The Single Plan for Student Achievement

Robert Down Elementary School

27661346026496
CDS Code

Date of this revision: May 9, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Con App and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal Linda Williams
485 Pine Avenue
Pacific Grove, Ca. 93950
831-646-6540
lwilliams@pgusd.org

Superintendent Ralph Porras
435 Hillcrest Avenue
Pacific Grove, Ca. 93950
831-646-6520
rporras@pgusd.org

The Pacific Grove Unified School District Board of Trustees approved this revision of the School Plan on May 25, 2017.

II. School Vision and Mission

The Mission of the Robert H. Down School, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The school will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Each grade level focuses on the common core standards. The 4 C's (Communication, Creativity, Critical Thinking, Collaboration) are incorporated into every classroom and program.

Robert Down is committed to maximizing each child's learning experience. The Learning Center program allows for additional support in all grades through flexible grouping and the sharing of personnel and programs.

DESCRIPTION OF SITE PROGRAMS

Robert Down School has 22 student classrooms and several site programs which support our students at many different levels.

English Language Development- The English Language Development (ELD) program provides services for students who have learned a language other than English as their first language. ELD students receive instruction from classroom teachers and the ELD teacher to support academic efforts and to participate meaningfully in the RHD community. Teachers collaborate to determine how to best meet students' language needs and includes integrated language development within the classroom, individual and small group designated instruction, the ELD teacher's co-instructional participation in grade level classroom lessons, and tutoring for projects and assignments. Our goal is for every ELD student to develop effective communication skills (speaking, listening, reading, and writing) for academic and social success.

Learning Center- The Learning Center includes the Special Education program, Speech, Occupational Therapy, psychological services, and intervention programs who have combined their efforts to better assist students master grade level standards. This model maximizes staffing capabilities to address the needs of K-5 students who are struggling to meet academic or behavior goals

School-Based Counseling- The school counselor helps children to understand and deal with personal, social, academic, and behavioral challenges so that students can be more successful at school and in life. The counselor interacts with students in small groups and in whole classrooms settings. The counselor confers with teachers and parents and works together with teachers and parents to promote the academic and emotional development of students.

Bullying/Harassment Prevention Program- The school counselor and the Physical Education teachers provide a school wide anti-bullying program to raise awareness and to facilitate a community of K-5 students who together create a positive, safe, nurturing school environment.

Caught Being Good- Every staff member is on the lookout for students being good. Students "caught" are commended on the spot and given a "Caught Being Good" card. Cards are collected in the Otter Can and 12 students' names are pulled each month to have lunch with the principal.

Random Act of KIDNESS- Core values are brought to life by each grade level at a bi-monthly assembly. Focus traits vary from year to year so that a plethora of character traits are covered during a student's career at RHD. In our classrooms, we reflect on each attribute and build on each one in our daily life both at home and at school. The 2017-18 Focus Traits are grit, curiosity, gratitude, zest, kindness, and family.

GATE- The Gifted and Talented program identifies students in Grades 4 & 5 who have unique gifts and talents and provides appropriate educational services. All teachers use differentiated instruction to challenge their GATE students. In addition, a once a week GATE class is held to add depth and breadth to the core curriculum.

Before and After School Recreation Program (BASRP)- BASRP is a vital part of the Robert H. Down Family. This fee based program provides care and recreational activities for students.

Art and Garden Program- The PTA and site council fund programs which support art and gardening for all classrooms. Students receive a variety of art lessons and gardening projects throughout the school year.

After School Enrichment Program- A fee based program (with scholarships available) which includes art, drama, science, technology, instrumental music,lan, chess, dance, writing and a variety of activities for students. Currently available to Grades 1-5.

Just Run- Just Run is a fitness program funded by the Big Sur International Marathon and directed by Mrs. Jacqueline Perkins. Just Run promotes a healthy lifestyle through running and accomplishing good deeds around the community. The school participates in the Big Sur International 3K Fun Run each April.

