



**Comprehensive School Safety Plan
2018-2019
Pursuant to Education Code 32280 – 32289**

Mission Statement

San Jacinto Leadership Academy exists to educate, train and inspire its students (cadets) in such a way so that each cadet becomes a recognized leader of character dedicated to the Core Values of Honor, Courage, and Commitment and is prepared to aggressively continue their journey towards a career of professional excellence and service to the community and country.

“Courageous Leaders capable of impacting their current and future world”

Safety Team Vision Statement

The San Jacinto “Difference” envisions a nurturing, innovating, inspiring environment to ensure every student graduates equipped with a passion for learning, the motivation to act responsibly and the capacity to be critical thinkers as they successfully navigate their own futures. Accordingly, all constituents and stakeholders of the San Jacinto Leadership Academy are committed to creating and sustaining a learning environment that is physically safe and socially/emotionally safe.

A physically safe school includes a clean, well maintained, adequately lighted campus that supports both the curricular and extra-curricular activities of the learning process.

A socially/emotionally safe school includes an awareness of community factors that may affect the school such as crime, gangs, drugs, and trespassers. It also includes the creation of a vibrant, positive, and inclusive school culture that values each student and promotes each student’s journey towards present and future success.

Review of
2017 – 2018 School Year
Safety Plan

School Safety Planning Checklist
School Year: 2017-2018

Item	Date Completed (Add Actual Date Completed)	Comments
School Safety Team Members Identified	Aug 2017 (10/18/17)	Identified PBIS team as School Safety Team
Create Calendar for School Safety Team Meetings	Aug 2017 10/18/2017	Included Safety Team responsibilities in PBIS meeting schedule
Appropriate Strategies Have Been Identified & Reviewed with the Team for Compliance With EC 32282 (2) A-I -Child Abuse Reporting: BP 5141.4 -Disaster Procedures (Hour Zero) -Suspension/Expulsion BP/AR 5144.1 -Procedure for Notify Teachers of Dangerous Students -Discrimination/Harassment: BP/AR 5145.3, 5145.7 & 5145.9 -School Discipline Handbook -Safe Ingress & Egress (Hour zero) -Parent/Student Handbook	Sept 2017 (10/18/17)	*Include copy of sign-in sheet in appendix *Include copies of BP/AR in appendix (Located under Board Policy on District website) *Include copy of Discipline Handbook and Parent/Student Handbook in appendix
Review Bully Reporting and Investigation Process & Procedures BP 5131.2	Oct 2017 (12/6/17)	
Assessment of School Crime Reviewed w/Team	Nov. 2017 (12/6/17)	*Include copy of sign-in sheet in appendix
Assessment Results Reviewed w/Team -Suspensions -Expulsions -Discipline Referrals to Office -CHKS -Parent Safety Survey -Teacher Safety Survey -Focus Group	Jan. 2018 (1/24/18)	*Include copy of sign-in sheet in appendix

-Staff Observations -Other:		
Team Identified Priorities List Based on Assessment Review	Jan 2018 (1/24/18)	*Include copy of sign-in sheet in appendix
Identify and Review Current Efforts to Address Priorities w/ Team	Jan 2018 (1/24/18)	*Include copy of sign-in sheet in appendix
An Action Plan Has Been Developed To Address Each Priority Identified	Feb 2018 (1/24/18)	*Include copy of sign-in sheet in appendix
School Resource Officer Reviews Plan	Feb 2018	
Notification of Meeting on Plan Review Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)* -Mayor -SJTA & CSEA Presidents -PTA/PTO President -ASB President -Local Church Representative -Local Civic Leaders -Chamber of Commerce -Director of Student Support	Feb 2018	*Include copy of notification in appendix
Public Meeting Held on the Safety Plan	March 2018	*Include copy of sign-in sheet in appendix
End of Year Evaluation of 2016-2017 Safety Plan	May 2018	*Include copy of sign-in sheet in appendix *Include copy of End of Year Evaluation in Next Year's Plan
Key Findings From End of Year Evaluation of 2016-2017 Safety Plan by Team	May 2018	
Safety Plan for 2018-2019 Due by July 1	July 1 st 2018	*Email 2018-2019 Comprehensive School Safety Plan in Word document w/appendix to Director of Student, Community & Personnel Support
Safety Plan Available for Public Review	At all times	

