curricular issues and answer questions department members may have. Each year, the progress on LCAP and the school-wide action plan is evaluated and modified for the upcoming year.

The preliminary work on the WASC midterm progress report began second semester of the 2016-17 school year on April 3, 2017 in Steering where VP Amber Clark presented the four critical areas of need for the WASC Action Plan. She then presented to the entire staff on April 6, 2017. VP Clark also included a brief overview of the format of the midterm progress report for 2018.

The following is the process used by PGHS to prepare our Mid-Cycle WASC Report for the 2017-18 school year:

- **August 7** - Leadership met and planned WASC minimum day for PLCs - Introduced ideas to Steering
- **August 9** - During pre-service teacher-in-charge Dianna Shoop presented an overview of WASC to the entire staff and introduced the WASC leadership team: herself, vice principal Laurie Weiss, and English teacher, Tim McCrystle. The role of the Admin leadership team (AD, Activities Director, head counselor, principal's secretary) and Steering was also explained.
- **August 22** - School Site Council (parents, staff, students) met and provided feedback on the SWAP
- **September 5** - Steering met to review WASC materials that department chairs presented to PLCs
- **September 20** - WASC minimum day- PLCs met and reviewed progress on critical areas. Submitted data on google docs to the WASC leadership team.
- **September 22** - WASC leadership team reviewed data from minimum day
- **October 2** - Steering committee reviewed information/data from staff survey and minimum day
- **October 23-31** - Student survey administered

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

- **November 6** - Steering met and reviewed break-out sessions for staff meeting - all staff members completed an individual self-assessment survey.
- **November 28** - WASC leadership team met and reviewed data from break-out sessions and planned how to incorporate data and information into report.
- **December 11** - Emailed WASC report and Action plan to Steering and district leadership for feedback and comments
- **December 15** - WASC leadership team meets to add stakeholder's comments, make revisions, edit report, and update appendix
- **December 18** - Emailed WASC report and SWAP to all staff members for feedback and comments
- **January 2**- WASC leadership team met to finalize the WASC report and add any last stakeholder's additions and make any last revisions before emailing the final WASC report.
- **January 24** - Final minimum day to review WASC report with staff

Using data from staff, students, and School Site Council members, the WASC leadership team assembled a report describing the significant changes to Pleasant Grove High School since the last WASC visit. This was done in conjunction and with the support of the District. In order to fully support our school for the next three years, secondary directors reviewed the SWAP to be sure the the plan was aligned with District LCAP goals. The report was also emailed to Steering and staff in December.. Finally, all stakeholders have had the opportunity to review the WASC document and make suggestions for revision.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Improvement Area: ACADEMIC ACHIEVEMENT - ACHIEVEMENT GAP

Action Plan Item 1 -

- Reduce the number of D/F's earned by underperforming subgroups in 9th and 10th grade.
- Increase enrollment of students in underrepresented subgroups in AP/Honors courses.
- Increase A-G completion rate for underperforming groups.

Goal(s):	<p>2015-16</p> <ul style="list-style-type: none"> ● Establish SBAC baseline data for subgroups. ● 1% decrease in the number of D/F's earned by underperforming subgroups in 9th and 10th grade using disaggregated data by designated subgroups. ● 2% increase, each subgroup, in the number of underrepresented students enrolled in AP courses using disaggregated data. <p>2016-17</p> <ul style="list-style-type: none"> ● 1% decrease in the number of D/F's earned by underperforming subgroups in 9th, 10th, and 11th grades using disaggregated data by designated subgroups. ● 2% increase, each subgroup, in the number of underrepresented students enrolled in AP courses using disaggregated data. ● 2% increase in A-G completion rate for underperforming groups using disaggregated data by designated subgroups. <p>2017-18</p> <ul style="list-style-type: none"> ● 1% decrease in the number of D/F's earned by underperforming subgroups in 9th, 10th, 11th, and 12th grades using disaggregated data. ● 2% increase, each subgroup, in the number of underrepresented students enrolled in AP courses. ● 2% increase in A-G completion rate for underperforming groups.
SLO(s) Impacted:	Rigor, Relevance, Relationships

Critical Follow-up Area(s)

1. Close the size of the achievement gap for underperforming groups by establishing mentoring and support programs, and expanding programs that support students in underrepresented and underperforming subgroups.

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

Highlights

Action Plan Item #1	Analysis/evidence of impact on student achievement.
<p>TASK #1 - Monitor student academic progress using the School Loop Tracker. One Advocacy period per quarter set aside for teachers to initiate a 30 second conversation with lowest performing students.</p>	<ul style="list-style-type: none"> ● Approximately 75% of Advocacy teachers reported completing progress checks with students in class each month. ● Academy teachers in specialized programs such as AVID and MSAT regularly check student grades and ask students to reflect on their academic progress. ● The AVID team monitors the grades of the lowest performing students checking and tracking their progress monthly. ● AVID teachers conference regularly with students in regards to grades and attendance. ● In the Sept. 2015 faculty meeting, several staff members shared strategies for monitoring student progress and initiating 30 second conversations with students. ● Counselors meet with students who earn D's and F's to discuss academic progress and strategies to bring grades up. Refer students to APEX and summer school credit recovery courses. ● Coaches and the Athletic Director check grades at each progress report to ensure that all athletes are academically eligible (2.0 GPA and no F's) ● Study Skills teacher Mr. Plumbtree closely monitors the progress of low performing students assigned his Study Skills class on a daily basis. ● Connections Case managers regularly monitor student progress. They check in with students and discuss academic progress. ● Between 2014 -2017, there has been a decrease in the number of D's and F's in all underperforming groups except the Hispanic students where there has been a 1 percentage point increase.
<p>TASK #2 - Explore mentoring programs for underachieving students. Create a system to monitor and support students with Ds & Fs.</p>	<ul style="list-style-type: none"> ● Mr. Plumbtree is a mentor in his Study Skills class with current students and students who graduated out of his program ● Advocacy teachers, coaches, and program advisors are mentors for their students, particularly their low performing students, with periodic grade checks to make sure they are maintaining a 2.0 GPA to remain eligible to participate. ● SWAG (Students with Academic Goals) program for Foster Youth student. ●
<p>TASK #3 - Analyze common assessment data within PLC teams with specific focus upon the Connections, ethnic, EL and Foster Youth achievement gaps.</p>	<ul style="list-style-type: none"> ● PLC grade/subject level teams across the curriculum participate in release days to create and analyze common assessments, review data, and develop strategies to support students in the targeted areas of LCAP. ● Connections Math and English teachers have been working to align their curriculum with CCSS in order to provide students with the skills to successfully transition to General Education classes. ● All Connections English students are enrolled in the Language! Live intervention program allowing teachers to regularly track and analyze student performance data and encouraging student success in reading in writing. ● TransMath Special education curriculum (field test) and ST Math intervention program adoption. Student progress towards goals is tracked and monitored online.

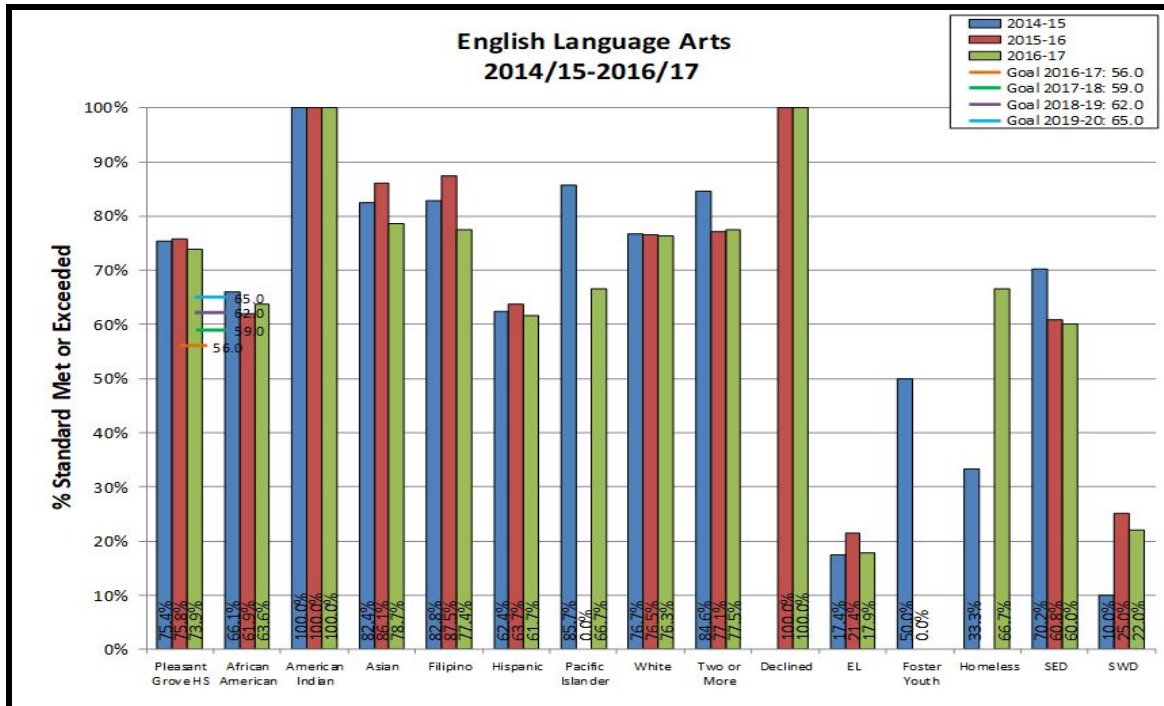
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<p>TASK #4 - Expand AVID Elective Program to one additional section per grade level each year</p>	<ul style="list-style-type: none"> • An additional section of AVID has been added to the master schedule each year for the past three years. PGHS now has a total of 8 sections of AVID, 2 at each grade level, serving 199 students this year. • 4 additional teachers have been added as AVID elective teachers.
<p>TASK #5 Implement MSAT curriculum in Connections classes</p>	<ul style="list-style-type: none"> • The Connections Department expanded the MSAT Program (multiple strategies for academics and transition) to increase the level of support for students with goals targeting executive functioning, organization, and study skills. • All incoming 9th grade Special Education students who struggled academically in middle school are encouraged to enroll in MSAT class. This year PGHS has 3 sections of MSAT at the 9/10 level and one full section of MSAT at the 11/12 level.
<p>TASK #6 - Continue to expand Gen. Ed/Connections Teacher Collaboration Program to help support a growing number of Connection students in the core academic areas.</p>	<ul style="list-style-type: none"> • Education Specialists support students with disabilities in 9 general education classes. • Paraprofessionals support full inclusion students and students with disabilities in a variety of courses during the day based on IEP designated services and the number of SWD enrolled in specific courses. (Art, PE, World History) • Each year, Connections staff make a presentation to staff at a faculty meeting. Their presentation includes introductions to staff, a description of services offered and answering frequently asked questions related to Special Education law and IEPS.
<p>TASK #7 - Enroll struggling EL students in SDAIE English cluster classes</p>	<ul style="list-style-type: none"> • SDAIE English classes have expanded to all grade levels to help struggling students • 122 students are enrolled in SDAIE English classes offered 9th through 12th grade • 22 students enrolled in EL English class offered 1st period and the Support Class offered 6th period
<p>Additional tasks related to closing the achievement gap among underperforming students</p>	<ul style="list-style-type: none"> • English has adopted a new curriculum aligned with the common core, PLC's are developing common assessments and will analyze sub-group data at PLC meetings. • Math and English have open enrollment for all honors and AP courses with no prerequisites. • Math 1R Team taught • Advanced Placement courses have open enrollment and no longer require students to complete summer work. • Addition of Language! Live Reading intervention program. • 13 students enrolled in Strategic Reading class (2 hour English block) • Trans Math curriculum field test. District is looking to adopt this curriculum for special education students. • ST math intervention program adoption • Trans Math pilot in Connections. • Schoolwide tutoring available to students before school, after school and during lunch. • Currently teachers provide interventions to all struggling students. Access to specific aggregate data on specific subgroups is difficult to attain due to lack of consistency in grade scoring programs (Prosper vs Zip Grade) and unfamiliarity with new Synergy student information system.

Data Analysis

SBAC ELA

SBAC ELA Literacy									
	2015-16			2016-17			2017-18		
	% not/Nearly	Met/Exceeded	Not Met change	% not/Nearly	Met/Exceeded	Met/Exceed Change	% not/Nearly	Met/Exceeded	Met/Exceed Change
PGHS (530)	25%	75%	3%	24%	76%	+1%	26%	74%	-2%
Low SES (149)	37%	70%	2%	39%	61%	-3%	40%	60%	-1%
EL Early Advanced (8)	88%	17%	-2%	86%	21%	0%	82%	18%	-3%
Students with Disabilities (40)	75%	10%	3%	78%	25%	-5%	78%	22%	-3%
White (212)	23%	77%	0%	23%	77%	0%	24%	76%	-1%
African American (42)	38%	66%	0%	38%	62%	0%	36%	64%	+2%
Hispanic (94)	37%	62%	1%	38%	64%	-1%	34%	66%	+2%
Asian (117)	12%	82%	8%	20%	86%	-9%	21%	79%	-7%
Multiracial (32)	16%	85%	4%	20%	77%	-5%	24%	76%	-1%



Analysis

- Our SBAC ELA scores have remained flat for last three years hovering around 75% met/exceeded standard. This is the second highest score in the District.
- 64% of African American students met/exceeded standard.
- 62% of Hispanic students met/exceeded standard.
- 79% of Asian students met/exceeded standard.
- 76% of White students met exceeded standard.
- The District goal was 56% of students met/exceeded standard for the 2016-17 school-year. Although there is a gap between our African American and Hispanic students with our White students, all students exceeded the District goal of 56%.

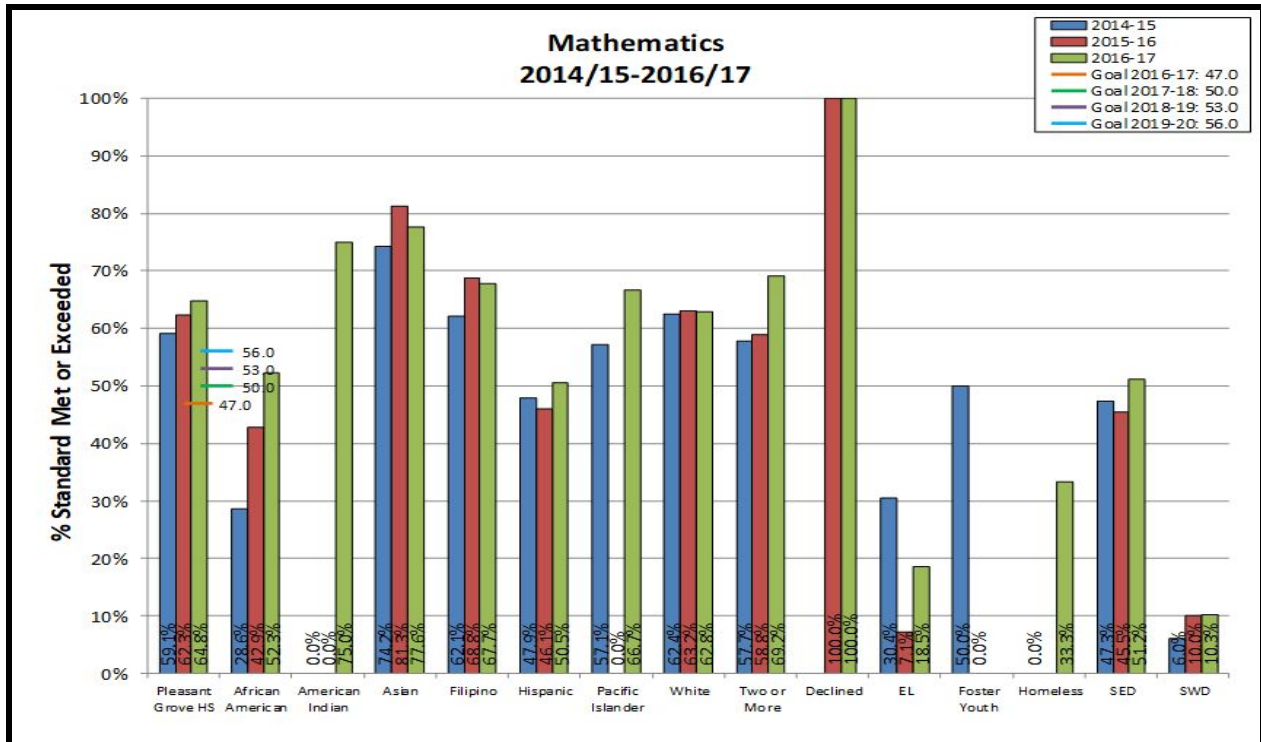
Challenges

- The new ELA curriculum, StudySync, depends heavily on the use of technology. PGHS does not have enough chromebooks to provide all classes with chromebooks which presents a significant challenge to teachers.
- Because students depend on busing, many low performing students cannot attend before and after school tutoring.
- Finding sufficient time during the school day for teachers to collaborate and implement the new curriculum is an ongoing challenge.
- SBAC testing is done during junior year where students have AP and SAT tests to take which students feel are more important than SBAC. As a result there is little motivation to do well on SBAC.

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SBAC Math

SBAC Math							
	2015-16		2016-17				
	% not/Nearly	Met/Exceeded	% not/ Nearly	Met/Exceeded	Not Met change	Met/ Exceed Change	# tested 2017
PGHS	37%	63%	35%	65%	-2%	2%	530
Low SES	52%	48%	49%	52%	-3%	4%	149
EL Early Advanced	100%	0%	86%	13%	-14%	13%	8
SWD	91%	6%	90%	10%	-1%	10%	40
White	36%	64%	30%	76%	-6%	12%	213
African American	57%	43%	47%	52%	-10%	9%	42
Hispanic	53%	47%	50%	50%	-3%	3%	94
Asian	16%	84%	22%	78%	6%	-6%	117



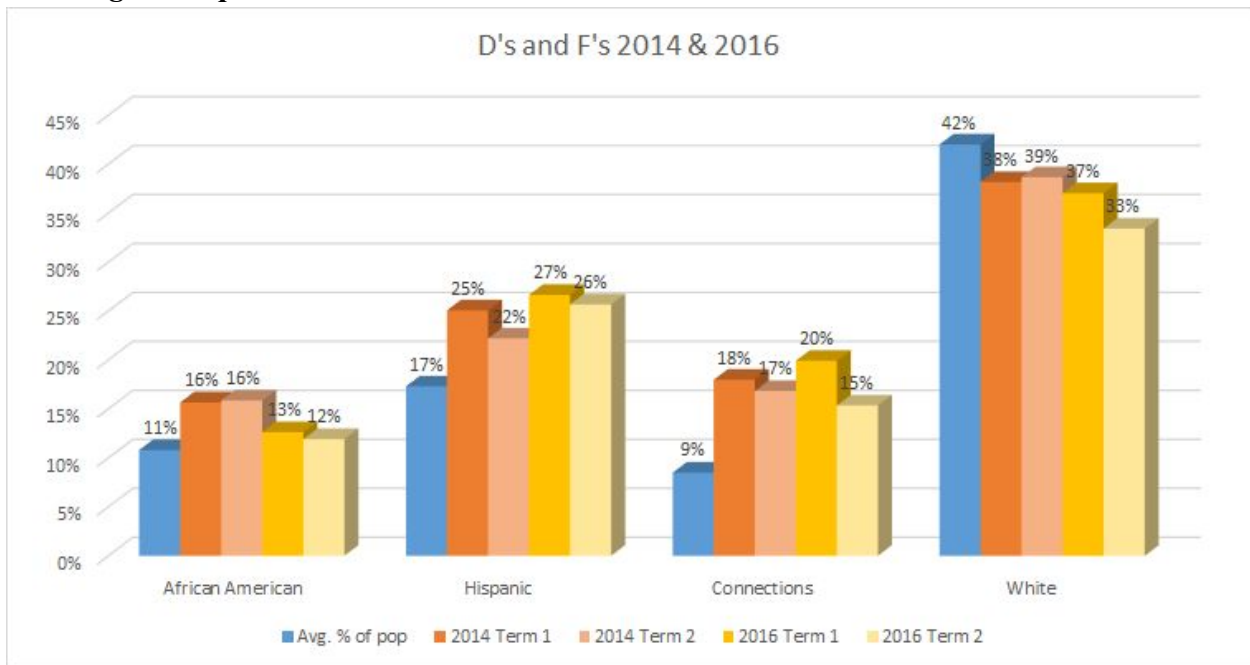
Analysis

- Our Math SBAC scores have increased 6 percentage points from the 2014-15 school year. 65% of Pleasant Grove students met/exceeded standard. This is the top high school score in the District.
- 52% of African-American student met/exceeded standard.
- 51% of Hispanic students met/exceeded standard.
- 78% of Asian students met/exceeded standard.
- 63% of white students met/exceeded standard.
- The district goal was 47% of students met/exceeded standard for the 2016-17 school-year. Although there is a gap between our African-American and Hispanic students with our White students, all students exceeded the District goal of 47%.

Challenges

- Math has implemented integrated Math which is a major change from the traditional method of teaching Math. It will be a challenge to see if the new method produces better results in the Math testing.
- Because students depend on busing, many low performing students cannot attend before and after school tutoring.
- Finding sufficient time during the school day for teachers to collaborate and implement the new curriculum is an ongoing challenge.

D/F Progress Reports



Analysis

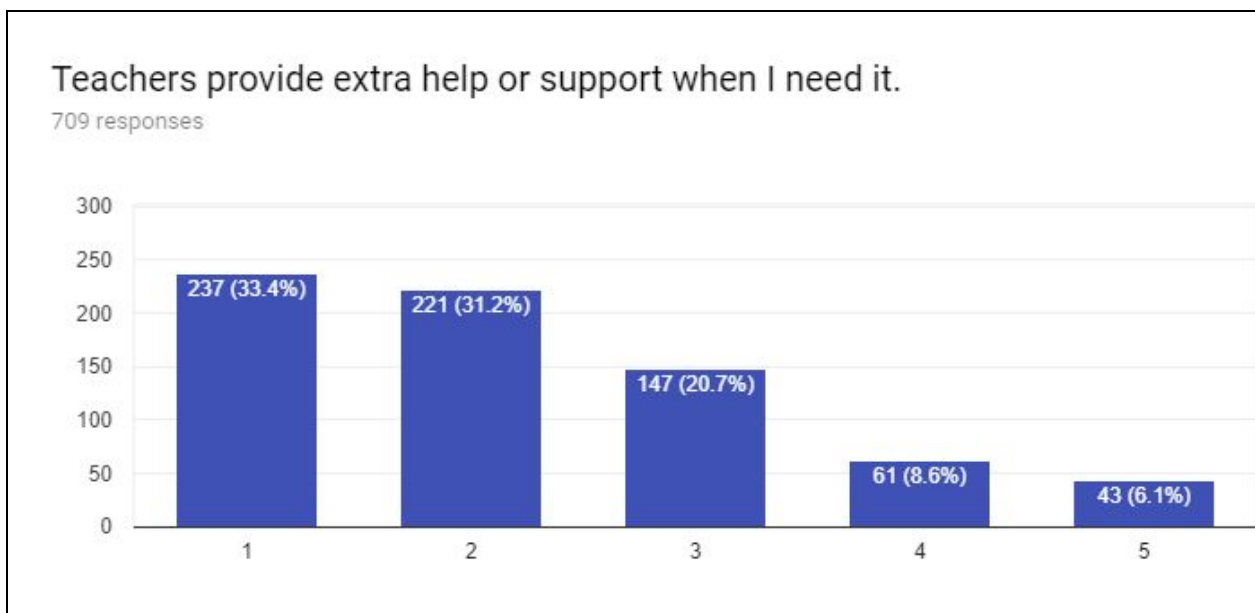
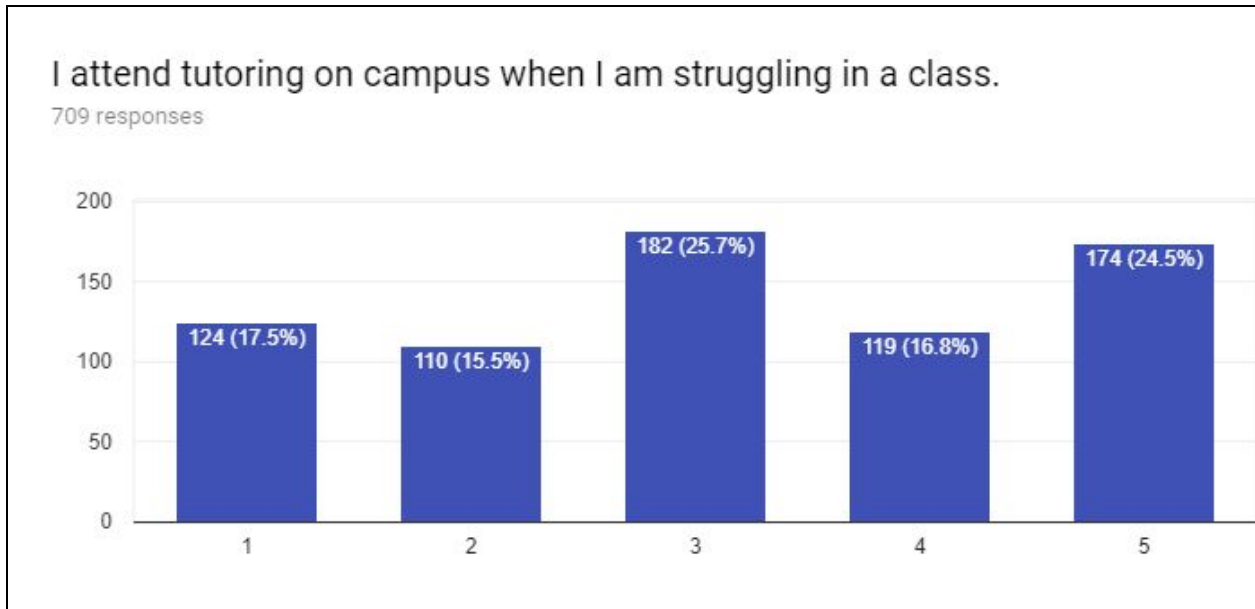
- African American students (5.8 % of PGHS Population) - D's and F's have dropped from 16% in 2014 to 12% in 2016.
- Hispanic students (18% of PGHS Population) - D's and F's have increased slightly (1 percentage point) from 2014 to 2016 to 26%.
- Connection students - D's and F's declined 3 percentage points from 2014 to 2016 to 15%.
- White students (35% of PGHS Population) - D's and F's have decreased 9 percentage points from 2014 to 2016 to 33%.
- Overall, there has been a decrease in the number of D's and F's since 2014 in all groups except the Hispanic students where there has been a 1 percentage point increase.