**School Safety Team
2017-2018**

Group	Name	Position
Principal or Designee	Colonel Bill Sick 951.929.1954	School Safety Team Leader
Classified Employee(s) *Include Campus Supervisor/Security	Mrs Vicki Evans Thomas 951.929.1954	Campus Security
Certificated Employee(s)	Mr. Michael Luna	Administrative Designee Teacher
Parent(s)	Mrs. Christi Hiner Mr. Morgan Peel	School Site Council Parent Rep School Site Council Parent Rep
Other Members		School Site Council Student Rep School Site Council Student Rep
School Resource Officer		

Note: School Safety Team may be the School Site Council. The Team MUST include Parents.

**Meeting Dates
Of
School Safety Team**

Month	Day	Time	Location	Comments/Needs
July 2017				
August				
September				
October	18 Oct 17	2:45-3:45	Rm 911	School Safety Team reviewed Board Policies in compliance with EC 32282 (2) A-I to include: -Child Abuse Reporting: BP 5141.4 -Disaster Procedures (Hour Zero) -Suspension/Expulsion BP/AR 5144.1 -Procedure for Notify Teachers of Dangerous Students -Discrimination/Harassment: BP/AR 5145.3, 5145.7 & 5145.9 -School Discipline Handbook -Safe Ingress & Egress (Hour zero) -Parent/Student Handbook
November				
December	6 Dec 17	2:45-3:45	Rm 911	School Safety Team reviewed Bully Reporting and Investigation Process & Procedures BP 5131.2 Reviewed School Crime Assessment Reviewed Data and Indicators of School Climate to include Discipline data, CHKS, and Parent Surveys
January 2018	24 Jan 18			School Safety Team Identified Priorities List Based on Assessment Review Reviewed current efforts to address Priorities Developed Action Plan to further address Priorities
February				School Safety Team reviewed approved

				Safe School Plan for 2018-2019
March				
April				
May				
June				

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation.

**School Safety Assessment Data
2017-2018**

Data Source	Comments	Analysis
School Crime-Incidents Involving SJPD	One incident involved the SRO. A student vandalized a vehicle in the parking lot.	SJLA experiences very limited to no crime instances on its campus or very limited instances in the surrounding neighborhood. This incident was the first and only incident in seven years that the SJLA has been in operation. While crime in the surrounding area must be monitored continuously, it does not warrant immediate corrective actions.
Suspensions	Of the 52 Discipline actions recorded in AERIES, 1 action led to suspension.	Last year, SJLA recorded 3 suspensions out of 135 Discipline actions. With 83 less actions and only one suspension, the leadership culture taught and practiced at SJLA preempts many of the behaviors that generate suspensions. Must monitor continually and sustain support for the leadership culture that results in this preemptive effect.
Expulsions	None	Not an issue at SJLA. As a school of choice, attendees may be dismissed and returned to their home schools well before any expulsion actions are initiated.
Office Discipline Referrals	Of the 52 Discipline actions recorded in AERIES, 13 actions were for Disruptive Behavior or Horseplay.	Last year, SJLA recorded 135 discipline actions. This year, with the doubling of our 6 th grade classes, the need to establish clear and specific guidelines for leadership behavior required firm and consistent application of that which is codified in the Cadet and Family Handbook. This resulted in a reduction of Discipline action by a factor of nearly three. It also reduced the number of Disruptive and Horseplay behaviors proportionally.
Reports of Bullying	2 of the 52 discipline actions were issued in response to a Bullying incident.	Proactive Counseling concerning Bullying Prevention was conducted for all cadets during Leadership Education classes during the Fall. The perception of Bullying has remained low and similar to last year, and investigations into each and every allegation have only minimally substantiated any claims especially when assessed against the legal definition of Bullying. However, the negative impact of even the perception must be closely monitored and reinforcement and sustainment of a caring and

		safe school culture and climate must be vigilantly pursued.
Calif Healthy Kids Survey	Many positives include extremely limited drug/alcohol use, or gang involvement. Two 7 th Grade students reported feeling 'Unsafe' and zero (0) felt 'Very Unsafe' on SJLA's campus. Overall 'School Connectedness Scale' is at 84 percent. The perception of caring adults on campus connecting to 7 th Grade students is between 81 percent.	In reviewing all factors considered in the CHKS, 90 percent of 7 th grade students report never being in a physical fight, 87 percent report never being afraid of being beaten up, and 92 percent report never being threatened with harm or injury. 94 percent of 7 th grade students report never being threatened with a weapon. 96 percent reported never being offered an illegal drug on campus. Regarding verbal harassment, only 56 percent report zero times which means rumors or lies have been spread, 69 percent report zero sexual jokes, comments, or gestures made to them, and 58 percent report zero times being made fun of because of the way they look or talk, and 50 percent report zero times being made fun of, insulted, or called names. That said, SJLA's goal is to eliminate harassment of any kind by encouraging and promoting a positive campus experience.
Parent Safety Surveys	49 out of 50 responses 'agreed' or 'strongly agreed' with the statement that 'My Child feels safe in the classroom(s).' 47 out of 50 responses 'agreed' or 'strongly agreed' that 'Overall, I am satisfied with my child's school experience.'	From regular communication between school and home, quality of instruction, preparation for college and career, to the inclusion of the use of technology; the overwhelming majority expressed very positive feedback. Comments from the entire responses cited the very visible Security presence, the very visible Principal presence and the caring, involved staff at all levels as contributing factors.
Student Safety Surveys	191 students from 6th, 7th, and 8th grade took part in the first semester student survey. The survey focused on school safety and student culture.	In reviewing all factors of the 1st semester student survey, 96 percent of students feel safe using the restrooms on campus. 99 percent of all student agree that they feel safe in the locker rooms. 100 percent of students agreed that they feel safe in their classrooms, 96 percent agreed that they felt safe in the Lion's Den (lunch area), and 99 percent agreed that they felt safe overall in or on campus outside of class. In regards to student culture, 85 percent of students agreed that most cadets respect each other on campus. 86 percent agreed that most cadets are

		trustworthy, 87 percent agreed that most cadets act responsibly, 85 percent agreed that most cadets treat each other with fairness, 90 percent agreed that most cadets care about each other, and 88 percent agreed that most cadets practice good citizenship. An increased focus on providing a safe environment for all students is a priority. Newly installed cameras will assist us in monitoring trouble areas as identified. We are also focused on providing continued opportunities through student led presentations of words of the week that instill a call to action each week. This positive reinforcement will give students an opportunity to demonstrate targeted behavioral outcomes.
Focus Groups	8 th Grade students were asked to mark on a map of the campus where ‘harsh words are spoken’, and where ‘good words were spoken. The PE Areas, Lunch Play Areas, and the PE Locker rooms received the most marks for areas where ‘harsh words are spoken’. Four of the six classrooms received a significant number of marks as areas where ‘good words are spoken’.	This feedback was shared with all staff and intentional effort was and is continuing to be made to provide greater ‘presence’ in the identified areas. This has reduced the number of locker room incidents to only two (2) all year. Staff, especially in classrooms, are also intentionally building resiliency by focusing on providing genuine positive feedback as appropriate.
Staff Observations		SJLA class rooms are very structured with multiple opportunities for student empowerment. This encourages very positive relationships with teachers. Teachers regularly observe that issues at SJLA are not nearly as significant, complex, or negatively impactful on the learning environment as their previous experience in other schools. Our 98 percent daily attendance rate strongly suggests that our students like to come to school due to the structured and positive environment.
Other	Campus Security Observations	After school, when students are waiting for transportation, can be an area of concern with

		<p>students departing for the day. Traffic can be congested and students milling around in the same areas raises safety concerns. However, adjusting the Bell Schedule for the second semester has further separated the end of school day from Record Elementary by an additional 10 minutes. This has significantly de-conflicted the traffic. Of note, the consistent presence of Security Personnel at the pick up/drop off points at the beginning and ending of each school day has reduced the number of reported incidents to at or near zero (0). This consistent supervision has reduced any safety concerns. Finally, SJLA parents are routinely picking up their students within the first 30 minutes after the school day officially ends. Thus, the number of students milling around is even less.</p>
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**Policies and Procedures
Reviewed & Revised
2017-2018**