Challenges

- Busing limits student access to tutoring before and after school.
- Finding teachers to work APEX after school to provide credit recovery is a challenge.
- Finding teachers to work summer school to offer the classes needed by students is an ongoing challenge.

Student Survey - Fall 2017

(1 = strongly agree, 2 = agree, 3 = sometimes agree, 4 = disagree, 5 = strongly disagree)



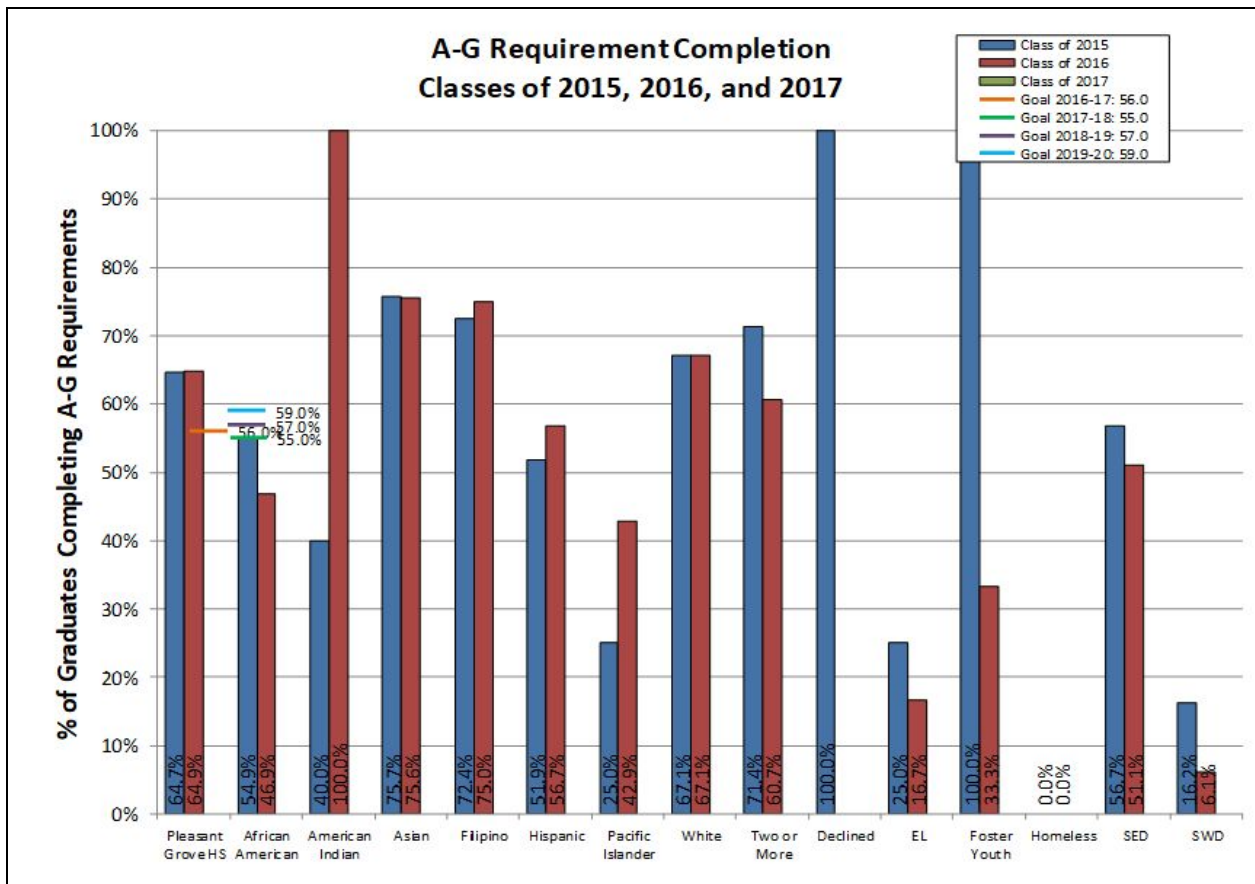
Analysis

- 33% of students attend tutoring when they are struggling in class.
- 26% of students sometimes attend tutoring when they are struggling in class, which means collectively 59% of students may make use of tutoring when they are struggling in class.
- 65% of students feel teachers provide extra support when they need it.

Challenges

- We need to find out why 41% of students who are struggling in class are not attending tutoring.
- We know after school tutoring is a challenge because many students use buses to attend and leave school. We need to see if there are other possible interventions to help students who cannot attend after school tutoring.
- Overwhelmingly, students feel teachers provide help when they need it.

A-G COMPLETION



Analysis

- Our A-G completion has remained constant for the past two years at 65%. We are 9 percentage points higher than the District goal of 55%.
- African American students are 47%. The A-G completion rate declined by 8% between 2015 and 2016.
- Hispanic students are 57%. A-G completion rate increased by 5%.
- Asian students are 76%.
- White students are 67%.

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- All students are above the District goal of 55% except African American students who are 8 percentage points below.
- A gap exists between White students and African American (20 percentage points) and Hispanic (10 percentage points) students.

Challenges

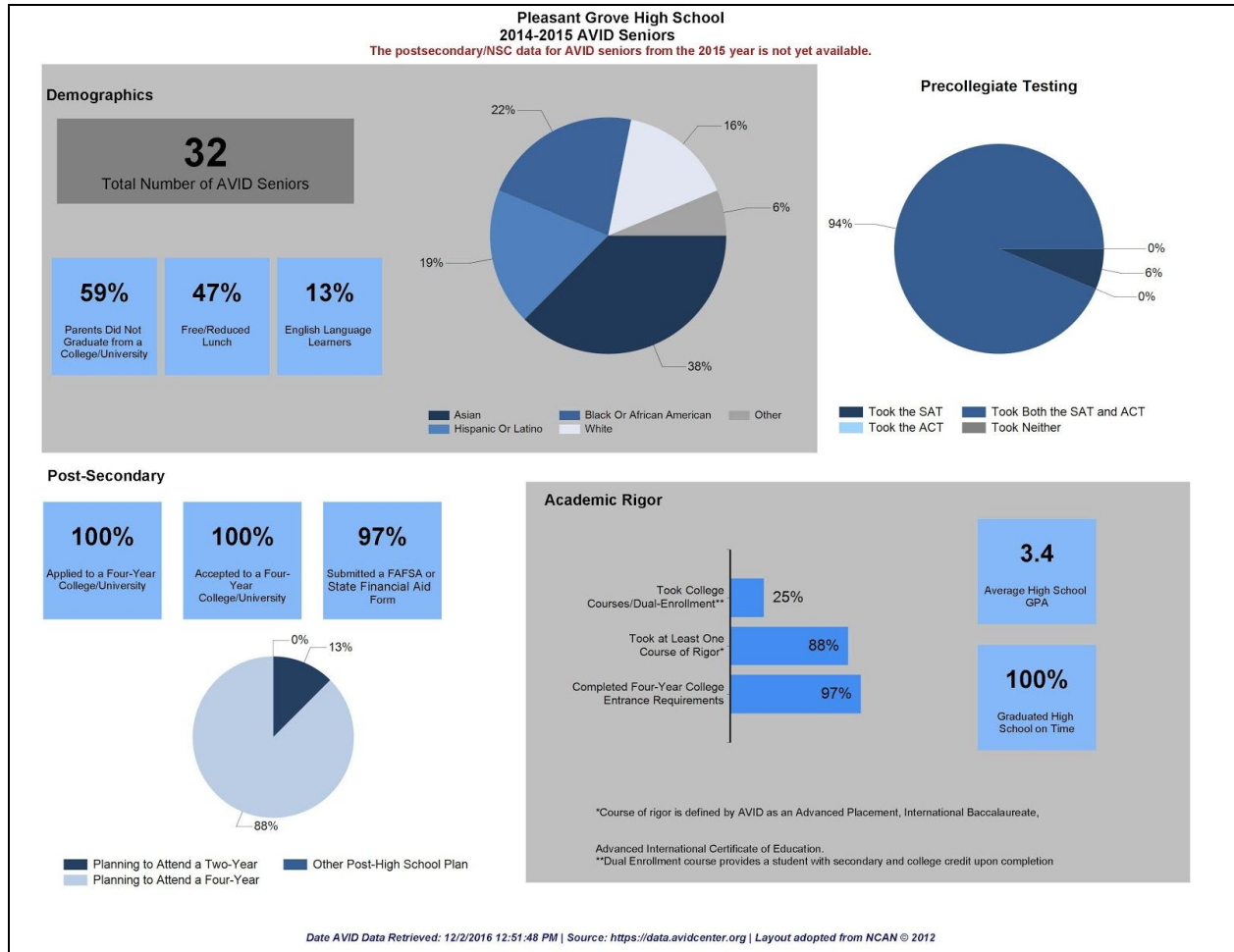
- Developing interventions to work on closing the achievement is ongoing. This is especially challenging because of our traditional schedule and student dependence on busing.

AVID Data

AVID Enrollment								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015- 16	2016-17
#of sections	4	4	4	4	4	5	5	6
Enrollment	136	139	125	141	132	149	161	170

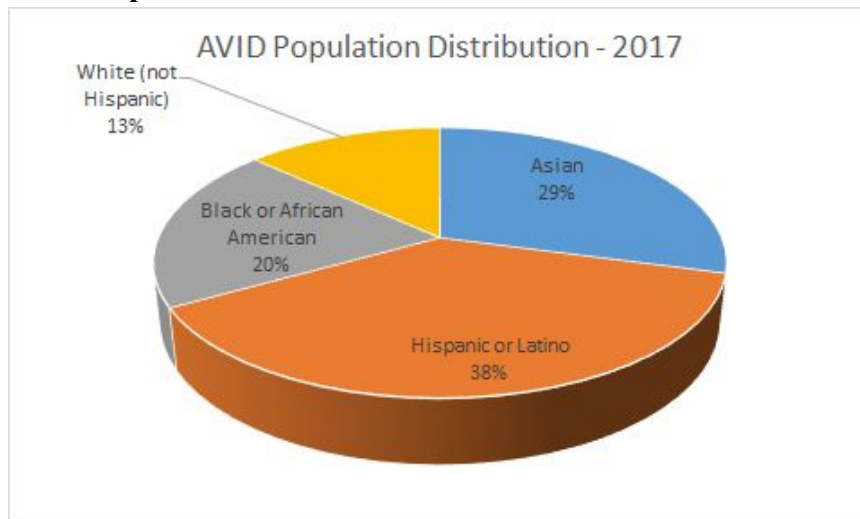
AVID A- G Completion						
# of seniors	23	30	32	23	32	30
AVID	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	90%	83%	97%	92%	97%	97%

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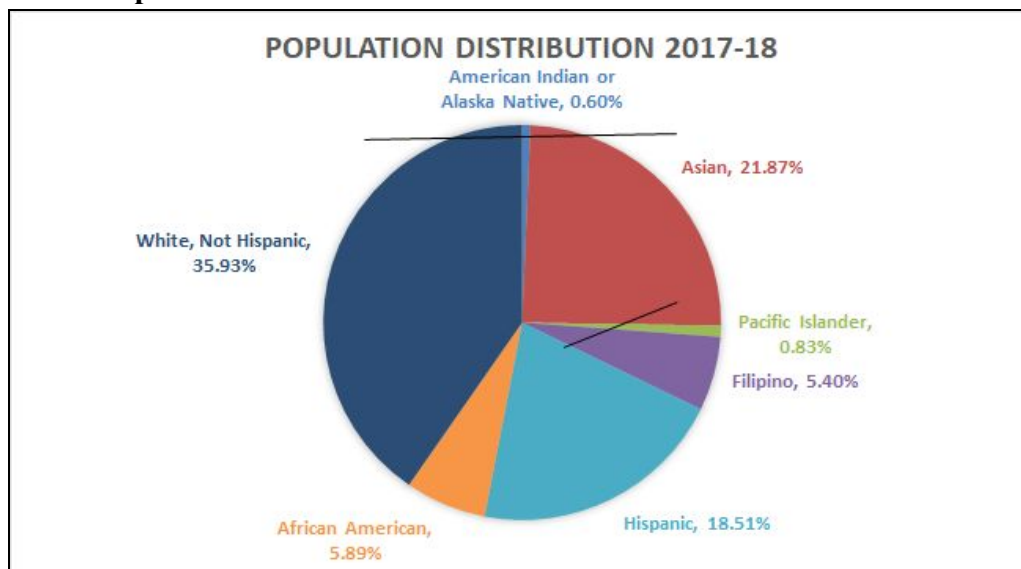


Population Distribution	2015	2016	2017
Asian	29%	29%	26%
Hispanic or Latino	27%	30%	34%
Black or African American	22%	15%	18%
White (not Hispanic)	17%	14%	12%

AVID Population 2016-17



PGHS Population Distribution 2017-18



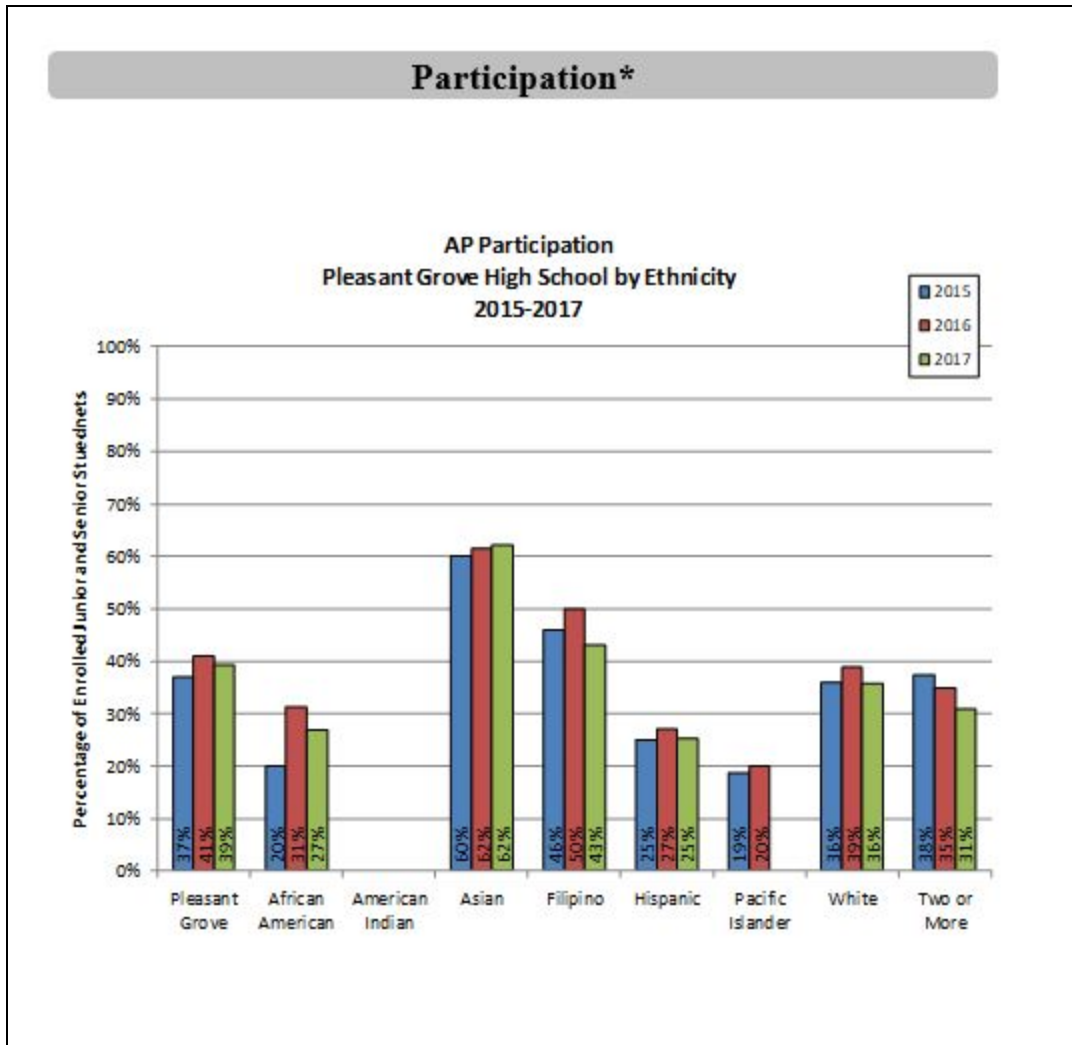
Analysis

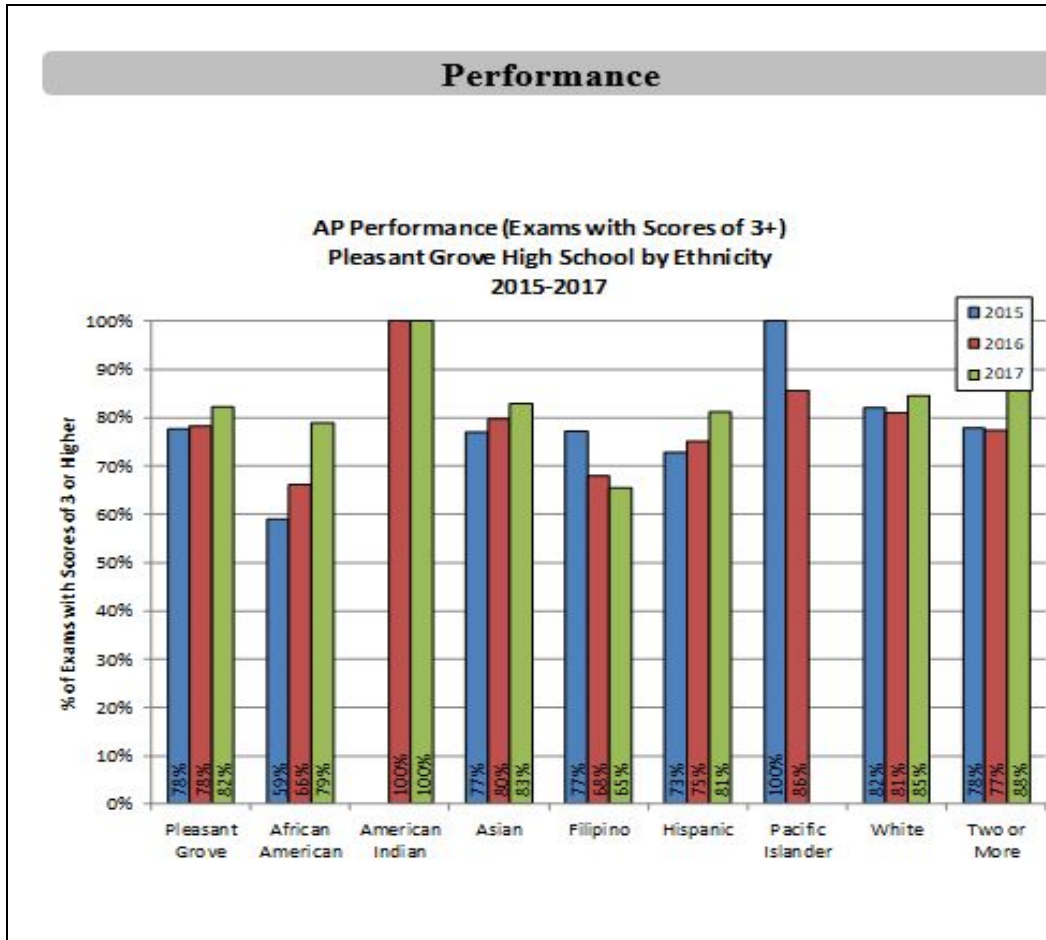
- 4 Additional sections of AVID were added to the master schedule since the last self study.
- Students in AVID continue meet A-G requirements and gain admission to 4 year colleges at a consistently higher rate than the general population.
- The AVID program contains the most diverse student population on the PGHS campus.

Challenges

- Funding to continue to have the FTE to support all of the sections needed in AVID.

AP ENROLLMENT





Analysis

- Enrollment of Latino and African American students in AP classes increased by 7 percentage points and 9 percentage points for each subgroup between 2015 and 2017.
- 48.8% of the 2017 seniors passed at least one AP test. The national average is 20% and the state average is 26%.
- African-Americans had a 41.7% passing rate, Hispanics had 32.1% passing rate, Asians had 71.2% passing rate and White students had a 45.8% passing rate.
- 84% of our AP students who tested in 2017 passed at least one test with a score 3, 4, or 5.
- 654 students participated in AP testing in 2017 - we had a 89% participation rate.
- 150+ AP students are from low income families and qualified for an AP test fee reduction and did not pay for exams.

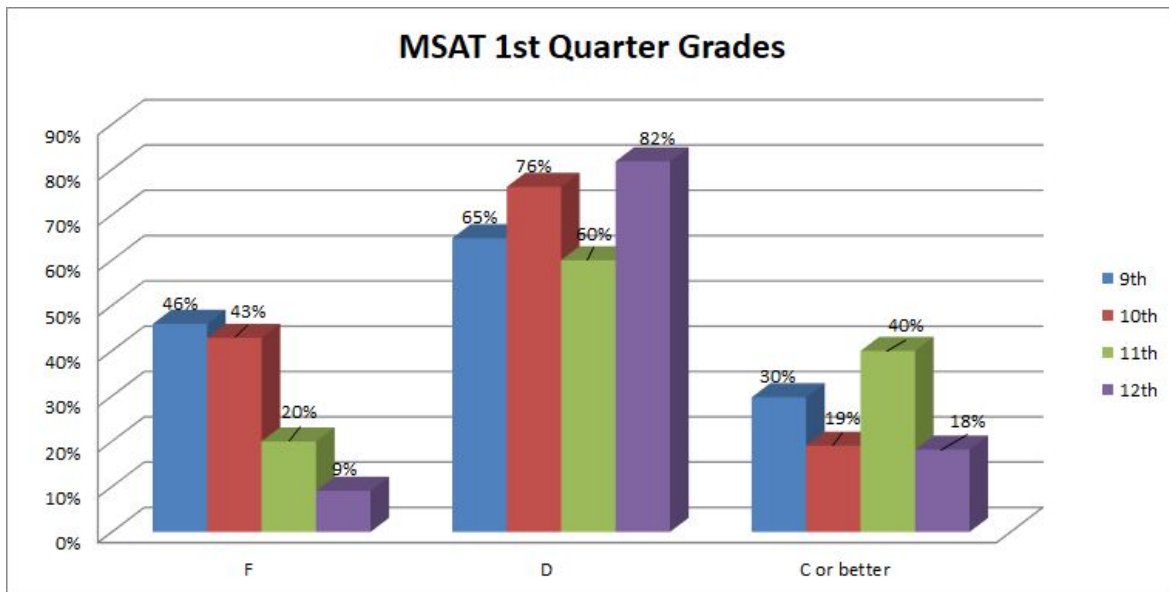
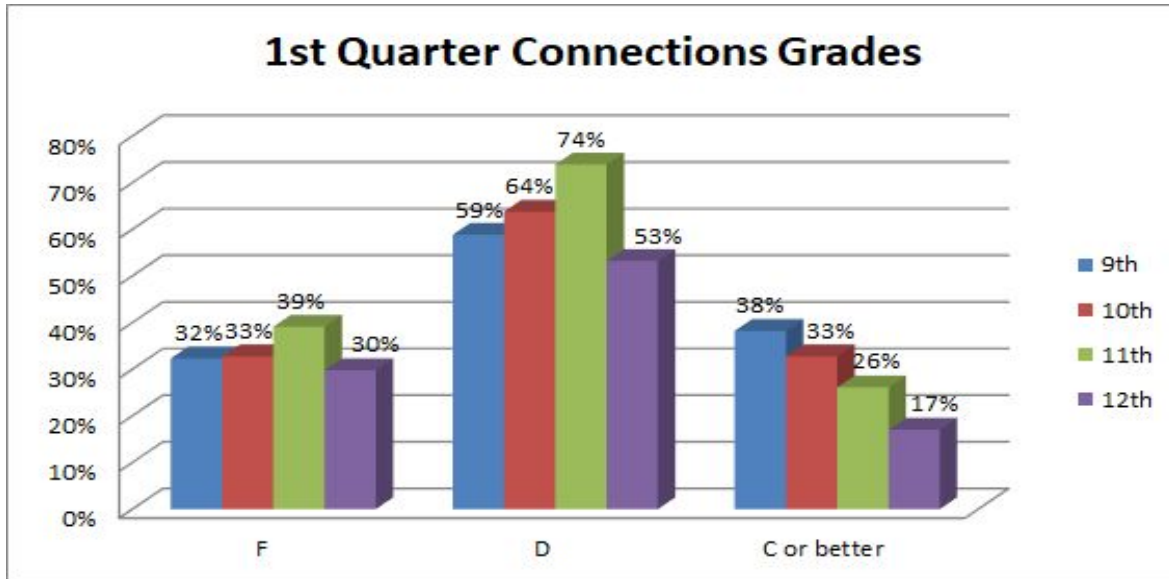
Challenges

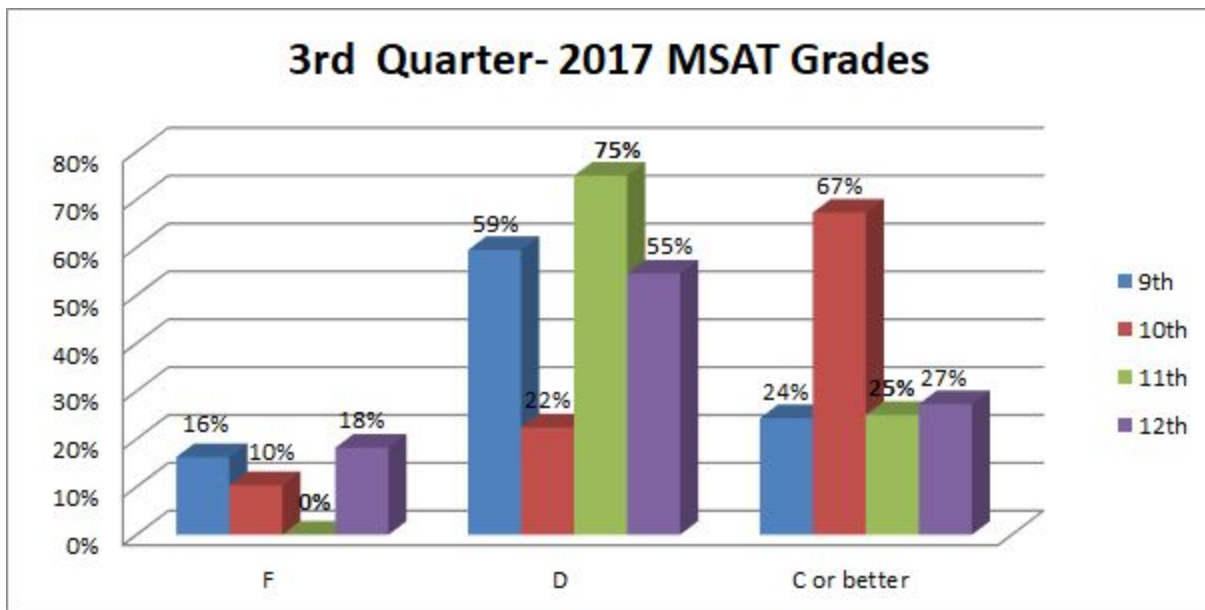
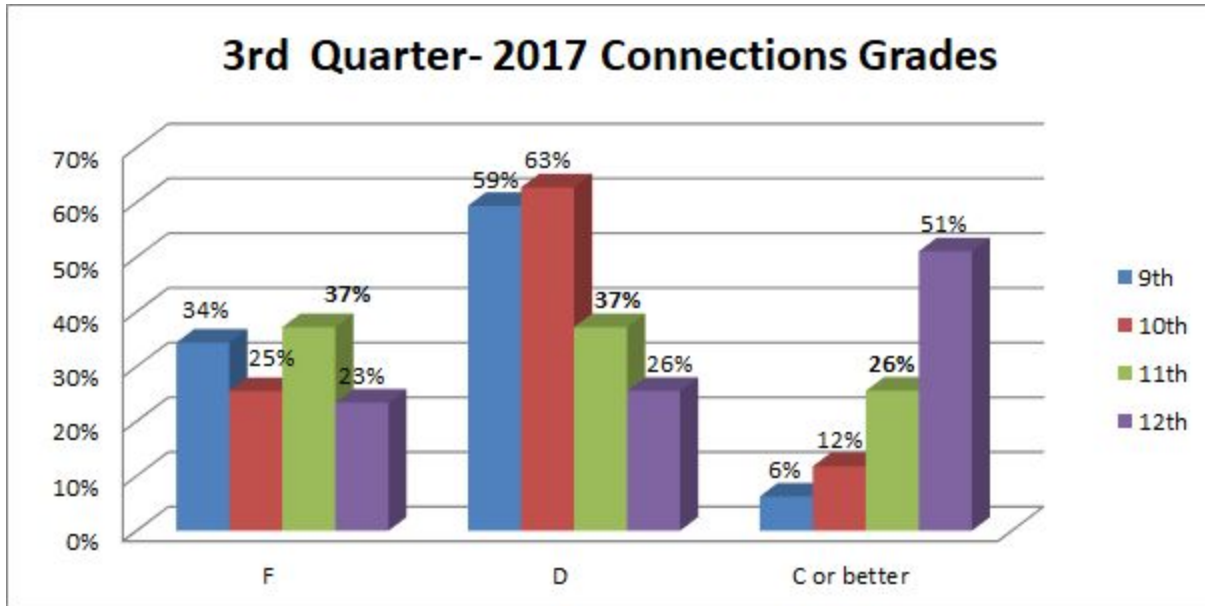
- Continue to recruit sub groups into taking AP classes.
- Provide support for struggling AP students so that they do not drop the AP class.