Policy/Procedures	Reviewed w/Team Y/N	Comments	Revisions
Child Abuse	Y	SJLA staff members are trained and knowledgeable in all Child Protection and Reporting Procedures.	
Emergency Response (Hour Zero)	Y	SJLA conducts more than the required training and drill practices to prepare for any of these contingencies.	
Suspensions and Expulsions	Y	SJLA follows all District policies.	
Notification of Dangerous Pupils	Y	SJLA follows all District procedures.	
Discrimination and Harassment	Y	SJLA follows all District guidelines and procedures.	
School Dress Code	Y	SJLA has incorporated uniforms into its daily structure.	
Safe Ingress and Egress	Y	SJLA offset school hours from neighboring Record Elementary by a total 40 minutes.	
Safe and Orderly Environment	Y	SJLA has established standardized opening and closing of the school day procedures, start and end of class procedures.	
Rules and Procedures on Discipline	Y	SJLA employs accepted and consistent interventions to redirect and improve student behavior	
Hate Crimes/Bullying Reporting	Y	SJLA follows all District guidelines and procedures.	

Current Activities & Programs

2017-2018

Current Activities/Programs	Priority Targeted	Funding Sources
Counseling Support to provide intentional and proactive instruction scheduled at regular intervals throughout the school year. Examples include ‘respect and esteem communicated toward others’, ‘personality differences’, ‘college and career’ planning, and ‘budgeting: what does ‘life’ cost’.	Address collective student needs, especially 21 st Century Life Skills to foster College and Career Readiness and a healthy, safe school experience that supports maximum engagement and effort. Provide a strong and hopeful vision of the future and pathways to achieve that successful vision.	District Funded
Counseling Support to provide individual student support on an ‘as needed basis’. Examples include resolving conflicts from ‘drama’ and harassment, positive methods for dealing with stress, and coordinating referrals to agencies that can offer additional assistance.	Address individual and collective student needs to foster a healthy and safe school experience that supports maximum engagement and effort.	District Funded
Leadership Education: incorporating lessons that reinforce a team-building culture on and beyond the campus of SJLA. Examples include defining and institutionalizing the 6 core pillars of leadership and the 4 C’s: Character, Communication, Competence, and Citizenship.	Create a Growth Mindset with high expectations that all cadets can achieve and are on a path of personal excellence.	District Funded
Transition and implement Tier II Positive Behavior Intervention Systems (PBIS)	Refine and improve school culture	District Funded
Counteract and mitigate the negative effects of harassment and actual/perceived instances of Bullying on SJLA’s campus	Minimize the opportunities during the school day when/where verbal harassment occurs	District and Site Funded
Student Empowerment: Word of the week presentations prepared and delivered by 7th grade AVID students that focuses on identifying desired student behaviors.	Provide opportunities for all students to be a part of school culture through demonstration of desired behavior. Provides a call to action for each student	

	creating a feeling of empowerment. The results of these presentations will provide for a stronger school culture and connectedness.	
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**Priorities Identified
for
2017-2018**

Priority Area	Data Source	Justification
<p><u>Priority One</u> Transition from Year Two to Year Three of Positive Behavior Intervention Systems (PBIS). Specifically, incorporate Character Counts! Pillars of Character into Leadership Education to support a culture of Team-building and the Philosophy of PBIS. A focus will also be placed on implementing Tier II intervention strategies.</p>	<p>PBIS effectiveness Character Counts! Curriculum 40 Developmental Assets effectiveness CHKS Parent Survey Student Survey</p>	<p>Creating College and Career Ready students demands an environment that fosters resiliency and connectedness. Team-building skills that include positive behavior expectations, modeling, and reinforcement are paramount in this effort. Tier II intervention strategies include: check in/check out (CICO).</p>
<p><u>Priority Two</u> Focus on the PE Areas, the Locker rooms, and Lunch Play Areas to reduce and eliminate any perception of Harassment and/or Bullying. With the addition of six portables and an additional restroom facility to accommodate the doubling of the cadet population over the next two years, establishing PBIS that create ‘safe, responsible, and respectful’ engagement areas for all cadets is critical.</p>	<p>CHKS Parent Survey Counselor assessments Focus Group feedback Student Survey</p>	<p>Success educationally begins with a focused effort. Distractions, especially those created out of unresolved conflict, dilute and weaken the focused effort needed for success. The conflicts between individuals almost universally begin with the exchange of words. Mitigation at this level will preempt more serious conflicts later.</p>
<p><u>Priority Three</u> Leverage Counselor ‘tools’ such as Club Live, proactive lessons conducted in Leadership Ed classes, small group interventions, and individual interventions to accelerate the maturation of all cadets in preparation for High School and beyond.</p>	<p>Number of students presenting signs of stress and unhealthy responses to stress. Number of students who lack effective conflict resolution skills. Number of students who exhibit disrespectful, harassing behavior intentionally or out of ignorance.</p>	<p>Students at SJLA, while high performing, engaging, and competitive, also experience the same stresses as other adolescents. Due to the high expectations of SJLA, their parents, and their own drive to excel, they may even be exposed to more stress. Thus, the need to effectively incorporate the expertise of our Counselor committed to the students at SJLA.</p>

**Action Plan
2017-2018
Priority One**

Priority 1: Transition to Positive Behavior Intervention Systems (Tier II Team/Interventions)

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Training in PBIS philosophy, procedures and techniques (introduce tier II interventions)	June 2018	Colonel Sick Counselor Teachers Staff PBIS Team	District Funded	As the SJUSD brings PBIS on line throughout its schools, SJLA will proactively engage in training its staff and integrate the PBIS philosophy into all aspects of the school. AY 2017-2018 will be SJLA's third formal year implementing PBIS. An emphasis will be placed on Tier II interventions. SJLA will utilize Tier II strategies such as: check in/check out (CICO). Additional staff will need Initial training in PBIS as well as ongoing familiarization with Character Counts! Curriculum and resources to support Leadership training.	Ongoing
Analyze Discipline Actions periodically	June 2018	Colonel Sick Counselor School Site Council PBIS Team	District Funded	Quarterly review of Discipline Actions and assess progress towards Positive Behavior outcomes. This has resulted in zero (0) 'k' violation suspensions. Reviews have continued to develop consistency in the enforcement of behavior expectations.	Ongoing

**Action Plan
2017-2018
Priority Two**

Priority 2: Counteract and mitigate the negative effects of Harassment and perceived/actual Bullying on SJLA’s Campus

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Work on minimizing the opportunities during the school day when/where verbal harassment occurs.	June 2018	Coach Jennings and Coach Luna Colonel Sick Security Counselor Teachers	District Funded	PE teachers and campus security have consistently monitored locker rooms resulting in reduced incidents of confrontation, disruptive behavior and/or horseplay. Changes in the competition phases of PE to reward teamwork, positive attitude and a growing sense of inclusion as evidenced by less demeaning and derogatory interpersonal feedback, and more encouraging, and esteeming dialogue. Reserving Fridays to reflect on the week’s performance has placed an appropriate emphasis on introducing methods of resolving conflict, interpreting and enforcing rules, and reinforcing good and honorable sportsmanship. A major step in this action plan is to introduce the ‘Victory with Honor’ program developed by Character Counts.	Ongoing.
Work on minimizing the opportunities during the school day when/where verbal harassment	June 2018	Security Counselor Colonel Sick Coach Jennings Mr. Vollmar (ASB)	District Funded ASB PTSA	Re-engineer Nutrition and Lunch activities to create team-building, engaging, and fun activities. Play and social interaction is an important aspect of each school day, and it can have a significant and positive effect when planned and supervised. This is ongoing as SJLA expands to full site capacity	Ongoing

occurs.				in 18-19.	
Work on minimizing the opportunities during the school day when/where verbal harassment occurs.	June 2018	Colonel Sick All Teachers	District and Site Funded	Grade level Leadership Education Elective teachers will facilitate the addition of selected lesson plans focused on Respect, Positive Attitude, Inclusive Tolerance, and like topics. The primary tool will be curriculum products available with the Character Counts website. These lessons may be presented by Site Counselor as part of a proactive intervention. The desired effect will be reinforcing SJLA's Leadership Culture and will aid our students in better relational skills as well as conflict resolution skills. Additional Staff members will need to gain familiarization with the various resources available such as the Character Counts curriculum.	Ongoing

**Action Plan
2017-2018
Priority Three**

Priority 3: Incorporate 0.5 FTE Counselor into all aspects of SJLA’s efforts to create a secure, safe, caring, engaging education experience for all students.