MSAT Data -

Multiple Strategies for Academics and Transition (Special Education Elective)

- The MSAT program was started at PGHS in the fall of 2014 it has expanded to include Connections students at all grade levels.
- In the fall of 2016, Connections teachers made a concerted effort to recruit all incoming 9th grade students who struggled academically in middle school.
- Last year, the MSAT PLC began collecting and analyzing D/F progress report data.





Analysis

- With the exception of 12th graders, Connections students enrolled in MSAT classes had decrease in the number of F’s between the 1st and 3rd quarter.
- Students who did not have the support of an MSAT class earned D’s and F’s at a higher rate in the 1st and 3rd quarters.

Challenges

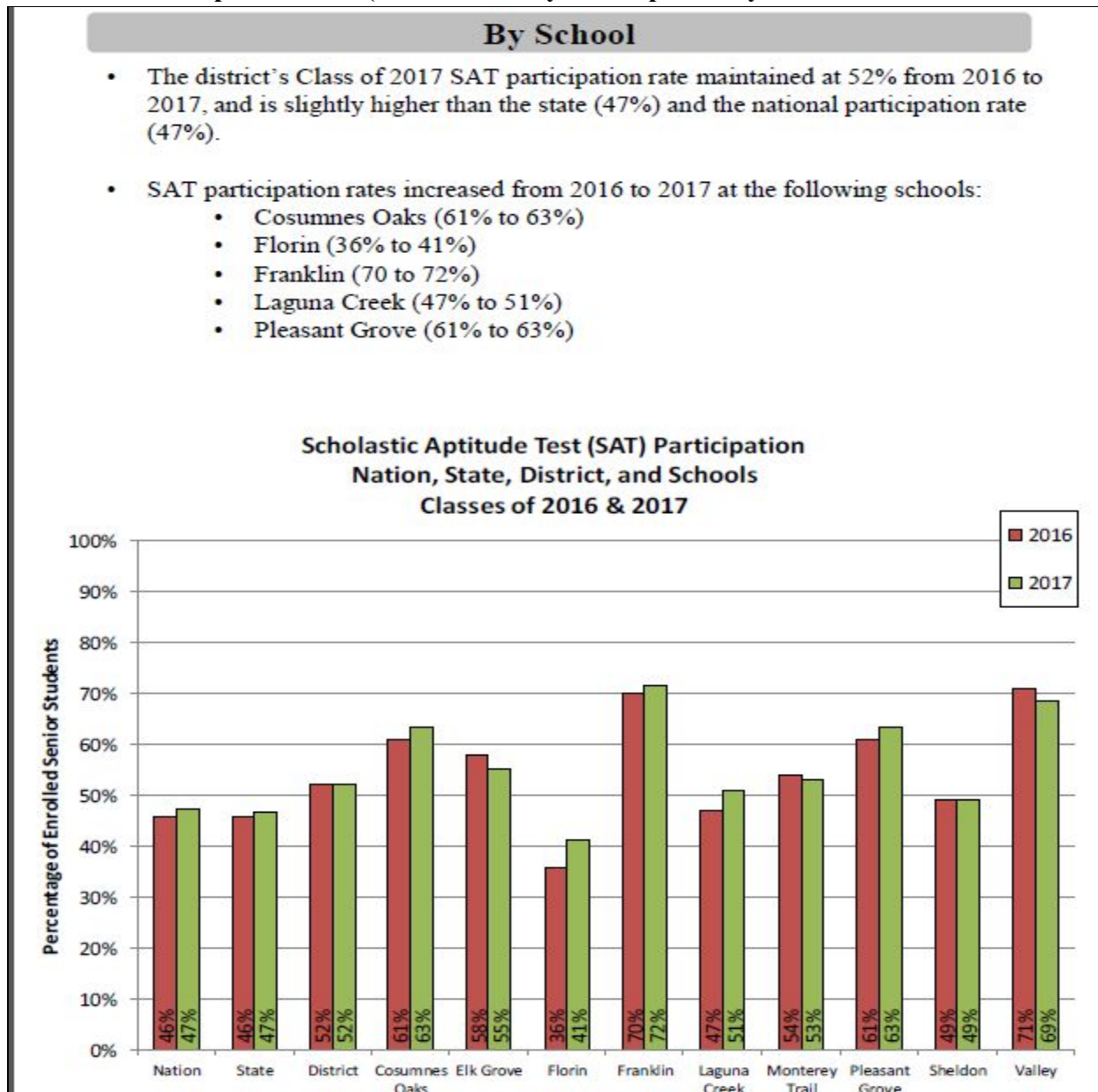
- Connections teachers will need to learn how to generate grade reports in Synergy for

specific populations of their students (MSAT vs Gen Ed).

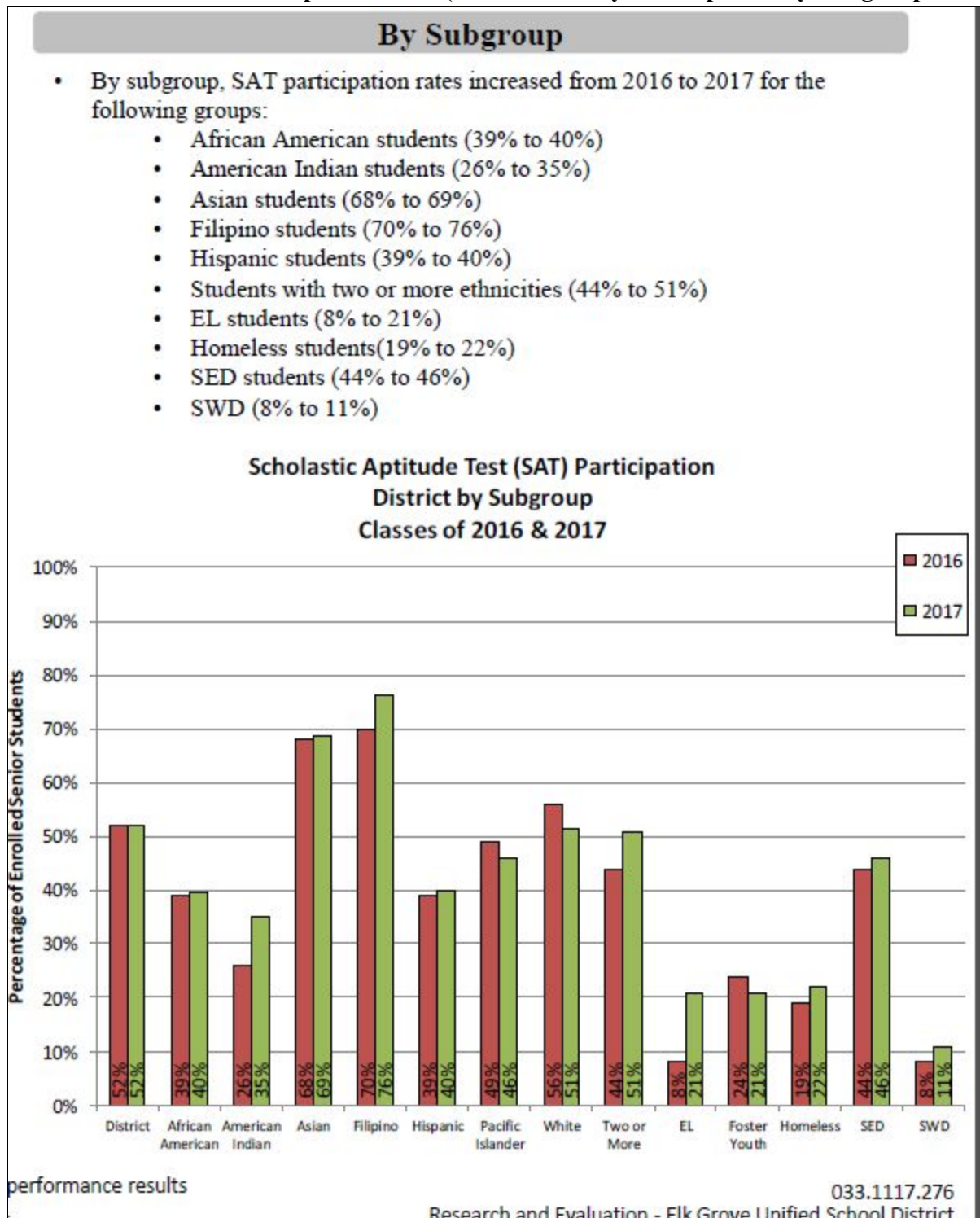
- While many Connections students would benefit from the additional support of the MSAT class, the current traditional schedule does not allow students in the 9th and 10th grade to take more than one elective class.
- Enrolling in MSAT prevents students from participating in academies or CTE classes.
- The Connections department is working with our academy teachers and district CTE program specialist to find ways to provide academic supports to students in academy classes.

SAT Data

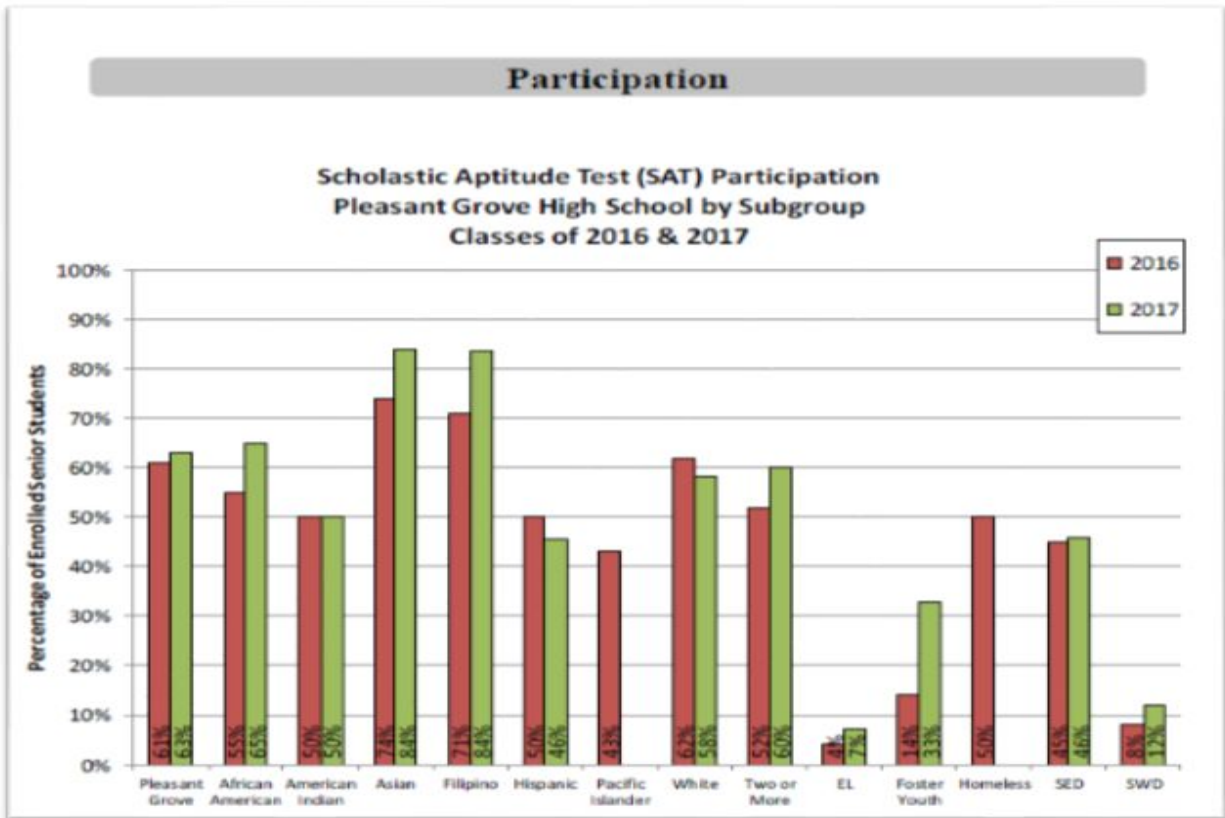
2017 Scholastic Aptitude Test (SAT Results by Participation by School



EGUSD- 2017 Scholastic Aptitude Test (SAT Results by Participation by Subgroup



PGHS 2017 Scholastic Aptitude Test (SAT Results by Participation by Subgroup



Analysis:

- PGHS students exceeded the overall District participation rate:

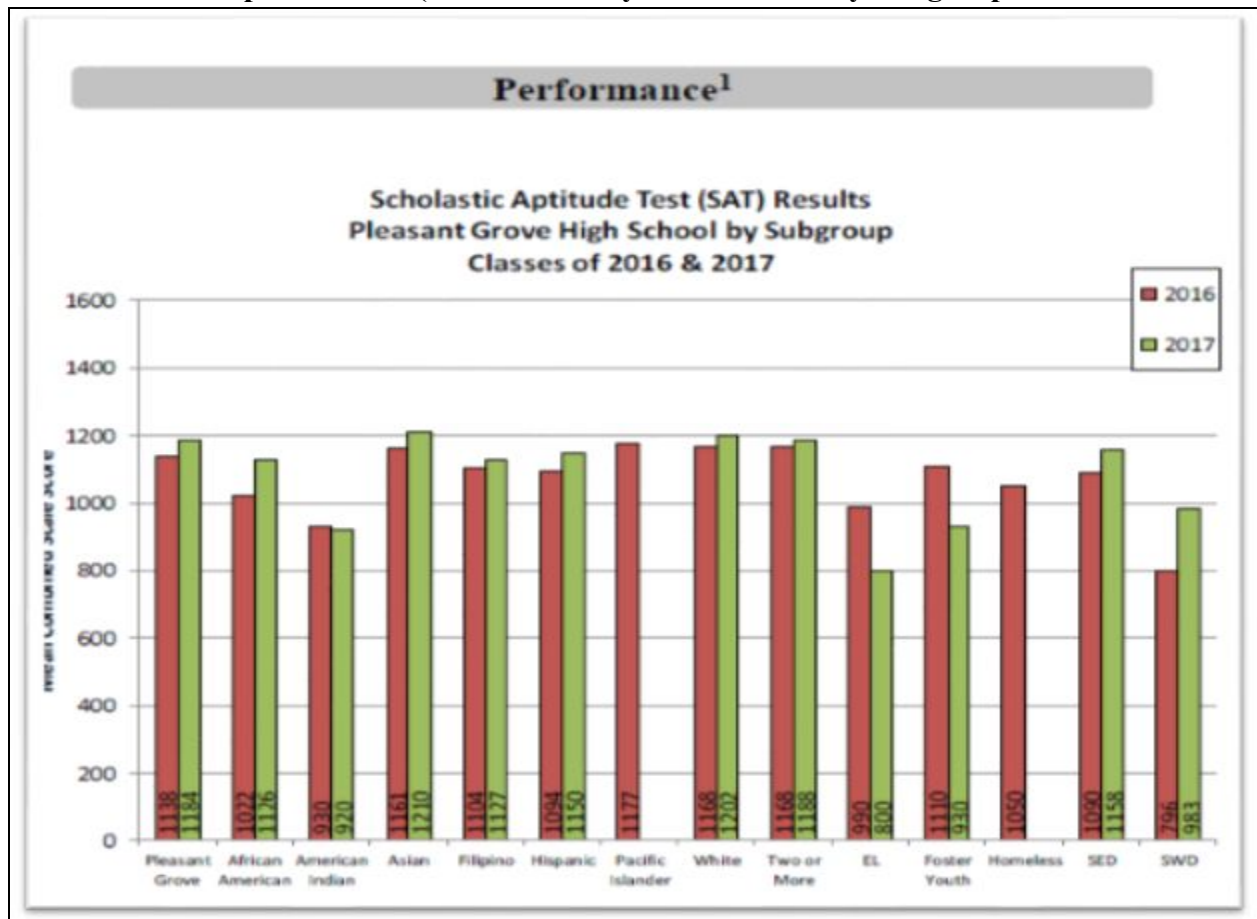
<u>District</u> - 52%	<u>PGHS</u> - 63%
African American - 40%	65%
Hispanic - 40%	46%
Asian - 69%	84%
White - 51%	58%
- 63% of seniors participated in taking the SAT at PGHS. The following subgroups participated in 2017:

African American - 65%, a 10 percentage point increase from 2016
Hispanic - 46%, a 4 percentage point decrease from 2016
Asian - 84%, a 10 percentage point increase from 2016
White - 58%, a 4 percentage point decrease from 2016

Challenges:

- Maintaining the high participation rate in African American students.
- Increasing the participation rate for Hispanic and White students.

2017 Scholastic Aptitude Test (SAT Results by Performance by Subgroup)



Analysis

- PGHS students exceeded the overall District performance rate:

District - 1091	PGHS - 1184
African American - 964	1126
Hispanic - 1038	1150
Asian - 1109	1210
White - 1168	1202

Challenges

- Improve the African American scores to meet the PGHS rate of 1184.
- Improve the Hispanic scores to match the overall PGHS score of 1184.

AREA FOR IMPROVEMENT #2 (CURRICULUM, ASSESSMENT):

Action Plan Item 2 -

- Continue work on analyzing, understanding and implementing the Common Core standards into the curriculum with an emphasis on problem solving and critical thinking skills.

<p>Goal(s):</p>	<p>Growth Targets</p> <p>2015-16</p> <ul style="list-style-type: none"> • Begin aligning subject area curriculum to common core instruction and assignments. • Establish SBAC baseline data. <p>2016-17</p> <ul style="list-style-type: none"> • 100% of core courses aligned to common core standards. • Department/Teacher PLCs develop Common Core assignments and common assessments for each unit. • Develop curriculum and instruction goals based on disaggregated SBAC test results. <p>2017-18</p> <ul style="list-style-type: none"> • 2% improvement in subject area common assessments • 2% increase in SBAC test results based on previous years' results.
<p>SLO(s) Impacted:</p>	<p>★ <u>Rigor</u> – critical thinking, problem-solving, writing. close reading of expository text.</p> <p>★ <u>Relevance</u> – 21st Century Skills, apply current learning to career, social and civic goals.</p>

Critical Follow-up Area(s)

Continue work in PLC's to develop curriculum and design common assessments aligned to Common Core and Next Generation Science Standards. Develop methods to improve student writing and critical reading skills.

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Highlights

Action Plan Item #2	Analysis/evidence of impact on student achievement.
<p>TASK #1 - Work in PLC teams to modify existing curriculum and instruction to align with the CCSS and 21st Century Skills</p>	<ul style="list-style-type: none"> ● All teachers are involved in at least one grade level or subject area PLC on campus. PLC's meet the 3rd and 4th Thursday of each month. ● Schoolwide goal implemented last year was to increase roles of PLCs in all departments. Solution Tree, a professional development company, was hired to provide PLC coaching. A representative came to meet and discuss functions of PLCs with all departments. Some of the items discussed included: <ul style="list-style-type: none"> Professional Development Evaluations Student work rubrics Teacher goals conferences ● Furthermore, PLCs agreed to assess data from one or more of the following areas: <ul style="list-style-type: none"> -SBAC data -EGMAPs results -SBAC Interim assessments -Content-specific local ---Common Assessment data ● English department has adopted StudySync which is a CCSS-aligned curriculum this year. ● Science has adopted NGSS and is currently developing assessments that align with them. Model-based assessments are used throughout all Science Department classes ● Social Science has agreed, in PLC teams, to use one CCSS-aligned assessment per unit. All Soc. Sci. classes have developed CCSS-aligned student norms. ● 68 SWD s enrolled in Special Education English courses participate in English new CCSS-aligned curriculum, StudySync or the Language! Live Reading Intervention Program. ● 75 SWD are enrolled in Connections math classes. The Connections math team uses ST Math, TransMath skill levels I, II, III, HRW Integrated Mathematics, all courses are CCSS aligned. ● Math department Collaborates in subject matter PLCs for curriculum development content specific pacing guides in all subjects, with specific recognition to our Math 1,2,3 courses which has adopted the new integrated pathway. Calculator workshops to apply technology based lessons aligned with new curriculum. TI Inspire 3 day workshop. TI 84CE workshop ● Science department has adopted NGSS-aligned curriculum.
<p>TASK #2 - Develop methods to improve student skills in writing strategies and reading comprehension at all grade levels.</p>	<ul style="list-style-type: none"> ● Majority of departments are using sentence frames to help students analyze new concepts and vocabulary. ● P.E. department has introduced writing assignments into curriculum. ● English, Math, and History departments provide numerous opportunities and practice throughout the curriculum for students to analyze higher level thinking problems and apply specific strategies modeled by the teacher. ● World Language has developed new assessments to test writing/reading skills.

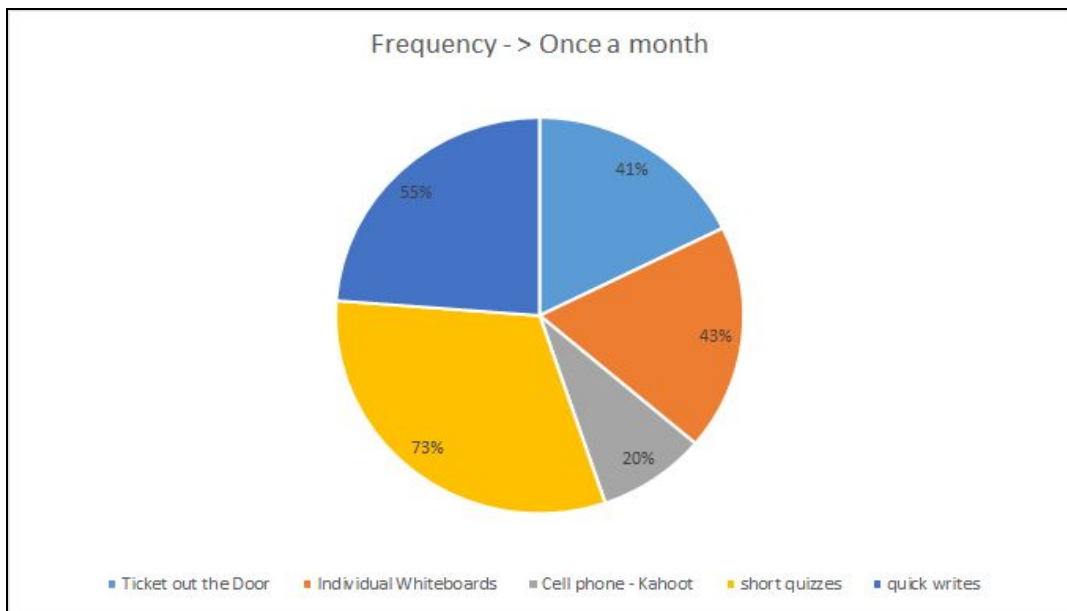
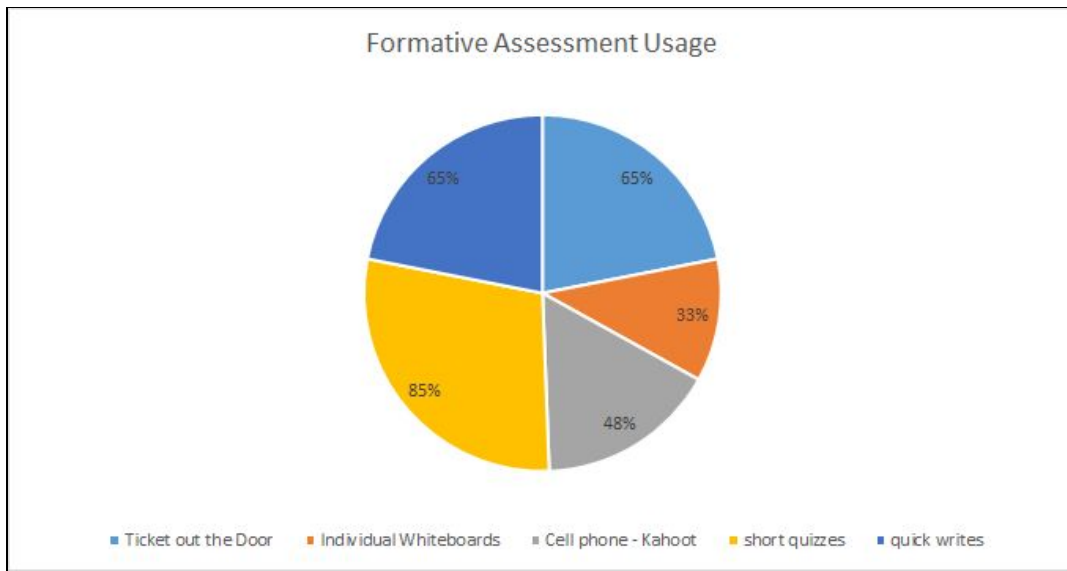
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<p>TASK #3 - Develop common assessments that measure Common Core/NGSS State Standards in all content area classes</p>	<ul style="list-style-type: none">● Math - All teachers collaboratively develop/use common assessments in mathematics to evaluate the student progress toward meeting the CCSS.● All World Language teachers use common assessments.● Each PLC (Spanish 1, 2, 3, etc.) analyzes data from common assessments and makes changes to how materials are taught and practiced based on test results.● All Agriculture classes utilize three ring model which is included in the grading criteria for each class (80% classroom, 10% FFA, 10% SAE). Formative assessments and strategies are designed to incorporate academic discourse and problem solving outcomes.● In Biology, Physics, General Science, and Chemistry. 100% of teachers have at least one units with model based curriculum. In Principles of Biomedical Science and Human Body Systems, both teachers are 100% trained in modeled based curriculum.● Social Science classes have developed and use common assessments regularly, and use common CCSS-aligned rubrics.● English department has developed common assessments by grade level, or has agreed to do so as implementation of new curriculum is current focus of work. Furthermore, all teams have scheduled release days to develop a scope and sequence for the new curriculum. EGUSD Teacher coach works with colleagues once a week, and attends PLC meetings.
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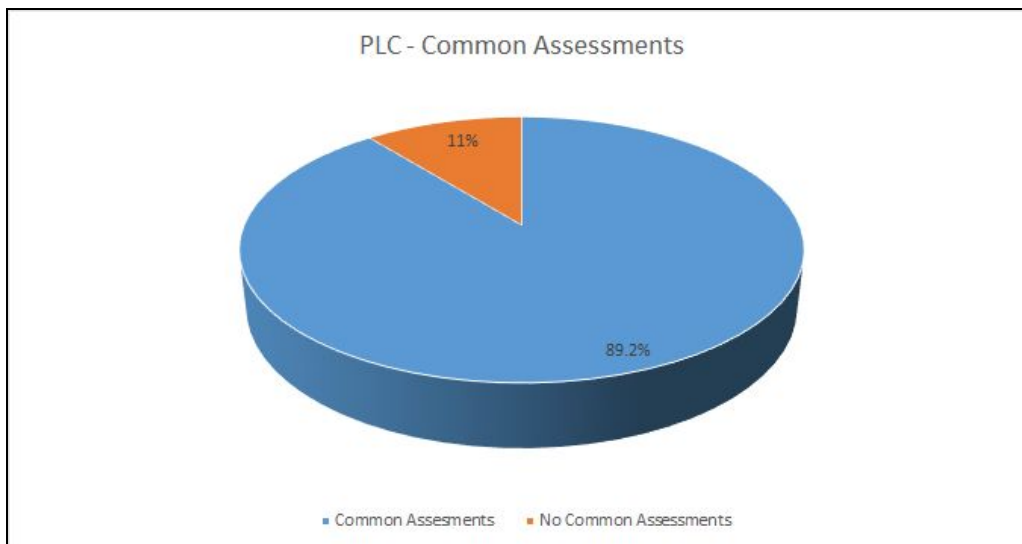
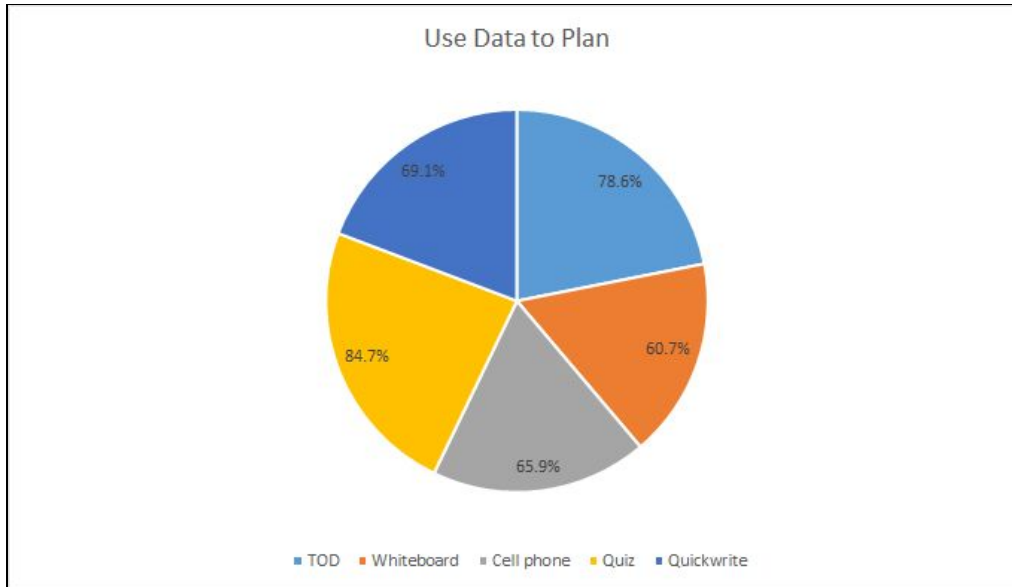
Data Analysis - Action Plan Item 2

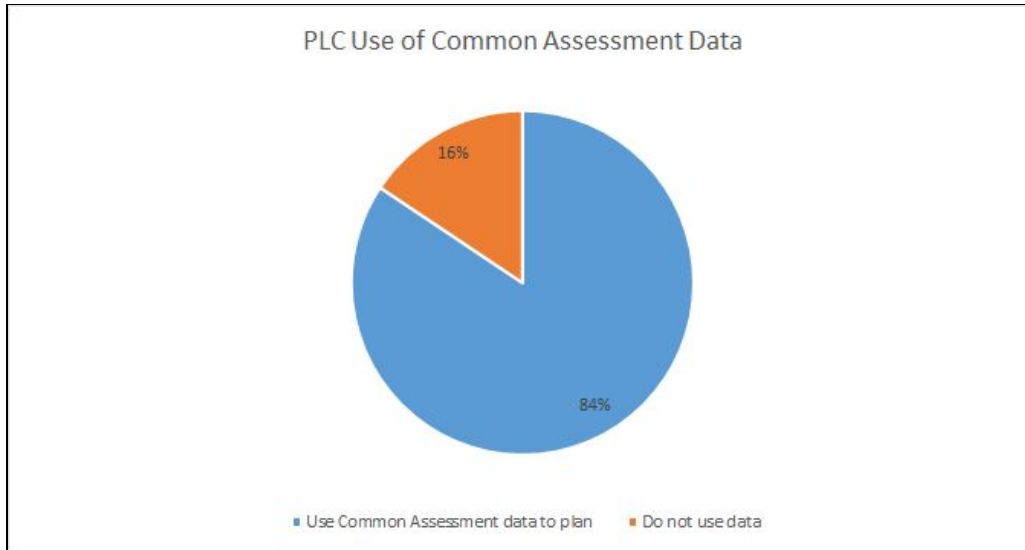
Link to [Curriculum Maps and Pacing Guides](#)

TEACHER PLC SURVEY RESULTS



Pleasant Grove High School ACS WASC Mid-cycle Progress Report





Analysis

- 89% use common assessments and 84% of staff use common assessment data to plan. Courses that have only one teacher, obviously do not have anyone to collaborate with so they do not use common assessments, which accounts for the 11% and the 16% who do not use common assessment data to plan.
- Staff use a variety of formative assessments in their instruction.

Challenges

- Remind staff that feedback is crucial in the use of formative assessments.

Improvement Area: INSTRUCTION

Action Plan Item 3 -

- Pleasant Grove High School will create and execute a plan for implementing instructional best practices (DOK, differentiation, integration) for Common Core State Standards.

<p>Goals</p>	<p>2015-16</p> <ul style="list-style-type: none"> • Develop a voluntary Peer Observation Program so that teachers can observe others in their department, interdepartmental, and inter-department teams. Include collaboration time. • Teachers will share their Common Core goals with their supervising administrator at the annual goals conference. • Provide professional development during Pre-Service, at staff meetings and after school on instructional best practices. <p>2016-17</p> <ul style="list-style-type: none"> • PLC team leaders will work with teams to develop curriculum maps showing strategies for 21st Century, critical thinking, problem-solving, reading, and writing skills. • Provide release days for PLC teams to develop strategies for best practices. • Administration will create and implement an annual professional development plan. <p>2017-18</p> <ul style="list-style-type: none"> • Continue professional development on instructional best practices • PLC teams continue to utilize release days to share best practices • CPL Instructional grants to provide PLCs with time during the summer to plan.
<p>SLO(s) Impacted:</p>	<p>★ Rigor – critical thinking, problem-solving, and writing.</p> <p>★ Relevance – 21st century skills, apply current learning to career, social and civic goals.</p>

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Critical Follow-up Area(s)

Highlights

Action Plan Item #3	Analysis/evidence of impact on student achievement.
<p>TASK #1 - Staff development on the Common Core State Standards best practices: DOK/Differentiation, Integration, 21st Century skills, student collaboration, reading and writing across the disciplines, subject matter content and CCSS</p>	<ul style="list-style-type: none"> ● PLC teams engage in peer observations to hone teaching strategies and refine teaching practice. ● Teachers engage in Learning Walks across curricular areas to enhance their practice and gain practical knowledge about 21st century teaching skills. ● PLCs participate in Site Team Release Days to collaborate, reflect on instructional practices and pacing, refine assessments, analyze student data, and work to improve their respective courses. ● IDEA PLC members attend technology conferences such as the 2 day Google Apps for Education and Computer Using Educator Conference Summit to enhance 21st Century computer skills. (GAFE Summit). Several of these teachers then present what they have learned to staff and district employees at site and district workshops. ● 6 PGHS staff members became school TOT (Teacher of Teachers) Synergy trainers - providing ongoing trainings over the 2017 summer and in the fall of 2017 to PGHS staff to assist with the implementation of the new Synergy Student Information system. ● PGHS Staff attended Summer Workshops & District Professional Development in a variety of curricular areas: AVID Summer Institute, ELA StudySync, Language Live, Special Education policies and procedures, integration of technology, Synergy and CPR/EDT training. Each of these trainings reflects PGHS teachers' efforts to increase their subject matter knowledge and increase their skill set. ● AP teachers attended Summer Institutes and PLC release days during the summer in order to improve their practice, instruction and curriculum. ● Staff receive ongoing support from an instructional coach in the areas of reading and writing across subject matter content areas. ● Math and Science PLC participation in the ISEE Grant provides the teams extra time to collaborate and work on integrating CCSS, pacing, and curriculum mapping. ●
<p>TASK #2 - Share instructional best practices at team, department and staff meetings.</p>	<ul style="list-style-type: none"> ● PLCs demonstrate best practices and share teaching strategies during monthly department meetings. ● Academy PLCs share best practices to improve cross curricular rubrics and projects. ● Technology Best Practices are demonstrated at Staff meetings through strategies such as "Demo Slams." ● AVID PLC sponsors staff development workshops: I.E. 2015-16 T3 workshops (Teachers teaching teachers-) Staff members shared instructional best practices related to critical thinking, reading and writing. Staff members from the middle school were also invited to attend. 4 sessions were offered to improve instructional practice focused on reading and writing. ● Instructional best practices are shared at staff meetings. i.e. The Math Department shared the questioning process they use in their department to encourage student engagement: "How to Strategies for you do it Together" from Supporting the 8 Mathematical Practices Through Questioning.

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<p>TASK #3 - Create a repository of shared best practices so that staff can access it during the school year.</p>	<ul style="list-style-type: none">● PLCs use Curriculum Maps to create common grading practices, assessments and consistency across departments● Department folders exist on the Department director's server space to encourage collaboration, shared resources, and best practices.● Network drives exist to share department resources, encourage collaboration, shared resources, and best practices.● PLCs have a shared Google drive folder. These folders contain curriculum maps, lesson plans and common assessments to encourage PLCs to collaborate, share resources, and use best practices.● Academy Wide curriculum Maps create consistency in instructional practice .● Social Science, World Geography and US History teams have a shared Google drive folder. These folders contain curriculum maps, lesson plans and common assessments their PLCs use to further student success.● VAPA created " 4 Steps of Art Criticism for all Disciplines" to be used by all teachers.
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Action Plan Item #4 - Support

Pleasant Grove High School will implement PBIS strategies to help students make appropriate behavioral choices which enhance the learning environment as evidenced by a lower suspension rate.

<p>Goal(s):</p>	<p>2015-16</p> <ul style="list-style-type: none"> ● PBIS team Level 1 training ● Staff development on PBIS, non scripted discipline, office managed vs teacher managed interventions ● Expand opportunities for students and staff input and feedback. <p>2016-17</p> <ul style="list-style-type: none"> ● Tier 2 PBIS strategies ● Expand PBIS team to include students and more staff <p>2017-18</p> <ul style="list-style-type: none"> ● Implementation of Restorative Justice Practices ● Utilize social media to highlight campus culture. ● Staff development - using Synergy to document interventions and assign referrals.
<p>SLO(s) Impacted:</p>	<p>★ Rigor , Relevance. Relationships</p>

Highlights

Action Plan Item #3	Analysis/evidence of impact on student achievement.
<p>TASK #1 - Establish a School Climate/Triage Committee, that provides opportunities for staff members to voice concerns and to identify and implement solutions.</p> <p>Continue to use Student Senate as means for students to provide feedback on school climate and student concerns.</p>	<ul style="list-style-type: none"> ● Pleasant Grove High School has been recognized by the California PBIS Coalition for the implementation and sustainability of their Tier I systems of supports. Our team, is known as the Eagle Alliance and is compiled of 8 school staff, 4 students, and an administrator dedicated to providing effective supports for all students to achieve social, emotional and academic success. PGHS staff are dedicated to teaching our school core values school wide and acknowledging students and staff for promoting positive change and cultural responsibility. ● At Pleasant Grove we are implementing Positive Behavior Interventions and supports on two levels to support our students. Our Tier I team has expanded to include a Student Focus Group, PG Voice, which is tasked with collaborating with the Eagle Alliance to teach core values and increase staff and student acknowledgment, as well as bring awareness of student supports for those who are in search of a positive connection to the school. ● Starting the 2017-2018 school year, PGHS has started the work of Tier II level of supports implementing Restorative Practices, utilizing the multi-tiered system of supports, and focusing on an increased need for social-emotional supports for our students.

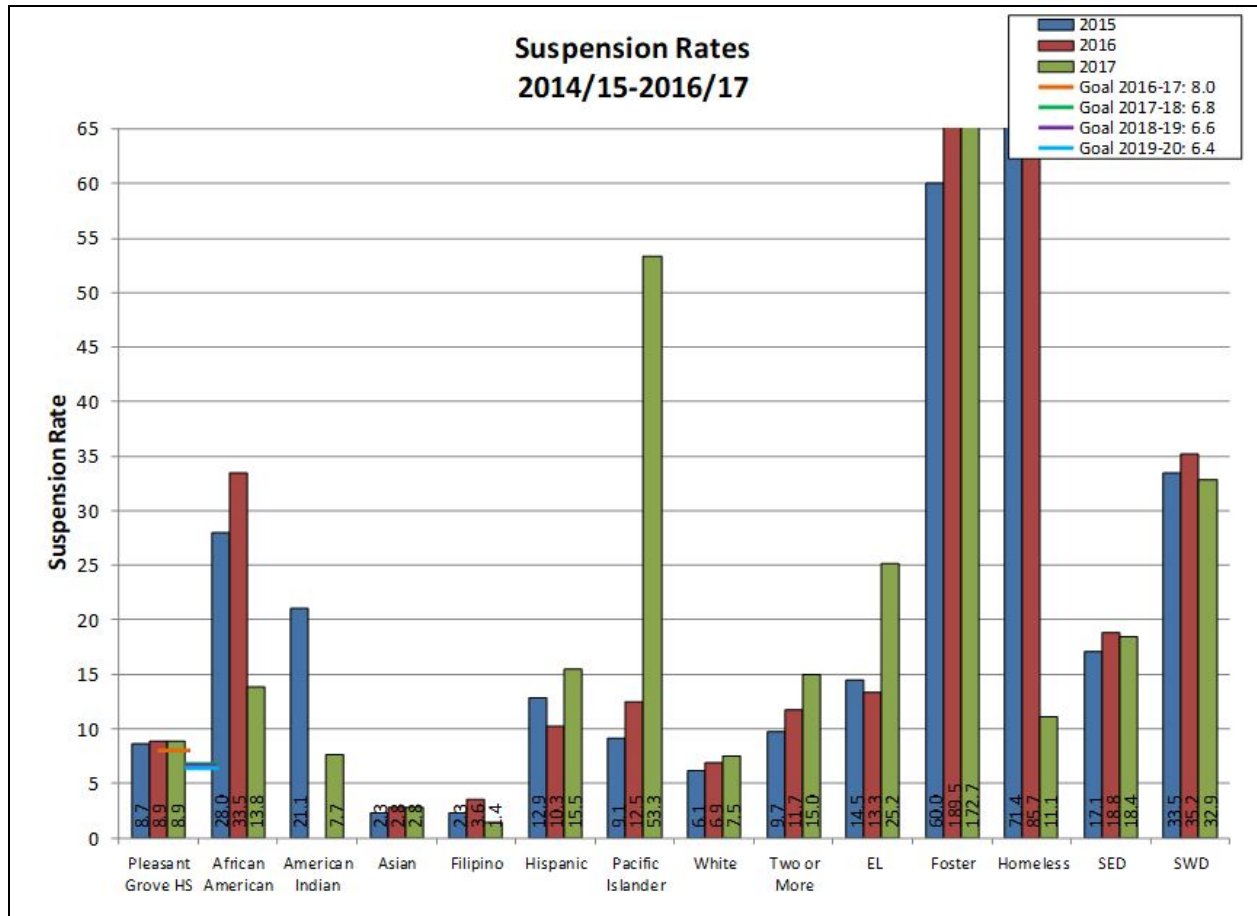
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<p>TASK #2 - Refocus utilization of various tools, resources, and interventions aimed at fostering and developing students' connection to the school.</p> <p>Systematize school wide recognition programs (R-cards, Soaring Eagle, Renaissance)</p>	<p>PGHS utilizes a variety of Social Media outlets to foster positive relationships and develop connections between staff, students, parents, and the community. Below is a list of some used by our site:</p> <ul style="list-style-type: none"> ● PGHS Website ● PGHS Twitter ● PGHS Facebook account ● Principal's Newsletter ● Principal's Weekly Update ● Advocacy Website - with lessons tied to school core values ● Student reports to the EGUSD Board of Education <p>Soaring Eagle Luncheons are held quarterly. Staff are encouraged to invite a student who demonstrates the 4Rs (Rigor, Relevance, Relationship, or Respect) in which deserves recognition. The luncheon builds relational capacity between staff and students who are provided with a catered lunch and quality customer service wait staff of ASB.</p> <p>PGHS is known for academic achievement. ASB in collaboration with administration regularly recognizes our student achievement and success through the following programs:</p> <ul style="list-style-type: none"> ● Renaissance (based on student's grade point average, students are awarded incentives that include final waivers, homework passes, etc). ● Academic Awards Night (held bi-annually to recognize Honor Roll students) ● California Scholastic Federation ● Senior Awards Night (held annually, during graduation season, with local agencies, community leaders, universities, and businesses and industry leaders who acknowledge senior students with scholarship/fellowship/grant opportunities.
<p>TASK #3 -Utilization of the PGHS PBIS team to create and implement staff development sessions on the topic of: <i>Positive Behavioral Interventions and Supports</i></p>	<p>PGHS staff and students have the opportunity to facilitate positive behavior interventions and supports by teaching and reinforcing our core values of Rigor, Relevance, Relationship, and Respect in instructional and non-instructional settings.</p> <p>Advocacy class is held once a week and is facilitated by staff to provide students with relational capacity, non-cognitive readiness skills and instruction on school behavior expectations. This 30-minute non-academic class period provides time for students to complete district-based surveys, tiered fidelity inventory assessments, showcase our PGTV broadcasts, mindfulness and digital citizenship lessons, Career and College exploration presentations and guest speakers, and implement student-taught Advocacy Lessons on the school's four core values.</p> <p>Community Circles and Mindfulness teaching and learning strategies are implemented in several classes on campus. These restorative practice strategies are used to support our staff and students social-emotional needs.</p> <p>Unity Day, a sub-group of self-selected students participating in social-emotional team-building activities, meet quarterly and are designed to foster respect and relationships around diversity.</p>

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	<p>Validations are 5x8' goldenrod or red sheets of paper that allow staff and students draft a brief note validating a peer, staff, or community member. These ½ sheets can be redeemed for an additional tangible gift from the Associated Student Body (ASB). However, many staff and students opt to keep the validations and post them for others to review.</p>
<p>TASK#4- Lowering the Suspension Rate</p>	<p>Practices Administration has implemented to help reduce suspension rate:</p> <ul style="list-style-type: none"> ● Regular collaboration among administration for discipline- “norming” sessions. ● Weekly site level administration and VP meetings- parking lot for agenda items. ● Monthly VP articulation meetings w/Albani Middle School. <p>Restorative Practices in lieu of disciplinary action:</p> <ul style="list-style-type: none"> ● Administrator created Bank of Restorative Assignments to be completed by students in lieu of disciplinary consequences or a reduction of consequences. ● Administrator collaboration with the Eagles Seeking Peace Conflict Mediation Program (Peer & Conflict Mediation w/ Adult Mediators). ● Restorative Circles.

Discipline Data



Analysis

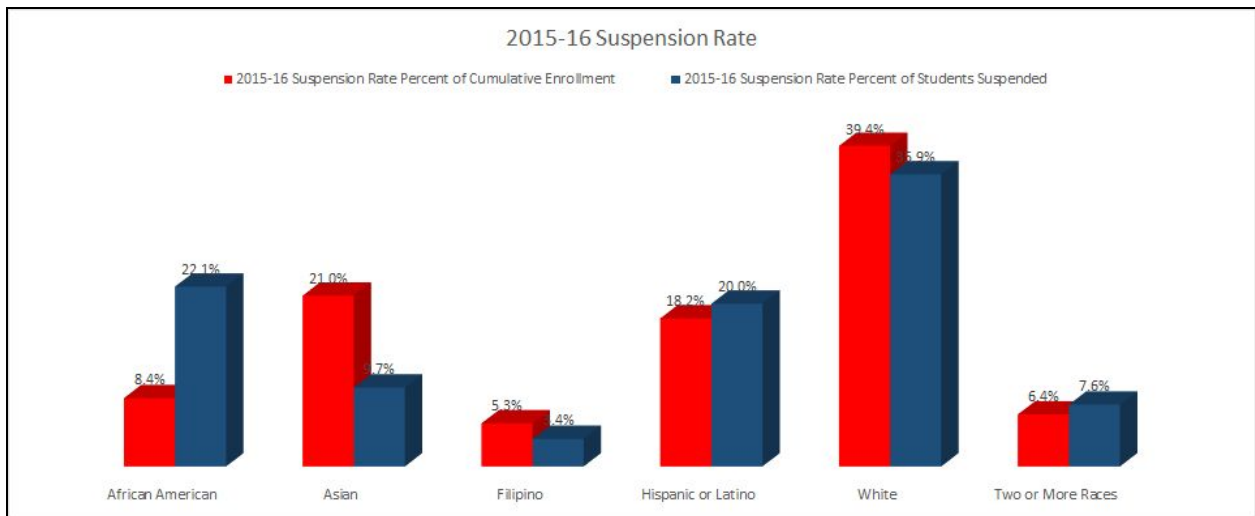
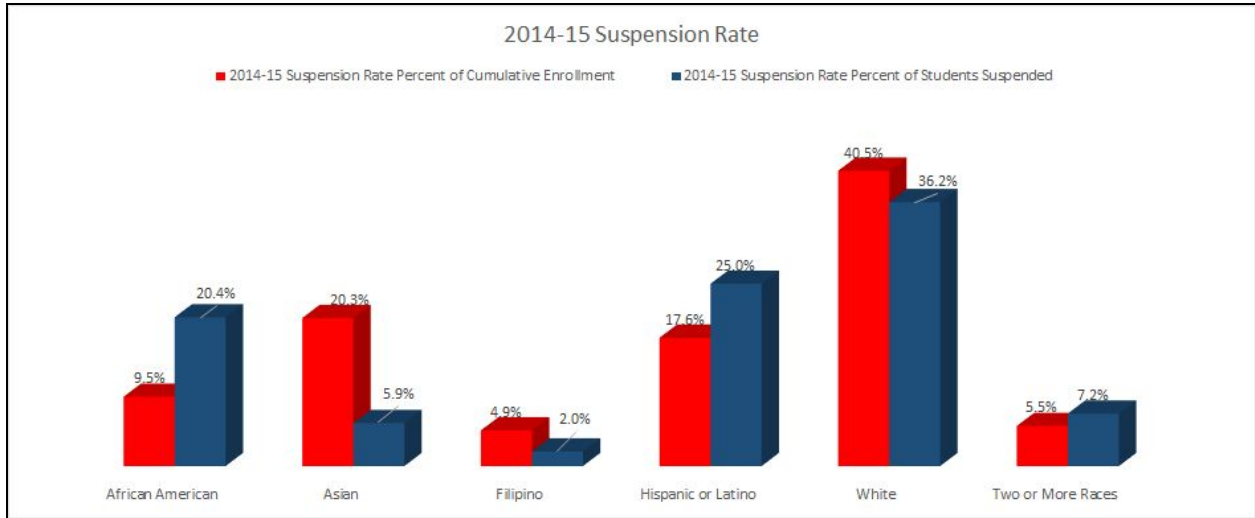
- Suspension rates have remained flat over the past three years at 8.9. This is .9 higher than the District goal of 8.0 for 2016-17.
- The African American suspension rate for 2016-17 is 13.8 which is a decrease of 14 percentage points from 2014-15; Hispanic students have a suspension rate of 15.5 which is an increase of 2 percentage points from 2014-15; White students have a suspension rate of 7.5 which is a 1 percentage point increase from 2014-15.
- Although suspension rates are low, African American and Hispanic students have a suspension rate twice that of White students.