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Incorporate 0.5 FTE Counselor into all aspects of SJLA’s efforts to create a secure, safe, caring, engaging education experience for all students.	June 2018	Counselor Colonel Sick Teachers	District Funded	This much needed function enabled SJLA to address both the general and specific social and emotional needs of its student populace. The expertise of a highly trained and experienced counselor has significantly increased SJLA’s ability to accelerate its top performers, intervene effectively with its more challenged performers, and address the unique needs of any and all students as they arise. It has also enabled even more timely and effective parent involvement in all these processes. Proactive focus will be in three main areas: improving student academic achievement, creating resilience / perseverance skills, equipping them with conflict resolution skills.	Ongoing

**End of Year Evaluation
School Safety Plan 2017-2018**

Priority Area	Met Y/N	Comments
<p><u>Priority One</u> Transition to Positive Behavior Intervention Systems (PBIS) year three.</p>	In Progress	<p>This will be an ongoing process. Since having received initial training over a year ago, a PBIS Action Plan was created tailored to our school site. The PBIS Team found that SJLA established a series of positive behavior expectations to include standardized opening and closing of the school day, opening and closing procedures for each class period, unambiguous expectations for punctuality, clear expectations for lunch rooms, locker rooms, and bath rooms. The Staff elected to incorporate the Character Counts! program and curriculum to fully support our PBIS program. This includes the ‘Victory with Honor’ portion of the program directed at PE and sports. Monitoring the reduction in negative indicators and the rise in positive indicators in ensuing years will direct the PBIS initiative in the future. PBIS annual program review notes small but steady progress. Next steps include building proactive, consistent and positive recognition for cadets who demonstrate the desired positive behaviors.</p>
<p><u>Priority Two</u> Counteract and mitigate the negative effects of Harassment and perceived/actual Bullying on SJLA’s Campus</p>	In Progress	<p>This will be an ongoing process. Locker rooms and Lunch supervision changes have been made and improvements have been experienced. These are just the start of a continuing effort to make the learning environment as safe as possible. With the expansion of the campus and the doubling of the cadet population over the next two years, this will be critical.</p>
<p><u>Priority Three</u> Incorporate 0.5 FTE Counselor into all aspects of SJLA’s efforts to create a secure, safe, caring, engaging education experience for all students.</p>	In Progress	<p>This will be an ongoing process. Our excellent counselor has been working tirelessly this year. Having begun with such a strong, impactful start, the incorporation into all aspects of SJLA is well under way. This year, a rhythm is emerging that is</p>

		maximizing the two days of full availability of the counselor. The proactive teaching sessions are taking effect as observed in academic achievement, discipline data, and resilience indicators.
<u>Priority Four</u>		
<u>Priority Five</u>		

**Priorities Identified
for
2018-2019**

Priority Area	Data Source	Justification
<p><u>Priority One</u> Transition from year three to year four of Positive Behavior Intervention Systems (PBIS). Specifically, incorporate Character Counts training for all staff and students! Pillars of Character into Leadership Education to support a culture of Team-building and the Philosophy of PBIS. A focus will also be placed on continuing to support tier II interventions.</p>	<p>PBIS TFI Character Counts! Curriculum 40 Developmental Assets effectiveness CHKS Parent Survey Student Survey Teacher Survey PBIS Team</p>	<p>Creating College and Career Ready students demands an environment that fosters resiliency and connectedness. Team-building skills that include positive behavior expectations, modeling, and reinforcement are paramount in this effort. Tier II intervention strategies include: check in/check out (CICO), social skill groups, and targeted/small group academic support.</p>
<p><u>Priority Two</u> A continued focus on the PE areas, the locker rooms, and lunch play areas to reduce and eliminate any perception of Harassment and/or Bullying. With the addition of two new classes (Platoons) and an additional restroom facility to accommodate the growing student population, establishing PBIS that create ‘safe, responsible, and respectful’ engagement areas for all cadets is critical.</p>	<p>CHKS Parent Survey Counselor assessments Focus Group feedback Student Survey PBIS Team</p>	<p>Success educationally begins with a focused effort. Distractions, especially those created out of unresolved conflict, dilute and weaken the focused effort needed for success. The conflicts between individuals almost universally begins with the exchange of words. Mitigation at this level will preempt more serious conflicts later. With a projected student population increase of 21 percent, social skill groups and word of the week presentations on desired behavioral outcomes will be necessary to build a positive school culture.</p>
<p><u>Priority Three</u> Ensure staff is adequately trained on safety procedures and emergency protocols.</p>	<p>Hour Zero & Keenan Site Readiness Reports, Administration Observation and Teacher Input</p>	<p>During 2017- 2018, SJLA had to implement emergency protocols once. Both administration and staff discussed and agreed that revisiting the safety procedures and emergency protocols would be beneficial to ensure our campus is safe.</p>

**Action Plan
2018-2019
Priority One**

Priority 1: Transition from year three to year four of Positive Behavior Intervention Systems (PBIS). A focus will also be placed on continuing to support tier II interventions.