Challenges

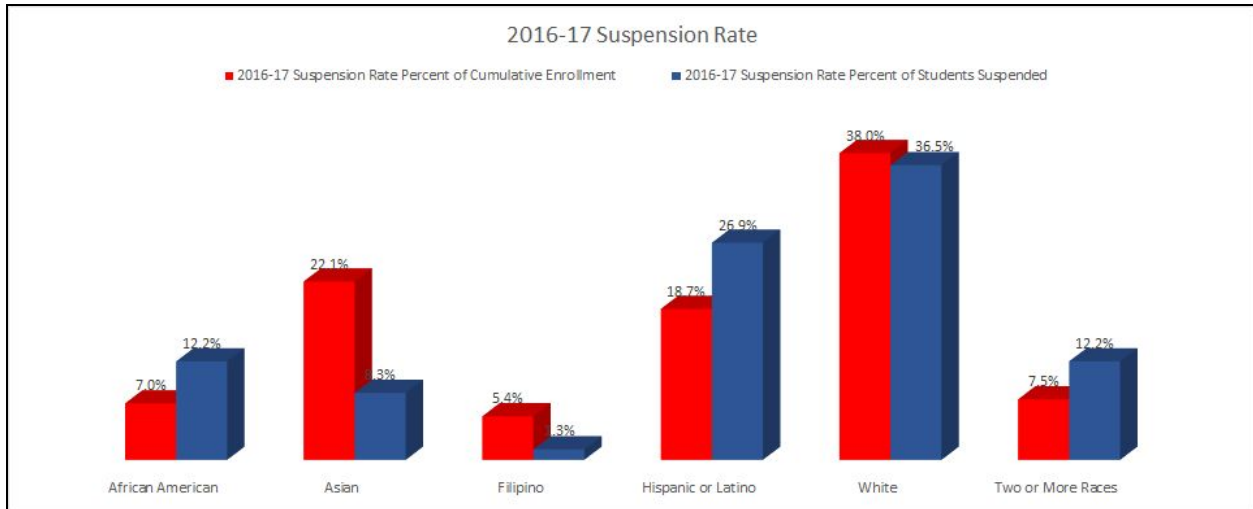
- Continue to look for ways to reduce suspension rates for African American and Hispanic students.
- Designated staff members need to become familiar with generating discipline reports using Synergy.

Suspension Rates

CDE.CA.GOV - Dataquest



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Analysis:

- According to CDE, suspension rates for Hispanics increased 2 percentage points from 2015 to 2017; African Americans decreased 8 percentage points; Whites remained the same.
- The African American population is 7% of the total PGHS population 2016-17 and represent 12% of the suspended population: Hispanics are 19% of the PGHS population and represent 27% of the suspended population; whites are 38% of the PGHS population and represent 37% of the suspended population.
- African American and Hispanic students are suspended at a higher percentage than the percentage that they represent in the total PGHS population (African American students - 5 percentage points, Hispanic students - 8 percentage points).
- White students are suspended at a 2 percentage points lower rate than what they represent in the total PGHS population.

Challenges:

- Continue to reduce suspension rates for all students to match the District goal of 6.8% for 2017-18 from Pleasant Grove's 8.9% suspension rate for 2016-17.
- Bring suspension rates for African American and Hispanic students in line with the percentage that they represent in the total PGHS population.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self study visit to reflect school wide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The four Action Plan Items identified in the 2014 WASC Self-Study continue to be areas of focus for our school. While we have made progress, none of the goals has been fully implemented. Multiple major changes have impacted staff. The entire campus has struggled with SYNERGY, a new comprehensive student information system. In addition, the Math Department has been changing from a traditional Math curriculum to an Integrated Math program, the English Department has just adopted (2017-18) the new StudySync curriculum, and the Science Department is implementing the new NGSS standards. These changes, along with adjusting to the Common Core Standards, have made life at PGHS challenging. However, teachers have done an excellent job continuing to provide a positive learning environment for all students.

AREA FOR IMPROVEMENT #1 (ACHIEVEMENT GAP):

Improvement Area: 1. ACADEMIC ACHIEVEMENT - Develop and implement a comprehensive intervention system to help students meet graduation requirements and achieve grade level standards in English and Math.

Rationale:

- An analysis of the data shows that while achievement gaps have narrowed among several subgroups, significant achievement gaps among certain subgroups of PGHS students persist. Closing the achievement gap is one of our greatest challenges and areas of critical need.
- The gap between our EL and special education students and their general education students is evident.
- Although we are no longer using CST scores to measure student performance, and achievement gap with underrepresented students as well as EL, low socio-economic and special education students is also evident in D/F progress reports, A-G completion rates and student enrollment in credit recovery courses.

SUPPORTING DATA:

- **A- G Completion** - The A-G completion rate is 46.9% for African American students, 56.7% for Hispanic students and 67.1% for White students.
- **SBAC** -
 - ELA: African American 64%, 66% Hispanic, 76% , SWD 22%, White meets/exceeds
 - Math: African American 52.3%, 50.5% Hispanic, 62.8% , SWD 10%, White meets/exceeds
- **D/F Progress Reports--** While African American students made up 8.3% of the student population, they earned 12% of the D's and F's in 2016. Latino students were 18% of the population but accounted for 26% of the D's and F's in 2016.

GROWTH TARGETS

2017-18

- 5% increase in number of African American and Hispanic students meeting A- G requirements.
- 10% decrease in the number of D/F's earned by underperforming subgroups disaggregated data by designated subgroups.
- 5% increase in SBAC ELA and Math scores for underperforming subgroups

2018-19

- Additional 5% increase in number of African American and Hispanic students meeting A-G requirements.
- 10% decrease in the number of D/F's earned by underperforming subgroups disaggregated data by designated subgroups.
- 5% increase in SBAC ELA and Math scores for underperforming subgroups

2019-2020

- same targets

2020-2021

- Underperforming subgroups (African American, Hispanic) are within 5 percentage points of school population. 50% of SWD meet or exceed standards in ELA and Math.

Learner Outcomes Addressed:

- ★ **Rigor** - Students will utilize and develop their critical thinking skills in a rigorous academic environment, by communicating effectively, and by seeking and creating solutions to complex problems.
- ★ **Relevance** - Students will apply current learning to advance their career, social and civic goals.

Impact on student learning of academic standards and SLO's: Direct positive impact with slow steady progress on student academic achievement and student learner outcomes, as it will give a greater number of students more post-secondary options.

Goal #1 Monitor Progress

Tools:

- Annual LCAP reporting and approval of Action Plan items to staff, students, parents.
- Quarterly D/F reports
- Annual A-G completion rates
- Annual department plan to meet the needs of underperforming subgroups and to recruit underrepresented AP students.

Report Progress:

Data Reporting:

- Administration will develop a sustainable monitoring program to evaluate and support students with D/F grades (disaggregated by subgroups), on a quarterly basis.
- Administration will develop a sustainable monitoring program to evaluate and support students with A-G grades (disaggregated by subgroups), on an annual basis.
- Counseling will continue to develop the AP recruitment and program for underrepresented students. They will monitor the students taking AP courses and exams.
- Each Core Department will develop course-specific strategies to meet the needs of underperforming students, including EL, Foster Youth, and Connections students.
- Report on number of students needing to take credit recovery courses (APEX, BYU, Summer School, etc.)

Action Plan Progress:

- Administration will report progress to parents, staff & students (including advisory committees) with annual reporting/approval of LCAP Plan and to staff during Pre-Service days.
- The Action Plan will be modified annually, or more frequently when necessary.

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<i>Tasks specific to closing the achievement gap among low performing subgroups</i>						
#1 Tasks - School wide	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
<p>1</p> <p>Implement Language! Live Reading intervention program for students below grade level in English and Special Education English classes..</p>	<p>District ELA curriculum coach</p> <p>English & Special Education teachers</p> <p>Admin</p> <p>Special Education staff</p>	<p>Staff training in Language! Live</p> <p>Resource- Chromebooks, Language! Live curriculum</p> <p>Release days for curriculum development</p> <p>Funding: LCAP, District CPL funds</p>	<p>Baseline data for incoming 9th graders</p> <p>Mid Year assessments - analysis of data</p> <p>End of year assessment reports generated through Language! Live Program</p>	<p>Summer 2016 Training of staff</p> <p>Fall 2016 - Implementation of curriculum</p> <p>May 2017 Evaluation of student progress. Identify students for 2017-18 class.</p> <p>2017-2018 (Yearly) Curriculum revisions</p> <p>2018-19 Fall & Spring: ELA release days</p> <p>2018-2021 - monthly PLC Meetings Continue to disaggregate and analyze performance data</p>	<p>Language! Live assessment</p> <p>Professional development/training agenda</p> <p>SBAC scores</p>	
<p>2</p> <p>Implement ST Math intervention program for students below grade level in Math.</p> <p>Pilot Trans Math intervention program for special education students who are below grade level in math.</p>	<p>District math curriculum coach</p> <p>Math teachers</p> <p>Admin</p> <p>Special Education staff</p>	<p>Staff training in ST and Trans Math</p> <p>Resource- Chromebooks, ST Math and Trans Math curriculum</p> <p>Math Steering committee</p> <p>Release days for curriculum development</p> <p>Funding: LCAP, District CPL funds</p>	<p>Baseline data for incoming 9th graders</p> <p>Mid Year assessments - analysis of data</p> <p>End of year assessment reports generated through ST Math and Trans Math programs.</p>	<p>Summer 2017 Training of staff</p> <p>Fall 2017 - Implementation of curriculum</p> <p>May 2018 Evaluation of student progress. Identify students for 2018-19 class.</p> <p>2018-19 Fall & Spring: Math release days and CPL workshops</p> <p>2018-2021 - monthly PLC Meetings Continue to disaggregate and analyze performance data</p>	<p>ST Math & Trans Math assessment</p> <p>Professional development/training agenda</p> <p>SBAC math scores</p>	

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

<i>Tasks specific to closing the achievement gap among low performing subgroups</i>						
#1 Tasks - School wide	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
3	Implement Math 1A modified Math 1 course - 2 years to cover Math 1 curriculum.	Math dept District Math Curriculum Coach CPL (Curriculum & Professional Development) staff.	District professional development for integrated math curriculum. Release days to plan curriculum and develop common assessment Funding: LCAP and district CPL grants	SBAC Math Scores Formative and summative assessments in Math 1	2017-18 - Identify students for placement in class using SBAC scores and teacher recommendation Summer 2017 - curriculum planning. Fall 2018 - implement curriculum Spring 2018 - assess student progress. Make recommendations for student placement. 2019-2021 Continue to identify students assess progress and make adjustments to curriculum	SBAC test scores Common formative and summative assessments Student schedules
4	Provide credit recovery and grade improvement opportunities for underperforming students.	ADMIN APEX teachers District Office	Training for teachers to proctor APEX classes. Seats for APEX - funded by district Funding for Summer school sections for credit recovery and grade improvement.	D/F progress reports Student transcripts A-G completion reports	Fall & Spring 2017-18 APEX courses for up to 36 student Summer 2018-Summer 2021 Summer school courses for credit recovery and grade improvement.	Summer school and APEX enrollment Transcripts APEX completion reports.

AREA FOR IMPROVEMENT #2 (Curriculum, Assessment):

Improvement Area: #2 Curriculum, Assessment - Pleasant Grove High School will work in PLCs to implement new curriculum aligned to common core state standards, design common assessments for that curriculum and analyze student performance data.

Rationale:

- Common Core standards have been fully implemented in English and Math.
- Each year, math has implemented a new level of integrated math. This year, the math department has implemented the highest level of integrated Math (Math III). Math teachers are continuing to become familiar with the new textbooks and curriculum.
- This year, the English department introduced new curriculum aligned with CCSS (StudySync). Teachers are working to implement the curriculum and develop common assessments.
- Science is in the developing stages of implementation of NGSS. The district is in the process of reviewing and adopting 9-12 science curriculum.

SUPPORTING DATA:

- 100% of PLC's participated in staff development provided by Solution Tree to assess their progress in becoming high performing PLC's.
- **FINDINGS:**
 - All academic departments participate in PLC meetings
 - According to staff surveys, 89% of PLC's use common assessments
 - 84% of staff use common assessment data to plan.
 - Short quizzes and ticket out the door are the most common formative assessments used by staff to assess learning objectives.-
 - All academic PLC's utilize at least one full release day to design common assessments and plan curriculum.
 - PLC time is used inconsistently to analyze common assessment data.
- **SBAC -**
 - ELA: African American 64%, 66% Hispanic, 76% , SWD 22%, White meets/exceeds
 - Math: African American 52.3%, 50.5% Hispanic, 62.8% , SWD 10%, White meets/exceeds

Growth Targets

2017-18

- NGSS assessment of all 12th graders to establish baseline data.

- 100% of grade level English classes will use StudySync curriculum
- All three levels of integrated math curriculum in place - establish baseline performance data for Math III
- 5% increase in SBAC ELA and Math scores for underperforming subgroups

2018-19

- Science teachers will use NGSS assessment data from spring 2018 to modify and develop new curriculum and develop common assessments.
- All academic PLC's will analyze common formative assessment data minimally once each quarter.
- 50 % of PGHS staff will develop and implement instructional strategies utilizing technology their course of study.
- 5% increase in SBAC ELA and Math scores for underperforming subgroups

2019-20

- 5 percentage point increase in SBAC test results in Math, English and Science based on previous years' results.
- 60 % of PGHS staff will develop and implement instructional strategies utilizing technology their course of study.
- 5% increase in SBAC ELA and Math scores for underperforming subgroups

2020-2021

- 100% of core academic PLC's will incorporate student performance data analysis in PLC meetings each month.
- 75% of PGHS staff will develop and implement instructional strategies utilizing technology their course of study.
- Underperforming subgroups (African American, Hispanic) are within 5 percentage points of school population. 50% of SWD meet or exceed standards in ELA and Math

Learner Outcomes Addressed:

- ★ **Rigor** – critical thinking, problem-solving, writing, close reading of expository text.
- ★ **Relevance** – 21st Century Skills, apply current learning to career, social and civic goals.

Impact on student learning of academic standards and SLO's: Student academic performance as measured by CAASP exams will increase if teachers effectively analyze formative assessments and adjust curriculum to target student learning needs.

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<p>Goal #2 Monitor Progress</p> <p>Tools:</p> <ul style="list-style-type: none">• Department PLC pacing and curriculum maps• SBAC results• Data Analysis Reports on Common Assessments• Professional Development Agendas• Update and maintain WASC data yearly	<p>Report Progress:</p> <p>Data Reporting:</p> <ul style="list-style-type: none">• Each Core Department will develop course-specific Common Core instructional and learning strategies and Common Core Assessments. <p>Action Plan Progress:</p> <ul style="list-style-type: none">• Professional Development – 21st Century Skills; College and Career, Social and Civic goals; Common Core instructional, learning and assessment strategies with the primary emphasis on critical thinking and writing.• Release Day Agendas and Minutes• Analyze data from Common Assessments• Analyze CAASPP results• Departments analyze pacing and curriculum maps for Common Core and 21st Century Skills implementation
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#2- Tasks specific to analyzing, understanding and implementing the Common Core Standards into the curriculum with an emphasis on problem solving, critical thinking and analyzing expository text						
#2 Tasks		Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting
1	<p>Provide ongoing staff development in the work of PLC's</p> <p>Create a structure for PLC's to follow the four essential questions of PLC's.</p> <ol style="list-style-type: none"> 1. What am I supposed to teach 2. How do I know students have learned it 3. What do if they don't get it (intervention) 4. What do I do with students who do get it (acceleration) <p>PLC will assess performance</p> <p>PLC develop plan for improvement</p> <p>Work of PLC's will address questions 3 and 4</p>	<p>Dept chairs</p> <p>PLC team members</p> <p>Curriculum coaches</p> <p>Admin</p>	<p>Staff development - review components of PLC</p>	<p>PLC AGENDA will include designated time in each PLC meeting to discuss data, and best instructional practices.</p>	<p>Summer 2018</p> <p>Develop common agenda for PLC meetings.</p> <p>Fall 2018</p> <p>Pre-service - staff review work of PLC's</p> <p>Admin goals conferences with each staff member to include PLC improvement goal.</p> <p>Fall- 2018</p> <p>Introduce and implement PLC agenda</p> <p>Spring - 2019</p> <p>PLC self assessment of progress towards improvement goal.</p> <p>2019-2021 - set goals, review data, identify interventions, adjust program</p>	<p>Pacing guides</p> <p>Common assessments</p> <p>Report card grades</p>

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#2- Tasks specific to analyzing, understanding and implementing the Common Core Standards into the curriculum with an emphasis on problem solving, critical thinking and analyzing expository text						
#2 Tasks		Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting
2	Continue to work in PLC teams to modify existing curriculum, implement new curriculum and align instructional practices with the CCSS and 21st Century Skills	PGHS Admin Department Chairs PLC team leads Content area teachers	District staff development Release days Planning time Curriculum Map Template Staff Meeting Template	SBAC data Content-specific Common Assessment data	Fall 2018 Complete Professional Development calendar by August 10 each year. Meet with departments throughout the year Summer 2019 survey staff - develop new professional development calendar for next school year 2019 -2021 Continue to develop, evaluate and refine professional development offerings.	Prosper Assessment System Reports (prepared for common assessments in ELA and math) Annual, SBAC and EGMAPS Reports (prepared in August) Individual Data Conferences with each teacher in the core subject areas

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#2- Tasks specific to analyzing, understanding and implementing the Common Core Standards into the curriculum with an emphasis on problem solving, critical thinking and analyzing expository text						
#2 Tasks		Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting
3	<p>Explore methods to collect, analyze and disaggregate student performance data</p> <p>Identify data reports in synergy that can inform PLC</p>	<p>Synergy TOT team</p> <p>Admin</p> <p>Tech Resource teacher</p>	<p>District training on Synergy Reports and Queries</p> <p>Funding for online assessment tool (Grade Cam, Zip Grade)</p>	<p>Staff generated assessment reports used in PLC meetings.</p>	<p>Summer- 2018 Research available assessment grading tools Compare new tools with current Prosper system. Complete a cost/benefit analysis of programs</p> <p>2018- 19 Select teachers/PLC to pilot use of grading tool and create assessment reports</p> <p>Summer 2019 Assess effectiveness of piloted program</p> <p>2019-2021 Implement program schoolwide provide staff training or pilot a different program</p>	

Improvement Area #3: (INSTRUCTION)

Improvement Area: #3 Instruction - Create and execute a professional development plan for increasing the use of technology and best instructional practices to increase rigor and develop critical thinking skills.

Rationale:

- With the implementation of common core standards in all subject areas, teachers will need to modify teaching strategies to increase rigor and develop 21st Century skills. The CAASP exams in Math, English and Science require students to think critically and utilize higher level thinking skills. These skills can be developed more completely through instructional strategies emphasizing student centered, collaborative work rather than teacher directed instruction.

SUPPORTING DATA:

- Based on observations of classes during informal walkthroughs and formal CSTP evaluations, approximately 60% of teachers utilize student centered instructional strategies for more than half of each instructional period.
- Professional development opportunities have been limited due to minimal funding:
 - Academy staff members have regular opportunities to participate in professional development (conferences) using grant funds.
 - 3-4 staff members attended the AVID summer institute and NGSS professional development during the 2016-17 school year.
- Currently we have approximately a 1 to 4 student to Chromebook ratio.

Growth Targets

2017-18

- Add 100 additional Chromebooks to allow more teachers to integrate technology into the curriculum as an instructional best practice in implementing CCSS and NGSS standards.
- 10% increase in the number of teachers incorporating student centered learning strategies for more than 50% of the instructional period

2018-19

- Develop a professional development plan for staff around visible learning strategies (specifically formative assessment with feedback)
- 10% increase in the number of teachers incorporating student centered learning strategies for more than 50% of the instructional period

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

- Professional development (pre-service, in dept. meetings, with PLC leaders) on formative assessment with feedback.
- Add 100 Chromebooks

2019-20

- 100% of core subject PLC's regularly utilize formative assessment with feedback
- 10% increase in the number of teachers incorporating student centered learning strategies for more than 50% of the instructional period
- Add 100 Chromebooks

2020-21.

- 100% teachers incorporate student centered learning strategies for more than 50% of the instructional period
- 1 to 1 Chromebook to student ratio

Learner Outcomes Addressed:

- ★ **Rigor** – critical thinking, problem-solving, and writing.
- ★ **Relevance** – 21st century skills, apply current learning to career, social and civic goals.

Impact on student learning of academic standards and SLO's: Student academic performance as measured by CAASP exams will increase if teachers effectively analyze formative assessments and adjust curriculum to target student learning needs.

<p>Goal #3 Monitor Progress</p> <p>Tools:</p> <ul style="list-style-type: none"> ● Department PLC annual curriculum maps ● Department PLC meeting minutes showing best practices ● Annual Goals Conferences ● Staff meeting minutes showing Best Practices ● Professional development Agendas and minutes showing best practice 	<p>Report Progress:</p> <p>Data Reporting: Each Core Department will develop and implement course-specific Common Core strategies and Common Core Assessments.</p> <p>Action Plan Progress: Develop a sustainable program of Inter-Departmental collaboration on Critical Thinking and Writing. Goals Conferences: Each teacher will share a goal for increasing opportunities for student centered learning with their supervising administrator at the annual goals conference. Curriculum Maps: Department chairs will compile curriculum maps showing strategies for 21st Century, critical thinking, problem-solving, reading, and writing skills.</p> <ul style="list-style-type: none"> ● The Administration Team will participate in calibrated walk-throughs on a regular basis.
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Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#3 - Tasks specific to creating and executing a plan for implementing school wide instructional best practices for Common Core State Standards.						
#3 Tasks - Administration	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
<p>1 Adopt instructional strategies utilizing technology.</p> <p>Provide opportunities throughout the year for staff development</p>	<p>Tech Resource Teacher</p> <p>Technology TOT team</p> <p>Tech Ninjas on staff</p>	<p>LCAP Funds</p> <p>Provide chrome books for every student in all subject areas.</p>	<p>Technology Use Survey</p> <p>Increase in number of teachers including technology in instructional units</p> <p>Increase in number of students utilizing technology in class.</p>	<p>Spring 2018 Staff survey to identify areas of interest/need.</p> <p>Develop professional development calendar for 2018-19 school year.</p> <p>2018-19 Technology professional development once per quarter (after school, Saturday seminar)</p> <p>Spring 2019 Evaluate professional development plan - survey staff needs</p> <p>Summer 2019 Develop professional development plan for 2019-2020 school year</p> <p>2020-2021 - continue to develop, evaluate and refine professional development plan</p>	<p>Chromebook inventory</p> <p>Teacher Survey</p> <p>Curriculum maps</p> <p>Professional development calendar</p>	

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#3 - Tasks specific to creating and executing a plan for implementing school wide instructional best practices for Common Core State Standards.						
#3 Tasks - Administration	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
2	<p>Continue to share instructional best practices at team, department and staff meetings.</p> <p>Create a repository of shared best practices so that staff can access it during the school year.</p>	<p>Admin Dept. Chair Team Leads Teachers</p> <p>Tech resource teacher</p> <p>Staff</p>	<p>Dedicated time at meetings</p> <p>District Professional development</p> <p>Curriculum coaches</p>	<p>Implementation of best practices- staff survey & student work</p> <p>List of participants</p> <p>Access to Google Drive files</p>	<p>Fall 2018 - Ongoing - monthly staff and dept. meetings</p> <p>Recruit a team of teachers to create Instruction Google Drive.</p> <p>Spring 2019 Train staff on how to access the drive to upload and retrieve documents</p> <p>2019-2020 Continue to add to repository Continued presentations at staff meetings</p>	<p>meeting minutes calendars</p> <p>survey results</p> <p>Google drive artifacts</p>
3	<p>Create a system to provide teachers with opportunities for peer shadowing and observation of instructional best practices</p>	<p>Admin</p> <p>Dept. Chairs</p> <p>Staff</p>	<p>Funding: LCAP for release time or substitutes.</p>	<p>Incidence of peer observations</p> <p>Feedback from staff</p>	<p>Fall 2018 Develop calendar to peer observation opportunities - schedule 1 shadow day per quarter</p> <p>Spring 2019 Survey staff to assess effectiveness of shadow days.</p> <p>Summer 2019 - 2021 Refine, adjust peer observation plan</p>	<p>Observation calendar</p> <p>Steering committee minutes</p> <p>Staff feedback forms</p>

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#3 - Tasks specific to creating and executing a plan for implementing school wide instructional best practices for Common Core State Standards.						
#3 Tasks - Administration	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
4	<p>Develop a professional development plan for staff around instructional best practices including visible learning strategies (specifically formative assessment with feedback).</p>	<p>District CPL curriculum coaches</p> <p>Admin</p> <p>Dept. Chairs</p>	<p>District Office professional development for principals.</p>	<p>Research instructional best practices related to visible learning and formative assessment.</p> <p>Professional development on instructional best practices.</p> <p>Work in PLCs to develop and implement a plan for formative assessment with feedback.</p>	<p>Fall 2018 Aug. 2018 - Preservice introduction</p> <p>2018-19 Staff and Dept. Meetings</p> <p>Summer 2019 Assess plan, identify new strategies to present, develop professional development plan for next school year.</p> <p>2019-2021 Continue to assess, refine, and adjust professional development plan.</p>	<p>Professional development plan</p> <p>Staff meeting agenda</p>
5	<p>Collect and track specific data related to teacher use of instructional time through regular informal walkthroughs and formal observations.</p>	<p>Admin team</p>	<p>Professional development on student centered learning.</p> <p>Resources - walk through form</p> <p>System to track data</p>	<p>data reports - documenting instructional techniques and % of time using student centered vs teacher directed instruction</p>	<p>2018-19 develop system to collect and display data to ensure that all classes are visited equally</p>	<p>Data reports</p> <p>Staff meeting agenda</p>

AREA FOR IMPROVEMENT #4 (Support):

Improvement Area: #4 Support - Pleasant Grove High School will continue to implement PBIS strategies to create a school wide climate of open communication where teachers feel supported and students make appropriate behavioral choices, which enhance the learning environment.

Rationale:

- While we have made improvements in reducing the suspensions for Hispanics and African Americans, we need to continue work on reducing suspensions for all students and especially help reduce the suspensions for male students.
- We have an increasing number of Foster Youth, students in the ED programs, and other at-risk youth who require greater behavioral supports.
- The District supports implementation of PBIS plans at each site.
- During the developmental stage of PBIS implementation, teachers have bought into posting core value behavior expectations in every instructional setting as visual ____
- PBIS Site plan implementation has been shared with staff at every staff meeting
- PBIS Site Team (Eagle Alliance) meets monthly to review discipline, acknowledgement, and survey data to drive decision making
- PBIS Site Team Members includes district coach, site administration, teachers, students, and community members
- PBIS data is shared with PG community on quarterly basis
- Under the umbrella purpose of PBIS, PG is developing Restorative Practices, Mindfulness, and Equity site plans to support students identified at-risk for behavior concerns, disproportionality in academics or discipline, and challenges with connectedness
- Recent showcase of racial incidents on campus triggered significant community concerns with reporting, staff development and training, and student support

SUPPORTING DATA:

- Based on 2015-16 California Healthy Kids Survey administered to all 9th and 11th graders. 31% of 9th graders and 29% of 11th graders reported that they felt chronic sadness, or hopeless feelings in the previous 12 months.
- 19% of 9th graders and 20% of 11th graders reported that they seriously considered attempting suicide in the previous 12 months.
- Met criteria of Silver Award for 2017 Tiered Fidelity Inventory with a score of 70% for implementation of strategies
- Discipline data indicates there is still disproportionality with suspensions of Hispanic students who make up 34% of total suspensions
- Recidivism of Hispanic students...

- Discipline data reveals that 22% of suspension reasons are categorized as willful defiance
- Discipline data reveals that students who fail to serve Saturday School remain the most frequent cause of assigned suspension
- Most frequent cause for assigned suspension of students are harassment/intimidation, controlled substance, physical altercation and damage to property

Growth Targets

2017-18

- Continue to review disproportionality in suspension rates for all students to match the District goal of 6.8% for 2017-18 from Pleasant Grove's 8.9% suspension rate for 2016-17.
- Identify specific behaviors that are resulting in suspensions for Hispanic, African American and SWD.
- Full implementation of PBIS Tier 1
- Collect and analyze data to drive decision making for academic and behavior support specific to Hispanic and African American students
- Provide professional development on cultural responsiveness topics of bias
- Implement Equity Action Plan to include formal introduction of equity, vision, common definition, core values, action plan to improved community communication, data collection, teacher training, and student support services
- Implement developing phase of restorative practices in classrooms and as alternatives to suspensions
- Implementation of mindfulness strategies to supplement curriculum including coping skills, therapeutic small groups, and collaboration on teaching best practices

2018-19

- 2% reduction in suspension rates for targeted subgroups.
- Full implementation of PBIS Tier 2 strategies to include systematic process for identifying students in need of behavior supports and services,
- Implementation of Equity plan solidifying Steering Committee, teacher training, culturally relevant pedagogy

2019-20

- Suspension rate is within 1% of student enrollment rate.
- Increase the number of teachers implementing mindfulness strategies by 10%
- Increase the number of staff members implementing mindfulness strategies to 25% or more

Learner Outcomes Addressed:

- ★ **Rigor** – critical thinking, problem solving, and writing.
- ★ **Relevance** – 21st century skills, apply current learning to career, social and civic goals.

★ **Relationships** = foster 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.

Impact on student learning of academic standards and SLO's:

Implementation of PBIS Tier I & Tier II levels of supports will ensure an increase in student connectivity, improved learner outcomes, and reduction in suspension rates for underrepresented subgroups.

<p>Goal #4 Monitor Progress</p> <p>Tools:</p> <ul style="list-style-type: none"> ● PBIS Site Team and Action Plan Updates ● Restorative Practice Interventions and Assignments in lieu of suspension ● Equity Site Team and Action Plan Updates ● Synergy PBIS Discipline Reports ● Teacher anecdotes and Advocacy lessons specific to mindfulness ● 	<p>Report Progress:</p> <p>Data Reporting:</p> <ul style="list-style-type: none"> ● PBIS Site Plan, surveys, discipline data, attendance, D/F grades ● Incident referrals - online form submissions and student reports ● Behavior referral & suspension reports <p>Action Plan Progress:</p> <ul style="list-style-type: none"> ● Complete fidelity and sustainability surveys specific to PGHS to address areas of concern SAS, POI, and TFI annually ● Implement PBIS Action Items: explicit teaching of school-wide rules/expectations, rewards/acknowledgements ● Utilize District Resources – behaviorists, Teen Intervene, training and professional development ● Development and implementation of an equity plan addressing issues of hate speech, racism and providing professional development in culturally relevant teaching and addressing bias and diversity. ● Collaboration of best practices among staff for academic support and remediation, mindfulness, ● Create a sustainable system for student, parent and community reporting acts of violence, racism, and other egregiousness ● Communication system to keep parents informed of incidents on campus related to violence, racism, and other egregious acts and disciplinary consequences for such acts
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Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#4 - Tasks specific to developing a PBIS program that develops an enhanced school-wide climate						
#4 Tasks	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
1	Continue to create groups that give students an opportunity to voice their concerns around issues on campus school climate and student concerns.	Teachers Admin Activities Director PBIS Site Team Equity Site Team Guidance Counselors	EGUSD Professional Development Opportunities: PBIS Restorative Practices Trauma Informed Care Mindfulness Community Member: Communications Ambassador PBIS: PG Voice Equity: Unity Group Associated Student Body Social-Emotional Lesson Plan Committee	A decrease in the number of behavioral incidents involving student conflict Attendance Log of teacher participation in staff meetings and district training Meeting minutes for clubs Documentation of schoolwide improvements identified and accomplished by students, staff, and community members Survey data	Fall 2017 - recruit students, monthly meetings to discuss issues of equity and race relations. Establish PGHS Student Voice Committee with goal of reaching out to students so that they can voice their concerns Spring 2017 - Initiate PBIS Site Plan Fall 2017 - Initial Equity Implementation of student group Winter 2018 - Staff development of Equity with student presentations Student panel discussion of racial issues on campus during Advocacy Community Q&A of Equity Action Plan items including student input and participation Spring 2018 - Student presentations in Advocacy Student survey on implementation and sustainability of equity action plan items	Meeting rosters Agendas Meeting Notes Survey data

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

2	Continue to create opportunities for students to interact and build positive relationships with students with disabilities on campus.	<p>ILS and HILS staff ASB Student leaders and volunteers</p> <p>Staff volunteers</p> <p>Special Education Teachers, Program Specialist and Support Services</p> <p>Administration</p> <p>Activities Director</p>	<p>Red Carpet Dance - matches Gen Ed student leaders and athletes with ILS students for a formal dance</p> <p>Unified Sports - Gen Ed athletes team up with special education students to participate in after school team sports.</p>	<p>Attendance at events</p> <p>Adjunct Duties assigned</p> <p>Survey data</p>	<p>February 2018 Red Carpet Dance .</p> <p>2017-18 Unified Sports Games - recruit staff and student volunteers 1 sporting event each semester</p> <p>Fall (Annually) - Unified Sports Schoolwide basketball game fostering inclusion and connectivity to PGHS</p> <p>Spring (annually)</p> <ul style="list-style-type: none"> • Red Carpet Dance fostering inclusion and connectivity to PGHS • Unified Sports Schoolwide Softball Game • student survey of implementation and sustainability of special events specific to students with disabilities 	<p>event flyers promotional materials.</p> <p>Adjunct duties assigned</p> <p>Attendance at event</p> <p>EGUSD advertisement and support</p> <p>Survey data</p>
3	Collect, analyze and disaggregate PBIS report data for the purpose of improving school culture and climate.	<p>Admin</p> <p>PBIS Site Team (Eagle Alliance)</p> <p>Staff</p>	<p>PBIS District Coach</p> <p>EGUSD Staff development: >PBIS >Restorative Practices >Mindfulness >Trauma informed care >Equity</p>	<p>PBIS survey data: parent, student & staff.</p> <ul style="list-style-type: none"> • Self-Assessment Survey (staff) • Tiered Fidelity Inventory (schoolwide) • Phases of Implementation Review (PBIS Site Team) • Community Survey • Student Survey <p>Data of student-reported incidents</p>	<p>2017-2018: collect survey and discipline data</p> <p>Fall (annually) SAS (Self-Assessment Survey)</p> <p>Winter (annually) POI - (Phases of Implementation)</p> <p>Spring (annually) TFI - (Tiered Fidelity Inventory)</p>	<p>Data report</p> <p>Staff meeting agendas</p> <p>PLC Meetings</p>

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#4 - Tasks specific to developing a PBIS program that develops an enhanced school-wide climate						
#4 Tasks	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
4	Utilization of the PGHS PBIS team to create and implement staff development sessions on the topic of: <i>Positive Behavioral Interventions and Supports</i> Systematize school wide recognition programs (R-cards. Soaring Eagle, Renaissance)	PBIS Team PGHS admin	Staff development on PBIS strategies PBIS team planning time to develop staff development activities Funds Monthly reminders to staff Resources to print materials and provide incentives	SISWEB intervention summary Analysis of data and programs at PBIS meetings. Data include: grade tracker, attendance, referrals, detentions, and suspensions, Staff surveys Calendar/log of recognition programs	Fall 2017 - Annually Pre-service and monthly staff meeting reporting Fall 2017 Develop program during preservice Monthly PBIS and staff meeting Summer 2018 Revise annual program each August	SISWEB behavior reports PBIS and Staff Meeting minutes
5	Develop policies and programs to help students deal with stress and anxiety. Provide staff development on stress and anxiety relief strategies that can be implemented in the classroom.	PBIS Team Counselors	District PBIS Training	SISWEB intervention summary Analysis of data and programs at PBIS meetings. Data include: grade tracker, attendance, referrals, detentions, and suspensions, Staff surveys Calendar/log of recognition programs	Fall 2018 - Identify teachers who are implementing stress relief or mindfulness strategies in their classrooms. 2018-19 Best practice demonstrations at selected staff meeting during the school year. Selected staff members attend TOT Mindfulness training seminars during the summer of 2018. Fall 2019 Provide Mindfulness training strategies during pre-service, during after school workshops and at staff meetings.	Teachers present at staff meetings

Pleasant Grove High School ACS WASC Mid-cycle Progress Report

#4 Tasks	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting
6 Create support systems for students at school to help them deal with stress and anxiety.	District provided MDT support on Fridays to meet with and provide ERMHS (Educationally related mental health services) to special education student	District PBIS Training	Reduction in number of MDT student referrals. Reduction in number of SST and all teacher meetings related to student stress and anxiety. Reduction in the number of students who report to the counseling office due to high anxiety.	Fall 2018 - Establish baseline data for number of referrals from MDT, SST (Study Study Team), all teacher meetings and counseling appointments due to anxiety. Continue monthly MDT (Multidisciplinary Team) meetings to identify at risk students. Utilize Psychologist Intern to provide small group counseling centered on stress and anxiety.	Present data at staff meetings
7 Digital citizenship lessons in Advocacy - cyberbullying, digital footprint, social media Create Digital Citizenship Webpage with information and resources	Advocacy Coordinator PGTV Admin Tech Resource Teacher	Common Sense Media District Digital Citizenship Wiki	Reduction in number of instances related to online bullying Student survey - awareness of digital citizenship principles.	Fall 2017 - ongoing 3-4 lessons presented each school year Oct. 2018 - annually Submit Digital Citizenship Plan to District Bi. Monthly -through 2021 - Digital Citizenship reports in Principal's Newsletter Yearly - 2021 - Parent University on Social Media at Take Your Parents to School Day	Advocacy lesson plans Principal's Newsletter PGHS.NET

#4 - Tasks specific to developing a PBIS program that develops an enhanced school-wide climate						
#4 Tasks	Person(s) Responsible	Prof. Develop/ Resources	Means to Assess Improvement	Timeline	Reporting	
8	<p>Improve communication between admin, staff, students and community</p> <p>improve ability for students/parents to report incidents</p> <p>ongoing communication about incidents at PGHS</p> <p>Positive communication about events on campus</p> <p>Improve stakeholder participation in school activities</p>	<p>Admin</p> <p>Tech Resource Teacher</p> <p>Admin District Office Communications Staff</p> <p>Admin</p>			<p>Spring 2018 Create online incident report to allow students & parents to anonymously report racism, harassment, bullying</p> <p>2018- 2021 Principal Newsletter and Website updated regularly to include Equity information</p> <p>2017 - 2021 -Fall & Spring semesters</p> <p>Parent meetings</p> <p>Take your Parent to School Day - Parent University Breakouts</p>	

APPENDIX

GLOSSARY

AVID - Advancement Via Individual Determination - College Preparation Program

Connections - Special Education Department

DMA - Digital Media Academy

HILS - Highly Intensive Living Skills - Severely Handicapped SDC program

IDEA - Innovative Design and Engineering Academy

ILS - Independent Living Skills

MSAT - Multiple Strategies for Academics and Transition - Special Education elective class modeled after AVID program for teaching students organization and study skill necessary for success in High School as well as college/career exploration and readiness.

Pathways - Special Education Academic program for student earning a Certificate of Completion

LCAP

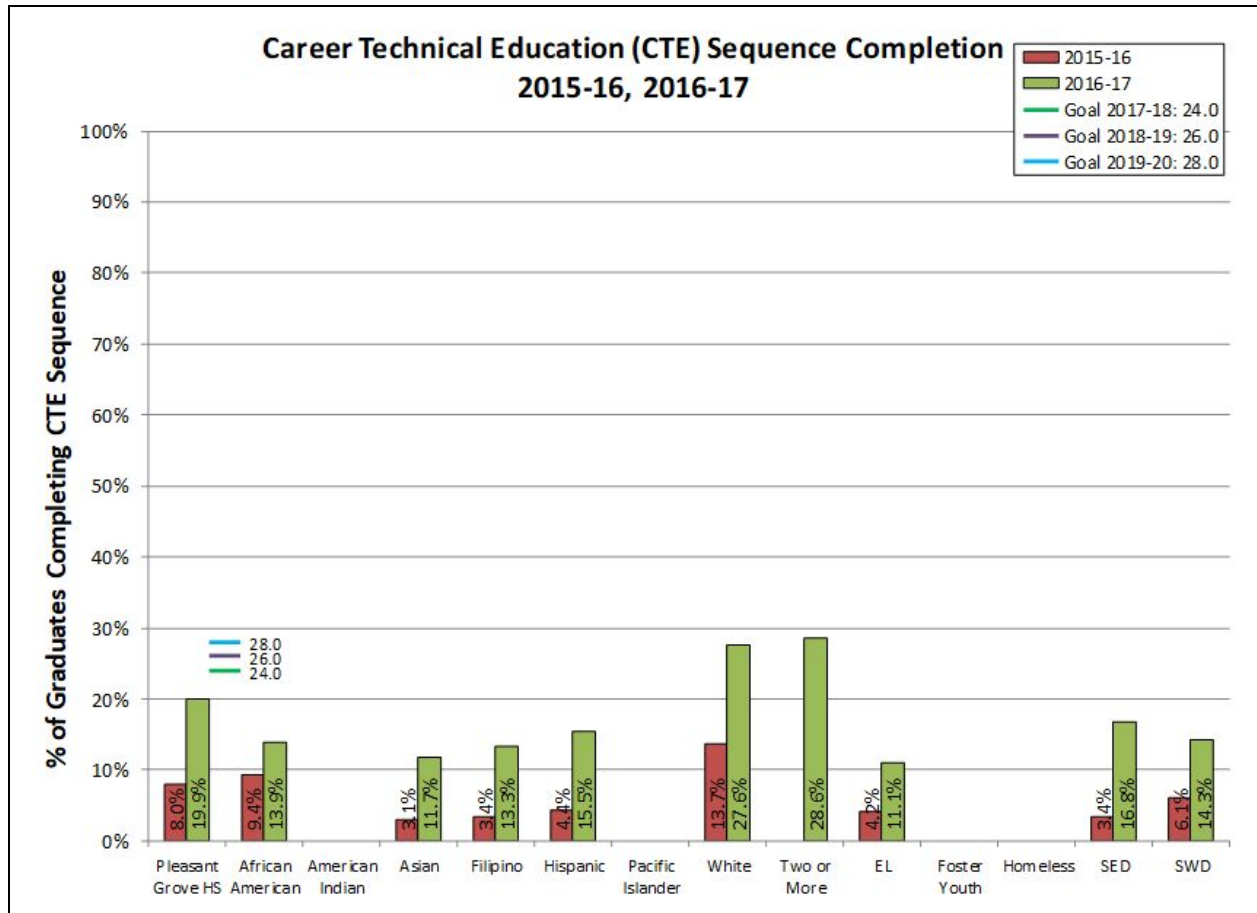
[2017-18 LCAP](#)

[LCAP Plan Presentation to Staff & School Site Council](#)

School Accountability Report

[2016-17 SARC](#)

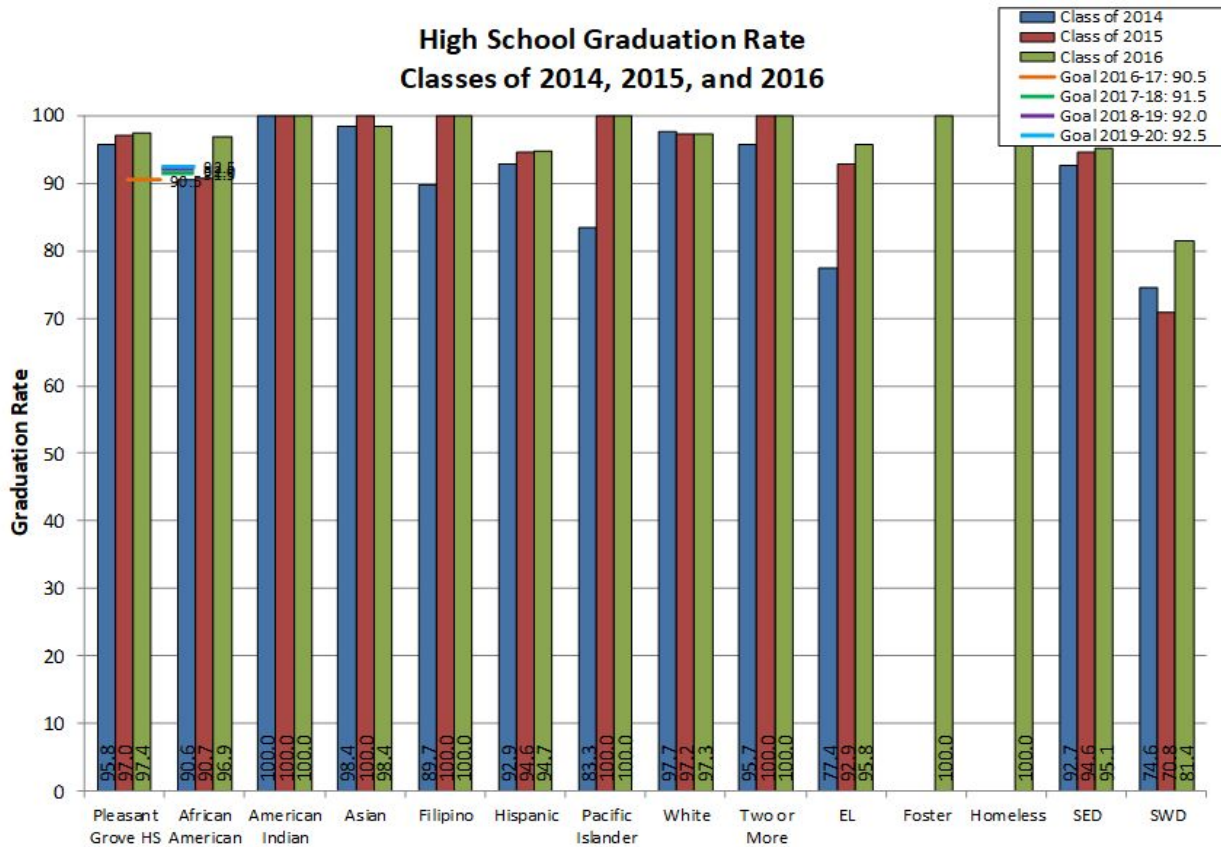
CTE Sequence Completion



GRADUATION RATES

Completion Rates			
	2013-14	2014-2015	2015-2016
Number of Graduates	542	592	577
Graduation Rate (%)	96%	97%	97%
Number of Dropouts	0	0	0
Dropout Rate (%)	1.2%	1.0%	1.0%

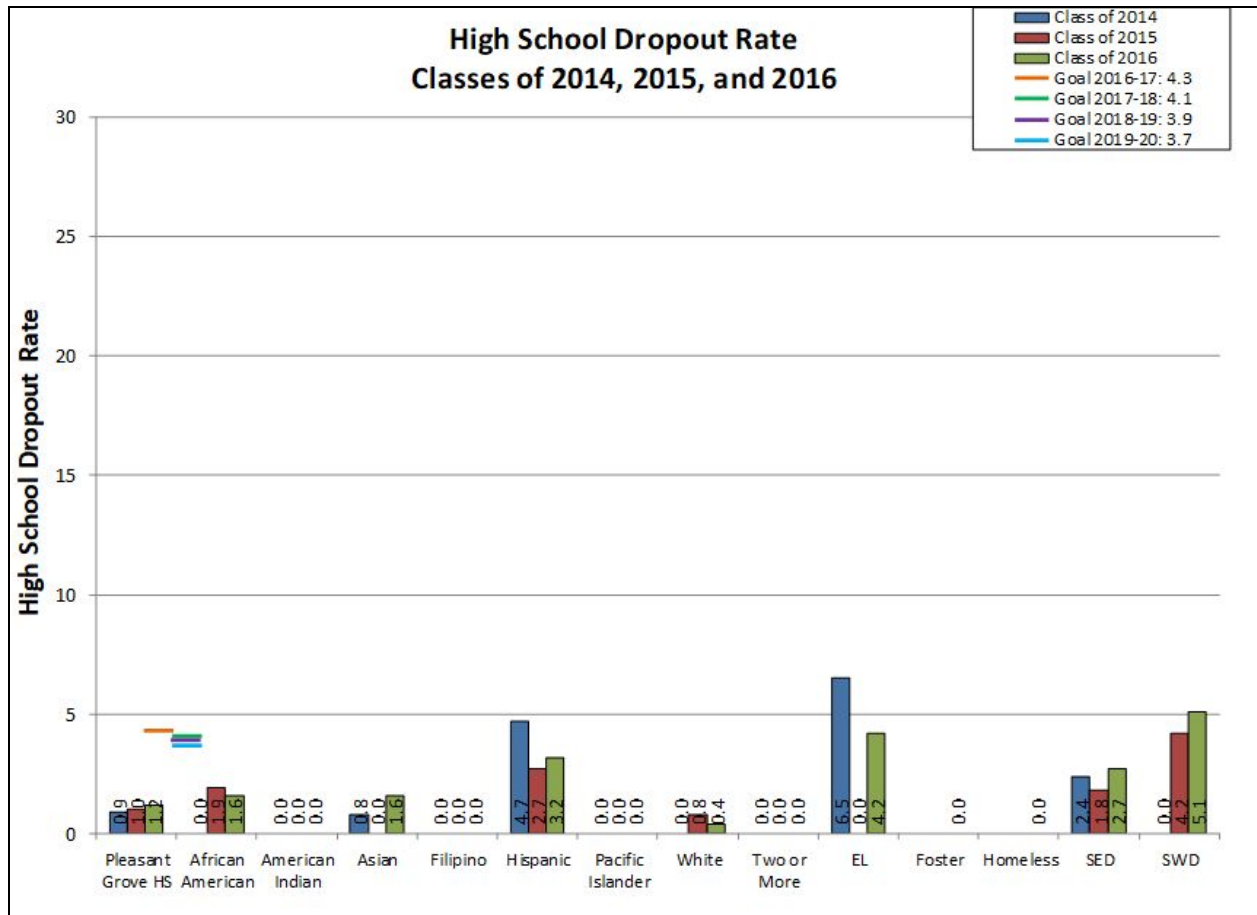
Graduation Rate by Ethnicity			
	2014	2015	2016
School	95.8%	97.0%	97.4%
Hispanic	93%	94.6%	94.7%
Asian	98%	100.0%	100.0%
African American	91%	90.7%	96.9%
White	98%	97.2%	97.3%
EL	77%	92.9%	95.8%
low SES	93%	94.6%	95.1%
SWD	75%	70.8%	81.4%



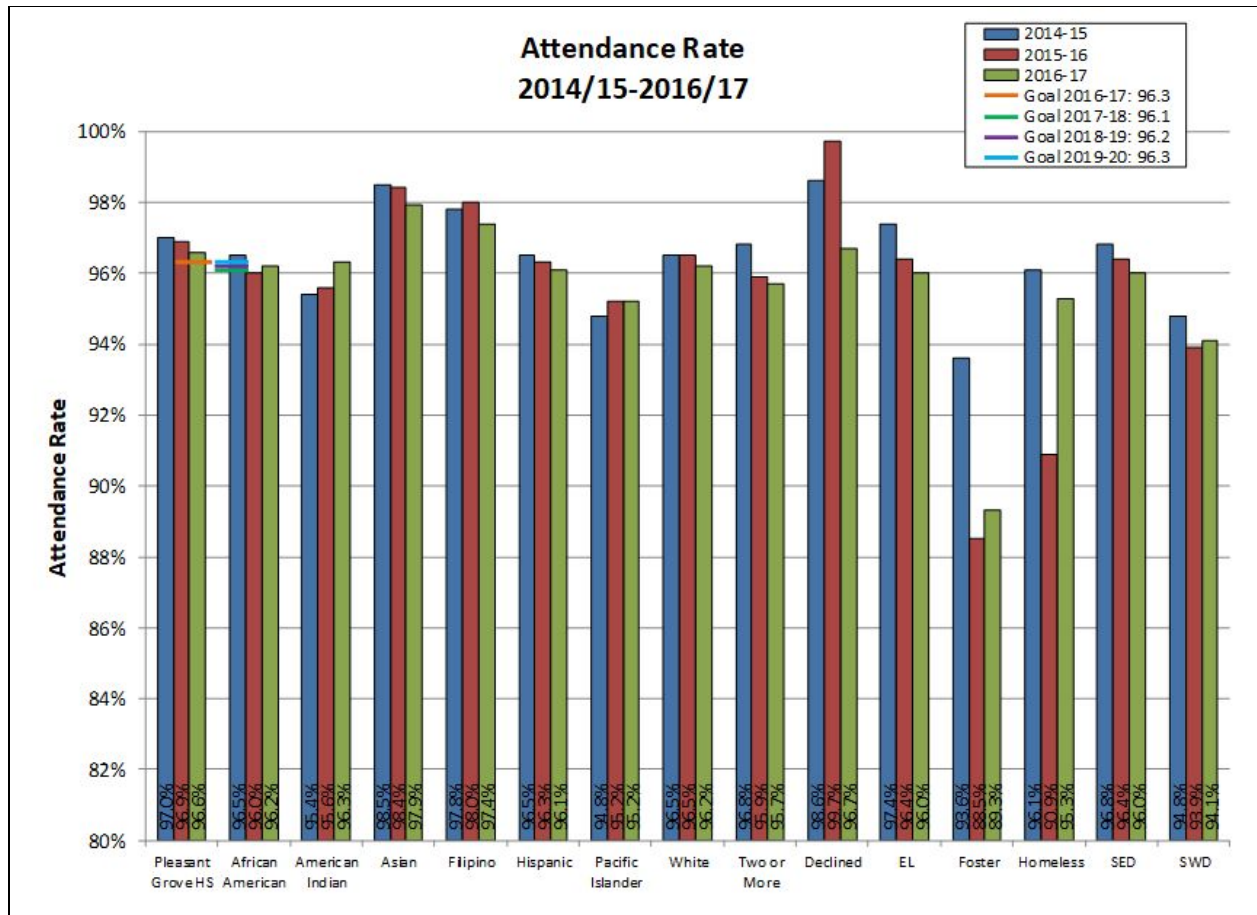
Analysis

- Our 2016 graduation rate of 97% was 7 percentage points higher than the District goal of 90%.
- 96.9% of our African-American and 93% of our Hispanic students graduated in 2016. That is a 6 percentage point increase for our African-American students and a 2 percentage point increase for our Hispanic students from the 2013-14 school-year.
- There is a small gap in graduation rates with White (97.3) and African American (96.9) students. The gap is larger with Hispanic (94.7) students.
- Asian students have the highest graduation rate at 98.4%.