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Training in PBIS philosophy, procedures and techniques (introduce tier II interventions)	Sep 2018	Administration Counselor Teachers Staff PBIS Team	District / Site Funded	As the SJUSD continues implementation of PBIS on throughout its schools, SJLA will proactively engage in training its staff and integrate the PBIS philosophy into all aspects of the school. AY 2018-2019 will be SJLA's fourth formal year implementing PBIS. An emphasis will be placed on Tier II interventions. SJLA will utilize Tier II strategies such as: check in/check out (CICO), social skill groups, and targeted/small group academic support Additional staff will need Initial training in PBIS as well as ongoing familiarization with Character Counts! Curriculum and resources to support Leadership training.	
Analyze Discipline Actions periodically	Monthly	Administration Counselor School Site Council PBIS Team	N/A	Monthly review of Discipline Actions and assess progress towards Positive Behavior outcomes. This has resulted in zero (0) 'k' violation suspensions.	

**Action Plan
2018-2019
Priority Two**

Priority 2: Counteract and mitigate the negative effects of Harassment and perceived/actual Bullying on SJLA’s Campus.

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Work on minimizing the opportunities during the school day when/where verbal harassment occurs (PE play areas and locker rooms).	Aug 2018 Daily	Coach Jennings, Luna, and additional PE hire Administration Security Counselor Teachers	N/A	PE teachers and campus security will continue to monitor locker rooms in order to reduce incidents of confrontation, disruptive behavior and/or horseplay. Changes in the competition phases of PE to reward teamwork, positive attitude and a growing sense of inclusion as evidenced by less demeaning and derogatory interpersonal feedback, and more encouraging, and esteeming dialogue. A major step in this action plan is to continue promoting the ‘Victory with Honor’ program developed by Character Counts.	
Work on minimizing the opportunities during the school day when/where verbal harassment occurs (lunch time)	Aug 2018 Daily	Security Administration Counselor Mr. Vollmar (ASB) PTSA	District Funded ASB PTSA	Re-engineer Nutrition and Lunch activities to create team-building, engaging, and fun activities. Play and social interaction is an important aspect of each school day, and it can have a significant and positive effect when planned and supervised. This is ongoing as SJLA expands to full site capacity in 18-19.	
Work on minimizing the opportunities during the school day	Aug / Sep 2018	Administration All Teachers	District and Site Funded	Grade level Leadership Education Elective teachers will facilitate the addition of selected lesson plans focused on Respect, Positive Attitude, Inclusive Tolerance, and	

<p>when/where verbal harassment occurs (student/staff training and classroom implementation)</p>			<p>like topics. The primary tool will be curriculum products available with the Character Counts website. These lessons may be presented by Site Counselor as part of a proactive intervention. The desired effect will be reinforcing SJLA's Leadership Culture and will aid our students in better relational skills as well as conflict resolution skills. Additional Staff members will need to gain familiarization with the various resources available such as the Character Counts curriculum. PBIS Team will continue to provide strategies and supports to reinforce positive school culture.</p>	
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**Action Plan
2018-2019
Priority Three**

Priority 3: Ensure staff is adequately trained on safety procedures and emergency protocols.

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Hour Zero & Keenan Login Verification	August 2018	Administration	N/A	Reset login and passwords for staff	
Establish & Train School Emergency Response Team	August 2018	Administration Office Manager SERT Members	N/A	Review Hour Zero SERT Roles	
Inform Staff of Safety Trainings & Expectations	August 2018	Administration	N/A	Provide Hour Zero handouts for classroom postings	
Schedule All Emergency Drills	August 2018	Administration Security	N/A	Hour Zero Drill Schedule	
Emergency Supplies	August 2018	Administration Office Manager Custodian Security	Site	Inventory emergency supplies and restock if necessary	
Emergency Drills	Monthly	Administration Office Manager Custodian Hour Zero SERT Team	N/A	Record in Safety Binder	

*Emergency procedures and drills are documented in Hour Zero for each school site.