High School Dropout Rate

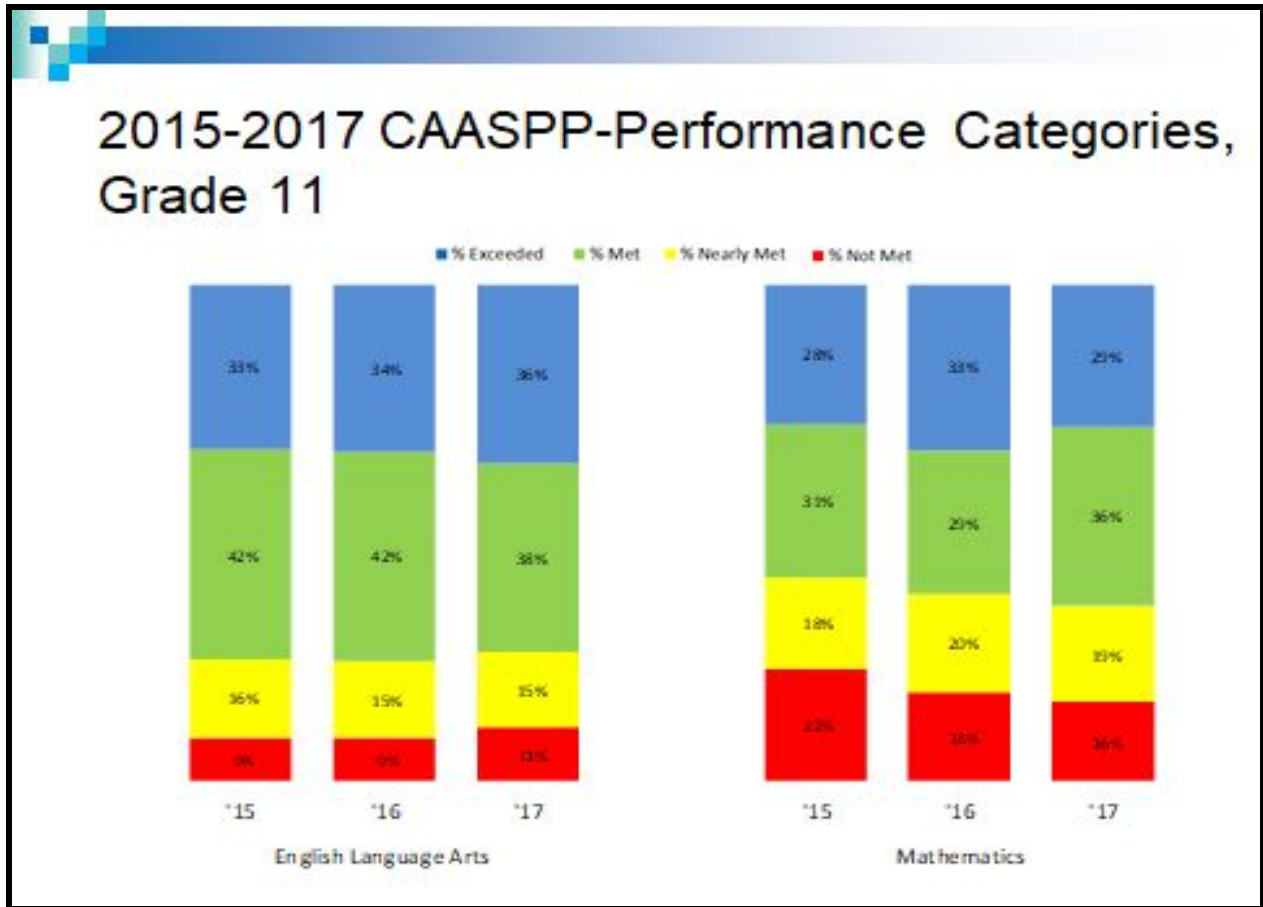


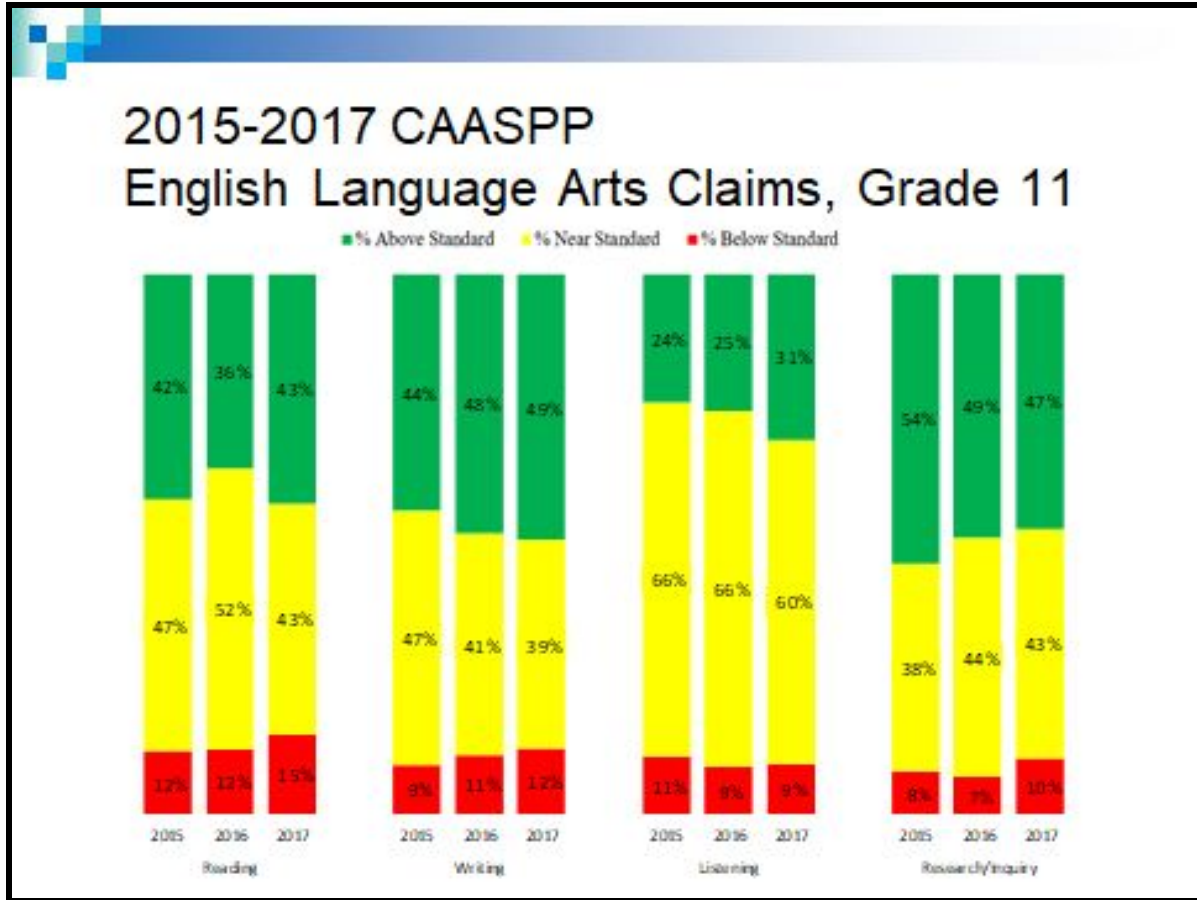
Attendance Rate

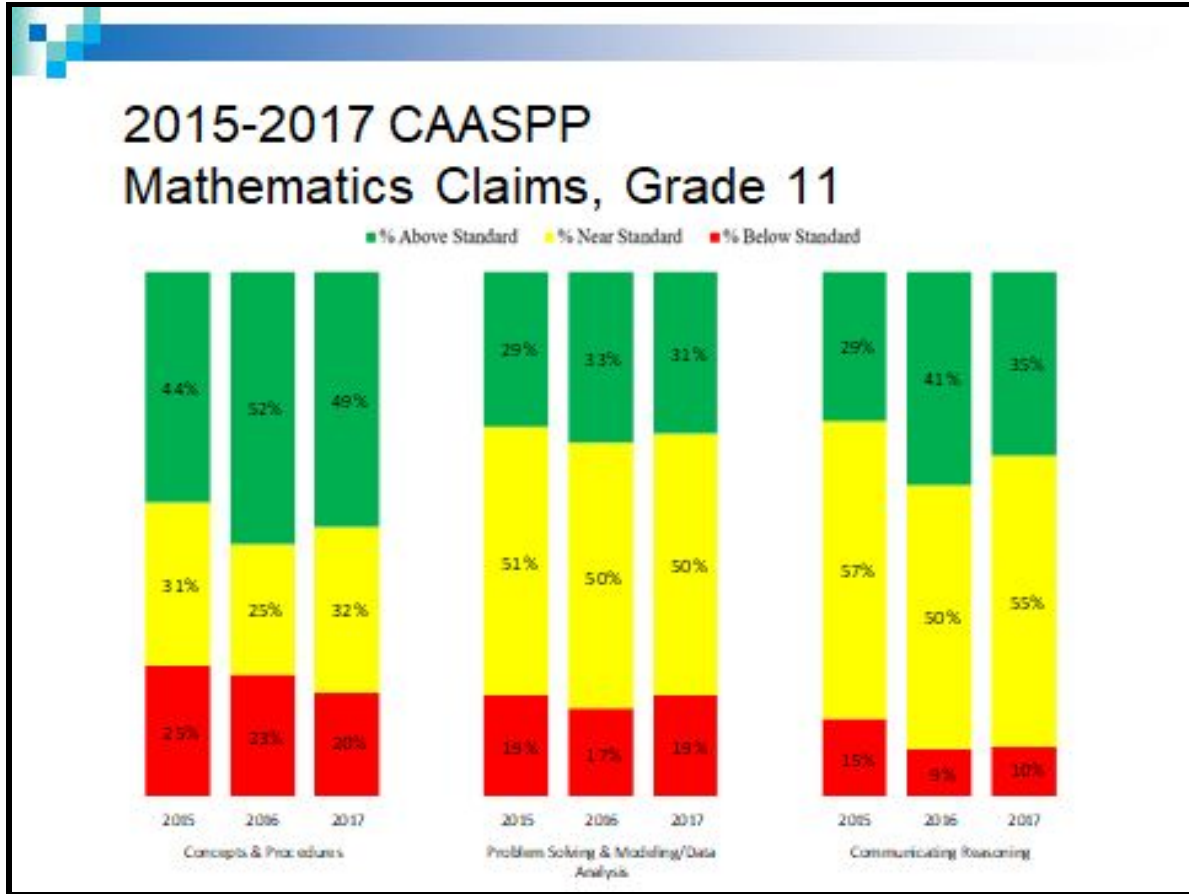


- Our 96.6% attendance rate met the District goal of 96.3%.

SBAC



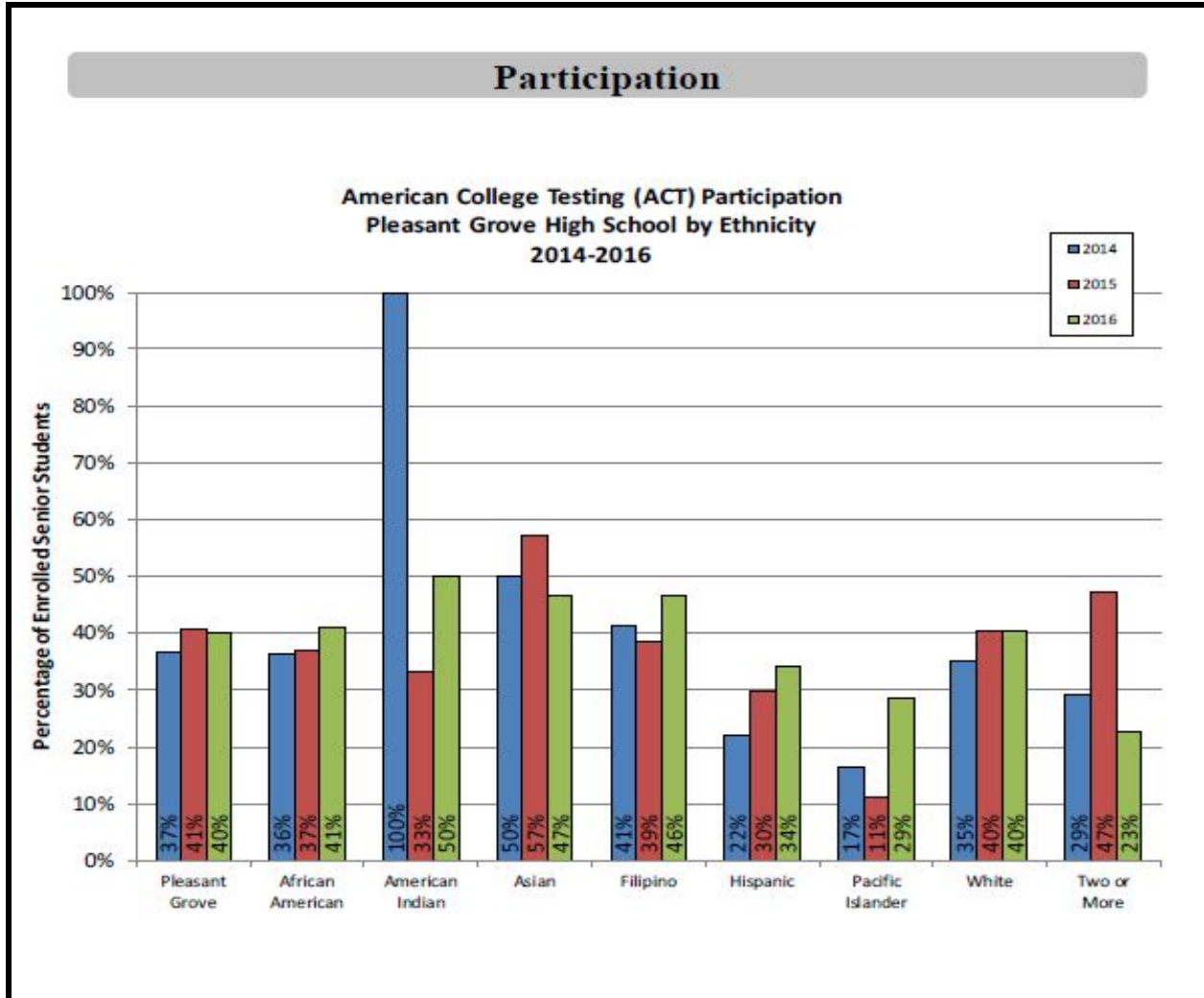




ACT

Research Brief
 2016 American College Test – Pleasant Grove High School

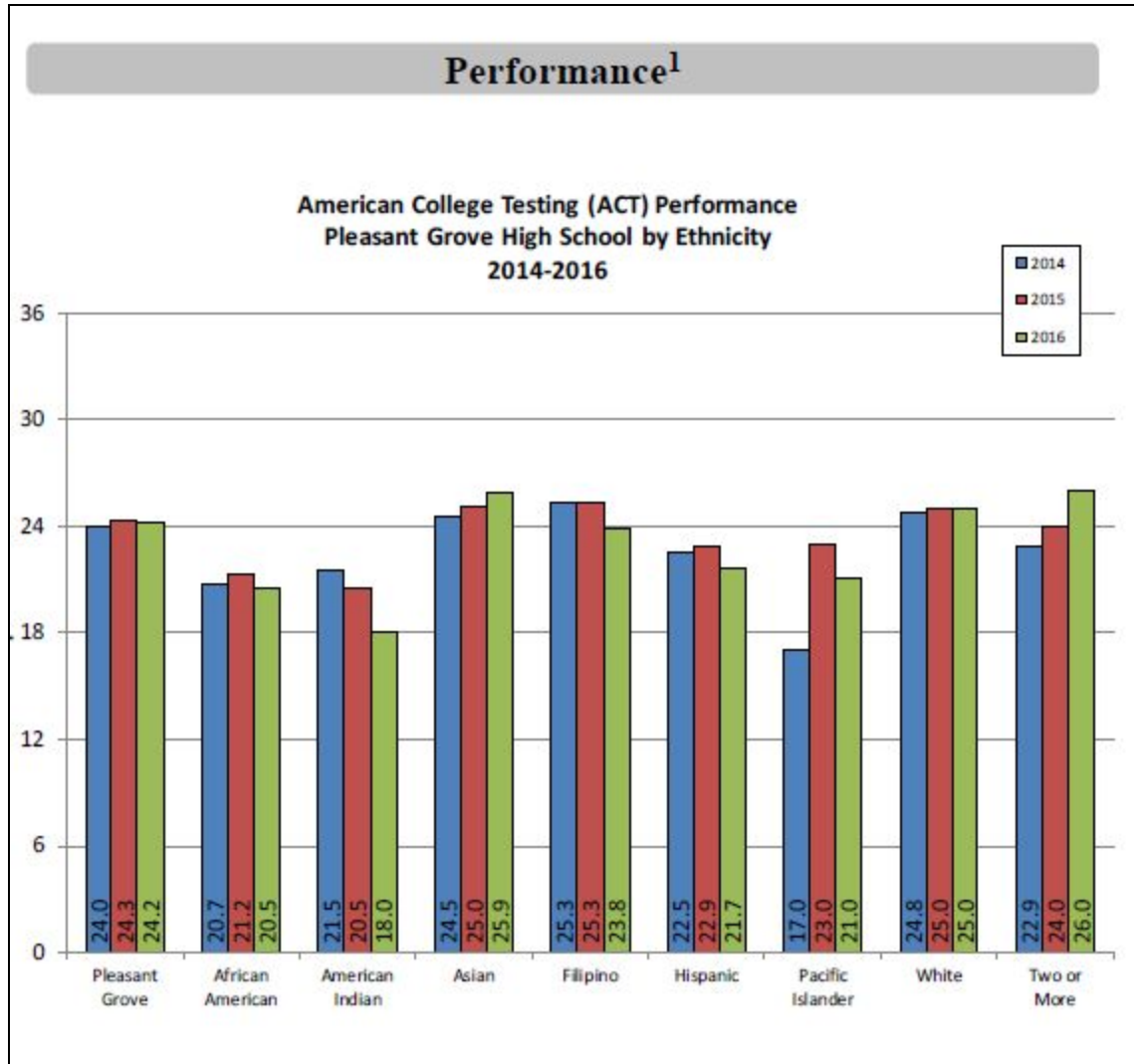
Not for public distribution
 October 2016



Analysis

- PGHS students exceeded the overall District participation rate:

<u>District - 28%</u>	<u>PGHS - 40%</u>
African American - 21%	41%
Hispanic - 27%	34%
Asian - 39%	47%
White - 33%	40%

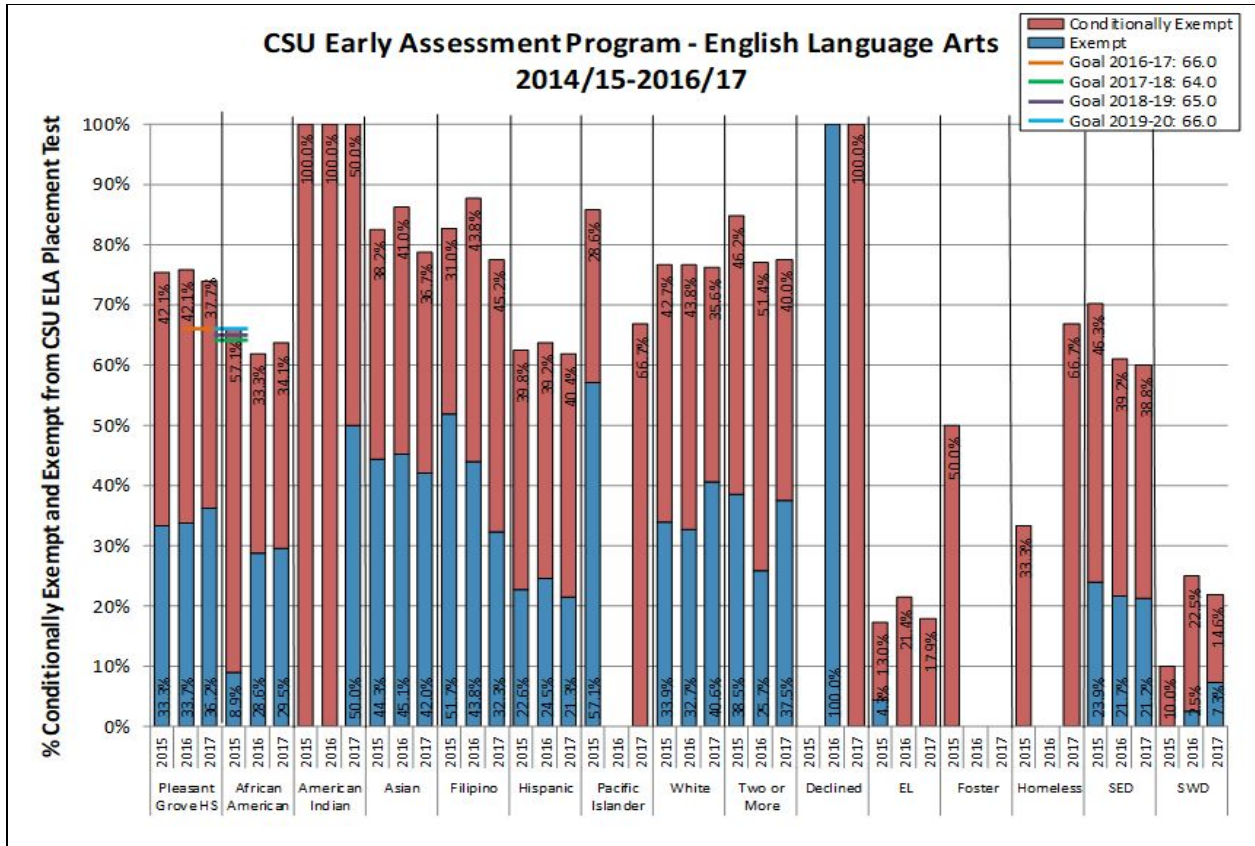


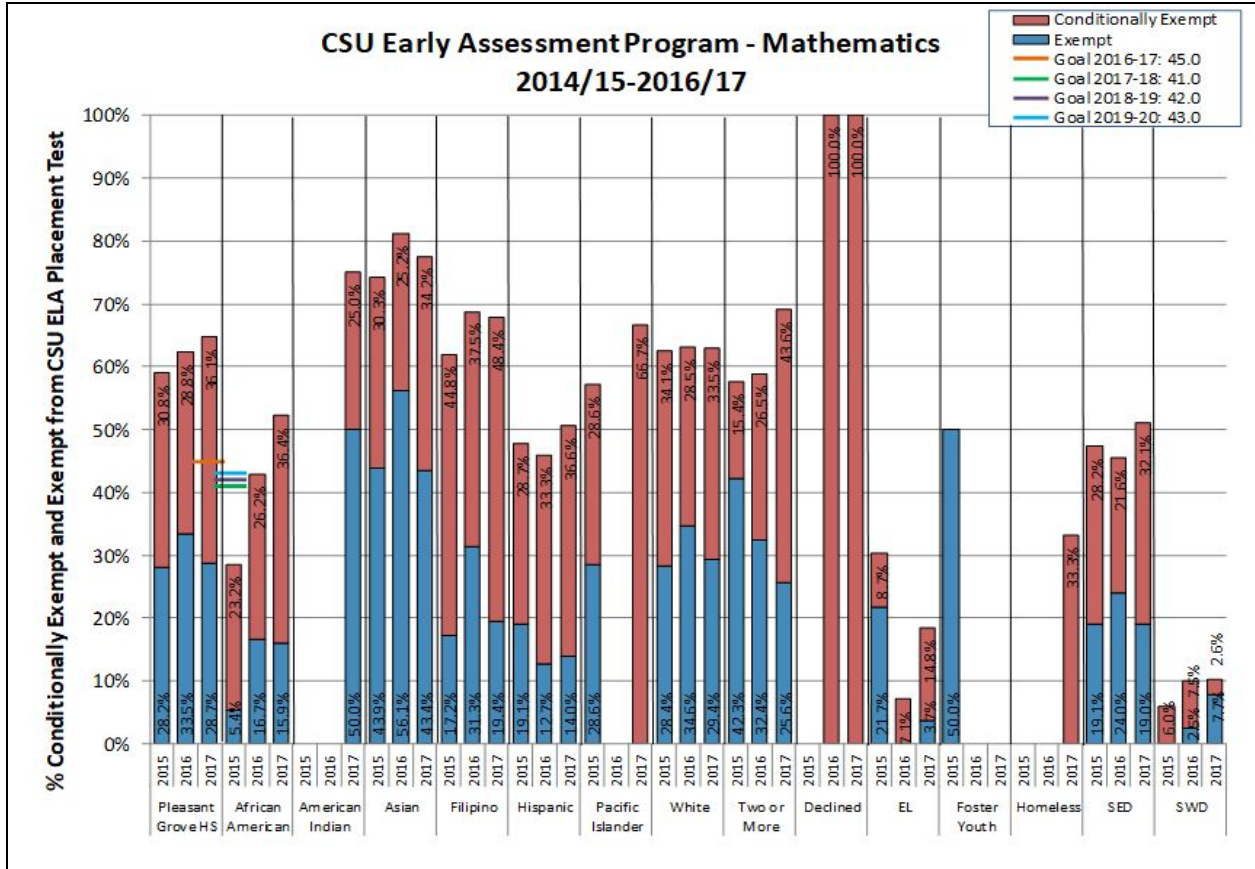
Analysis

- PGHS students exceeded the overall District performance rate:

<u>District - 22.4</u>	<u>PGHS - 24.2</u>
African American - 19.9	20.5
Hispanic - 20.8	21.7
Asian - 23.1	25.9
White - 24.3	25

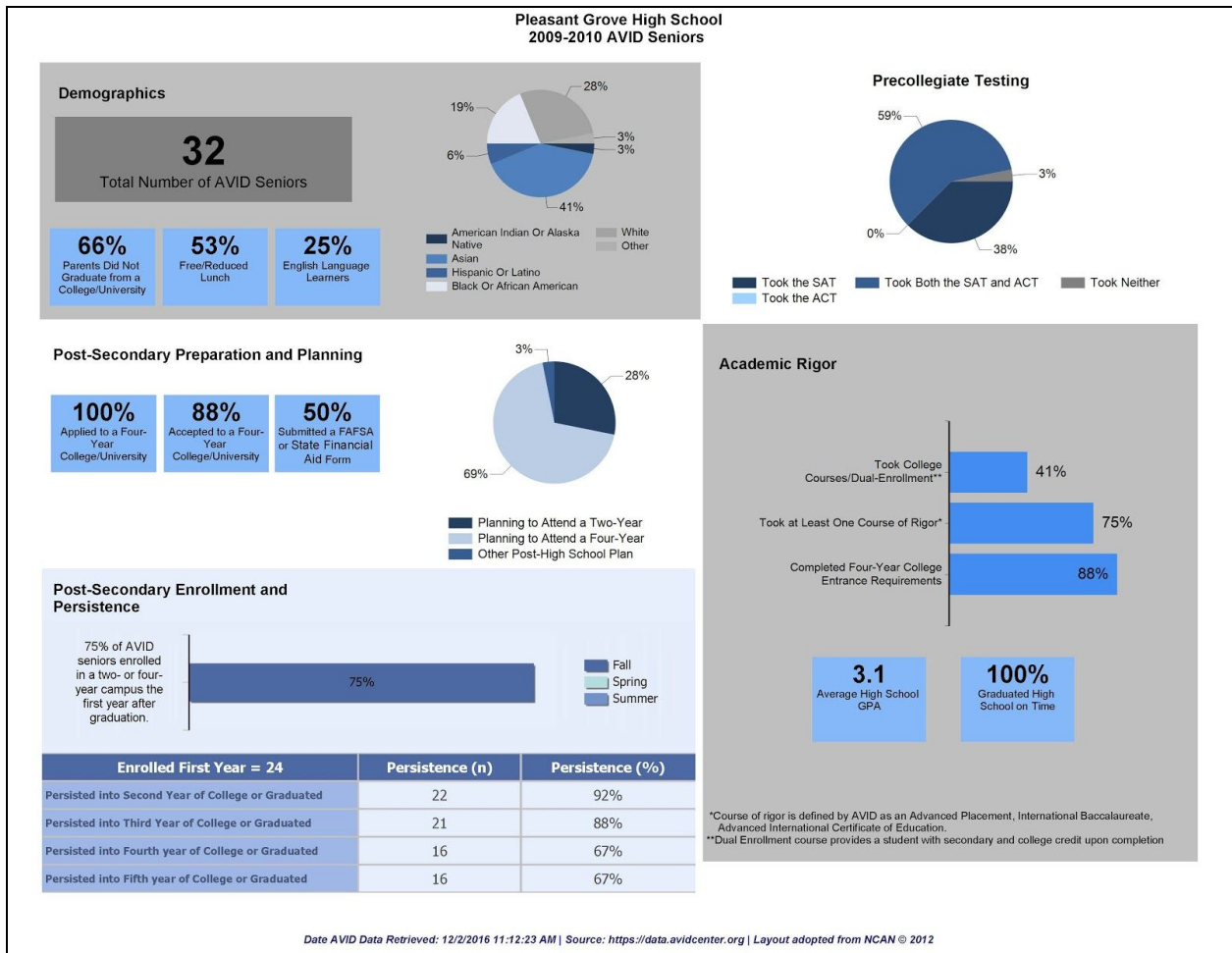
EAP





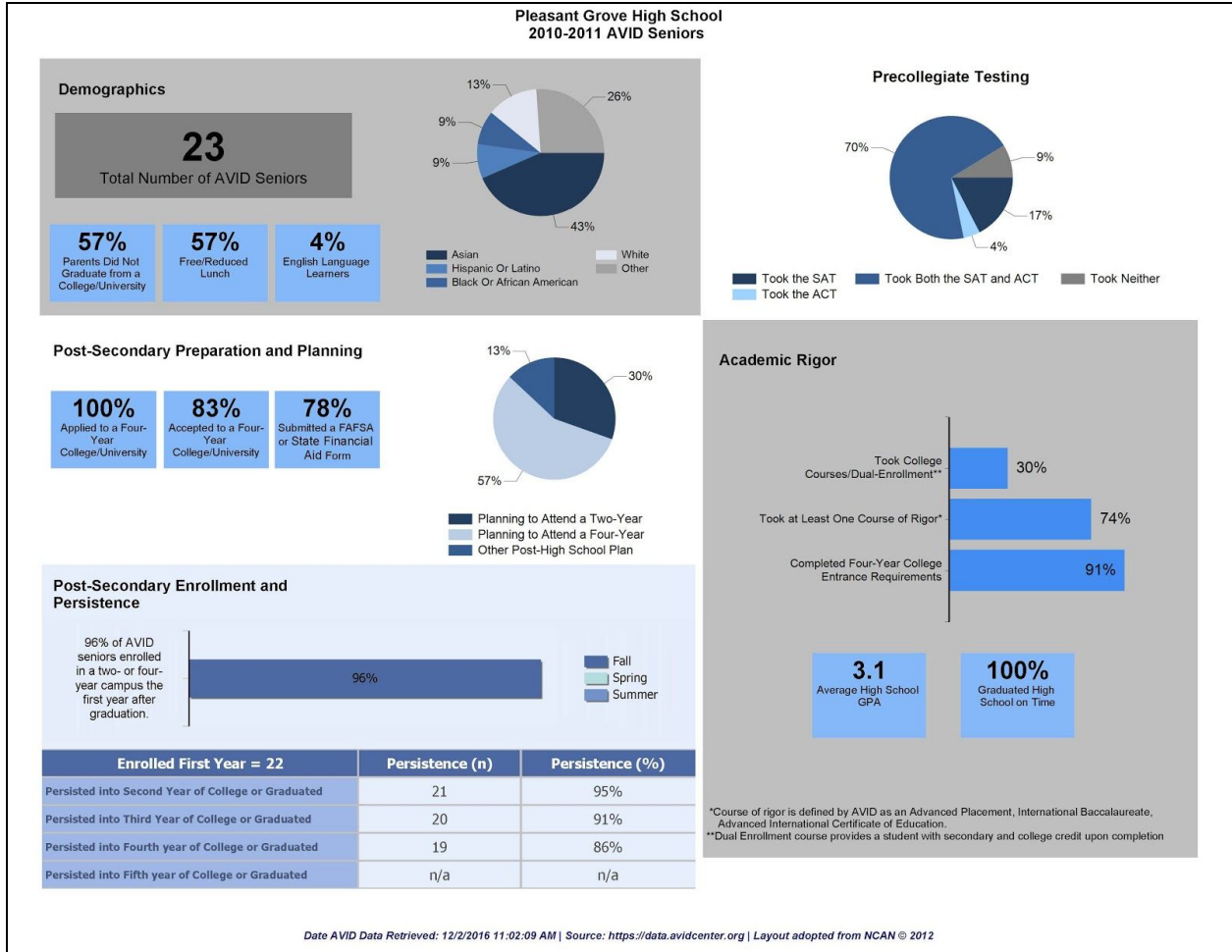
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AVID DATA



*Course of rigor is defined by AVID as an Advanced Placement, International Baccalaureate, Advanced International Certificate of Education.
**Dual Enrollment course provides a student with secondary and college credit upon completion

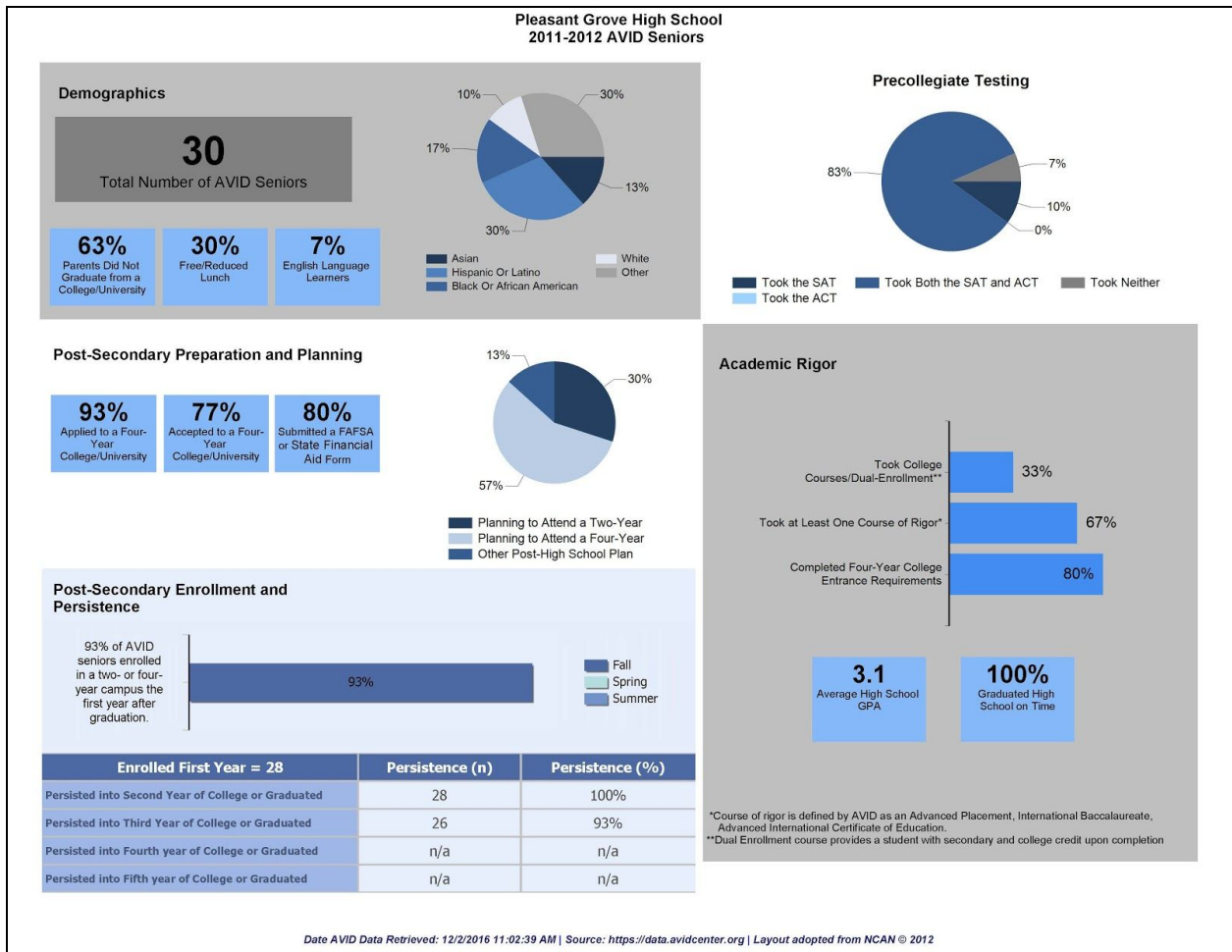
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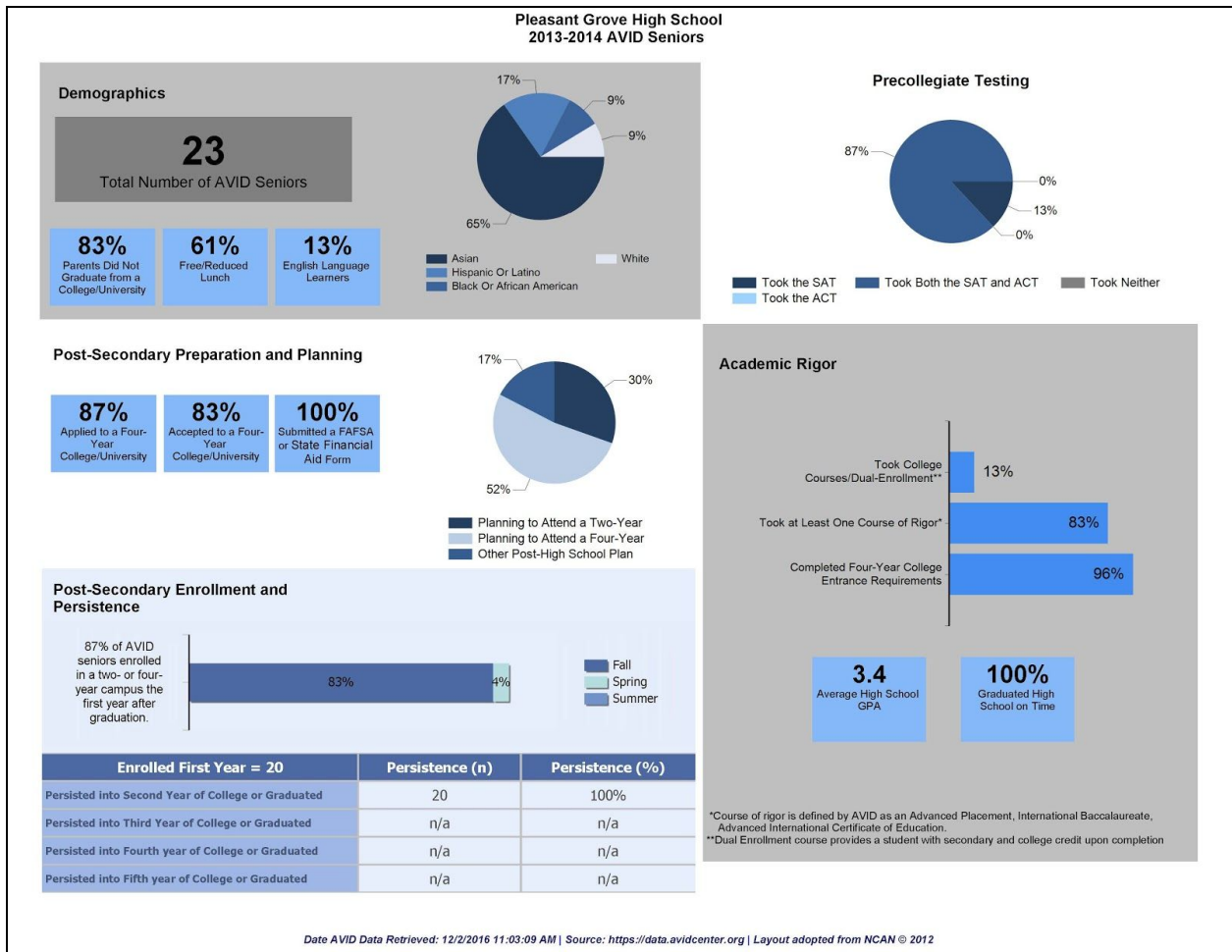
Date AVID Data Retrieved: 12/2/2016 11:02:09 AM | Source: <https://data.avidcenter.org> | Layout adopted from NCAN © 2012

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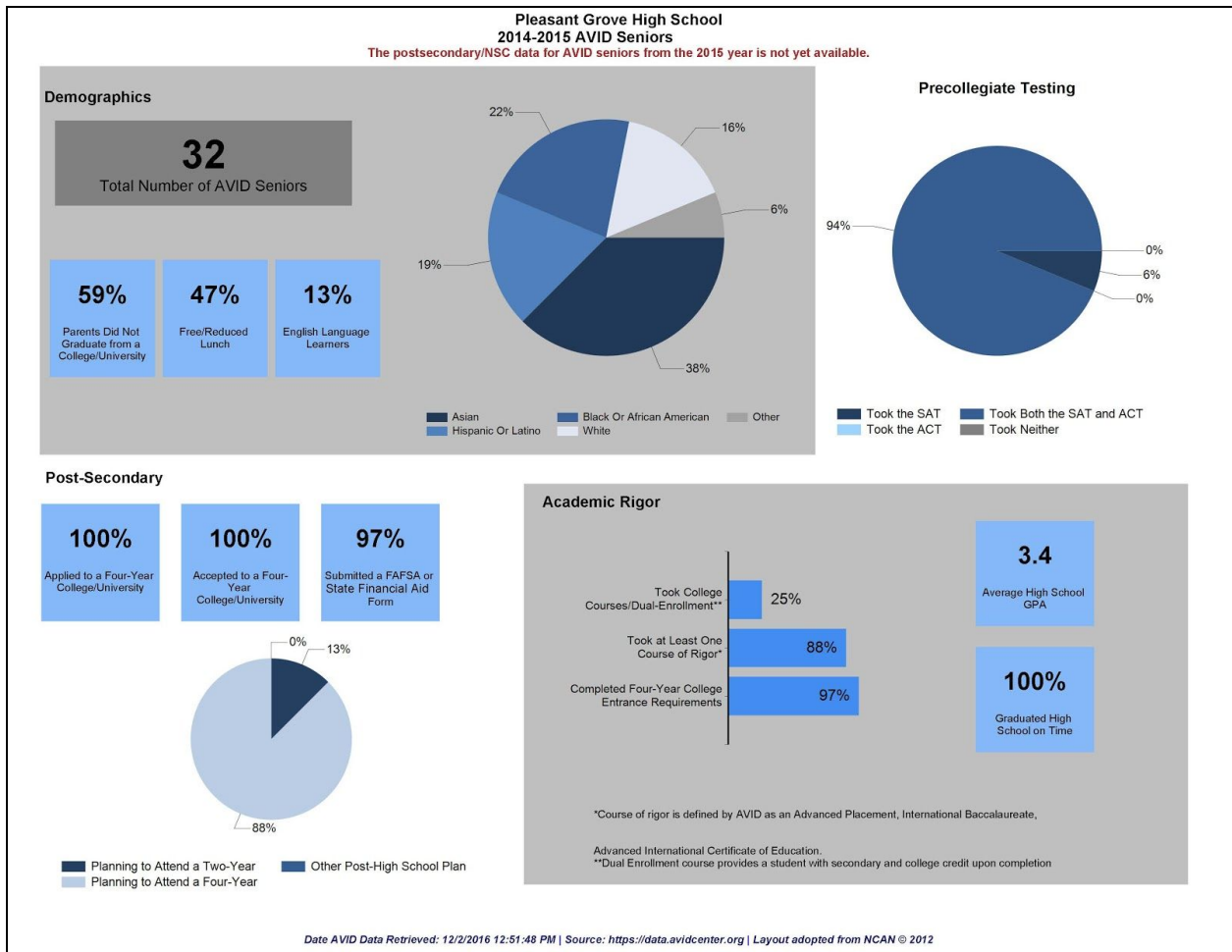
Post-Secondary Enrollment and Persistence

87% of AVID seniors enrolled in a two- or four-year campus the first year after graduation.

Enrollment Semester	Percentage
Fall	83%
Spring	4%
Summer	13%

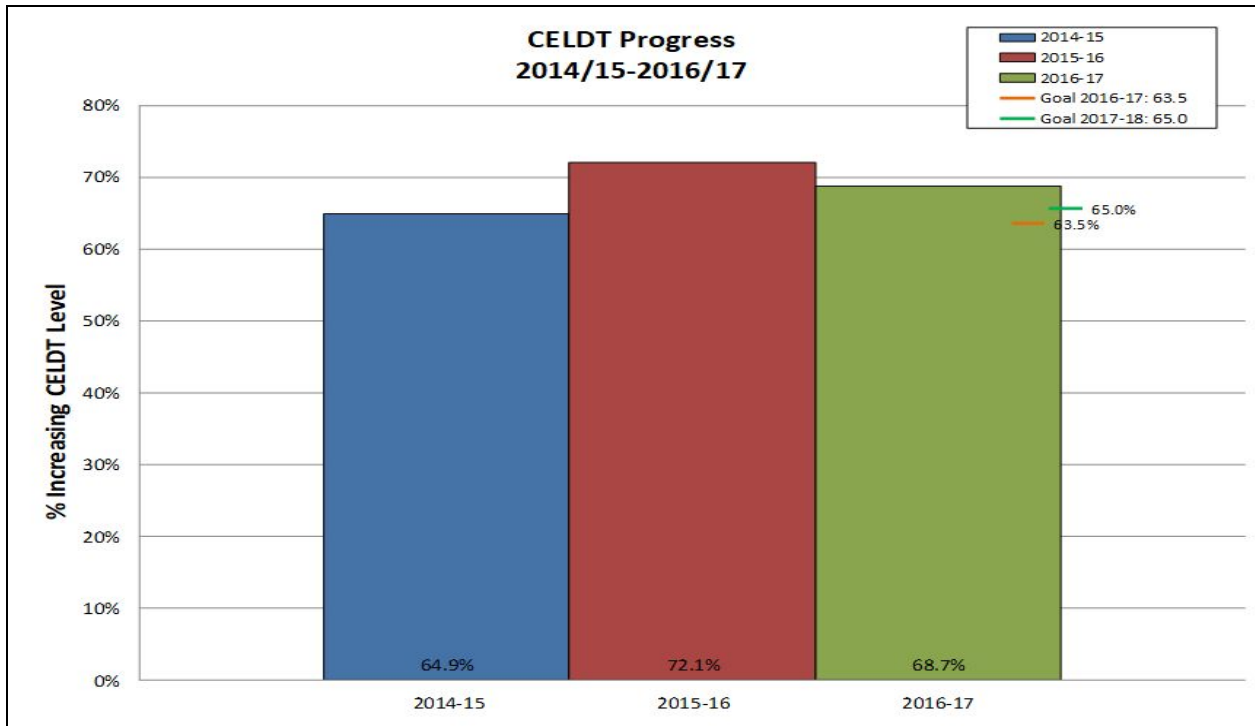
Enrolled First Year = 20	Persistence (n)	Persistence (%)
Persisted into Second Year of College or Graduated	20	100%
Persisted into Third Year of College or Graduated	n/a	n/a
Persisted into Fourth year of College or Graduated	n/a	n/a
Persisted into Fifth year of College or Graduated	n/a	n/a

Pleasant Grove High School ACS WASC Mid-cycle Progress Report



Date AVID Data Retrieved: 12/2/2016 12:51:48 PM | Source: <https://data.avidcenter.org> | Layout adopted from NCAN © 2012

CELDT PROGRESS



Our CELDT progress score of 69% exceeded the District goal of 63.5% for the 2016-17 school-year.

[Curriculum Maps and Pacing Guides](#) (link to folder)

English

[English 9](#)

[English 10](#)

[English 11](#)

Math

[Calculus AC Semester 1 2017](#)

[Math 2 AC 1718_Semester 1](#)

[Math 2H 1718 Semester 1](#)

[Math 3 Semester 1_pacing_2017](#)

[Math 1 Sem Pacing Guide 1 2017-18](#)

[Math 1R Sem 1 17/18](#)

Science

[General Science Scope and Sequence](#)

[Physics_Pacing](#)

Social Science

[Wld Geo Planning Guide Fall](#)

[Wld Geography Learning Outcomes](#)

[World Geo Curriculum Map](#)

[US History Fall 2017](#)

Electives

[AVID Planning Guide](#)

[MSAT 9 and 10 2016-2017 curriculum guide](#)

[MSAT 11 and 12 2016-2017 curriculum guide](#)

Surveys

[2017 - Student Survey Results](#)

[PLC Staff Survey](#)

PLC Release Day Agenda

[World Geography](#)

Restorative Practices

[Sample Assignments](#)