Otter Ambassadors- Leadership and team building skills are emphasized in lunchtime activities which bring together students and staff in a variety of activity-based programs. Recent examples: GLAM (Girls Living A Motivated life), Buddy Club, Recycling Team, Hats for Hope, STEM Club, Walking and Talking Club.

The Otter Times- Our school newspaper is written jointly by the students, staff, and PTA. All students are invited to be reporters for The Otter Times.

Toolbox- The K-5 Toolbox program gives students, staff, and parents a common language and the inherent tools necessary to form a cohesive, collaborative, and caring community. The program strengthens students' innate capacity for resilience, self-mastery, and empathy for others.

PARENTAL INVOLVEMENT POLICY AND OPPORTUNITIES

Parents are an integral part of the Robert Down School. School-wide functions (Back-to-School Night, Open House, Winter and Spring Programs, Parent Conferences, Butterfly Parade and Bazaar, Family Reading, Family Fun Nights, Book Fairs, etc.) are well attended by families. Robert Down has a Parent Teacher Association (PTA), School Site Council, and a Volunteers in the Classroom program which creates a spirit of volunteerism throughout the school. Parents are encouraged to participate in their child's education as much as possible. Intervention and Special Education services for students are specifically planned, designed and implemented with full parental participation.

Four parent education nights, Peas in a Pod, are planned each school year. The Peas in a Pod program is coordinated by the school counselor. The topics vary each year. Some of the past topics have included: Positive Discipline, Boys in School, Bullying Prevention, Technology and Learning, Raising Emotionally Healthy Children, Harmony at Home, Technology and Children, Building Caring Relationships.

For the 2017-18, the Welcome Family Program will be re-established. Upon registration at Robert Down School, non- English speaking families new to Robert Down School will have the option of being paired with a welcome family who speak the same language. Welcome Families will be available by phone or email to answer questions of new families and to lend a helping hand during the summer prior to the start of school and during the first few months of the school year.

STAFF DEVELOPMENT

In cooperation with the district, the Robert Down staff participates fully in all staff development provided to K-12 teachers. This includes 12 hours of district-wide professional development. In addition, teachers meet every Thursday to collaborate and to attend site and district staff development. During the 2013-14 school year, the district focus was shifts in the ELA common core standards and practices. For 2014-15, the district focus continued to be the ELA common core standards with an emphasis on listening and speaking. Two new adoptions were implemented at the elementary level for 2014-15. Staff development also focused on the K-2 SuperKids reading program and K-5 My Math program. For the 2015-16 school year, the school's focus was on writing, science, technology, and best practices in the classroom. Implementing PLCs (Professional Learning Communities), continued training in iReady ELA and Math, best practices, carrying out the Grades 3-5 new ELA adoption, and utilizing The Toolbox school-wide were the core components of the 2016-17 professional development for staff. For 2017-18, we look forward to continuing our PLC practice, more fully integrating our Toolbox practice across all classrooms. and working closely to develop our mathematical instruction with our district's math coach.

III. School Profile

Robert Down Elementary School is in the heart of Pacific Grove, California which is beautifully located beside the Pacific Ocean and Monterey Bay. The K-5 program focuses on a common core standards-aligned curriculum. We are a school with a strong spotlight on the development of each individual's character as well as the sense of community among all students.

Robert H. Down School was built originally in 1891, as the only school (Grades 1-8) in Pacific Grove. In 1921, an annex was constructed because of expanding enrollment. In 1956, Robert H. Down School became a K-6 school with seventh and eighth grade students moving to their own site. In 1980, the sixth grade students joined the seventh and eighth grade students, forming the Pacific Grove Middle School. Robert H. Down School currently has 472 students in grades K-5. In 2017-18, we are celebrating our 127th year of service to the children of Pacific Grove.

Members of the community respond to the special needs of the school. A variety of service organizations and businesses also support our school by providing funds, in-kind donations, and volunteer services for classroom activities. During the 2016-17 School Year, funding and/or volunteers were made available through PG Pride, Monterey, Clark Corporation CARES, Pacific Grove Rotary, Chapman Foundation, Georgia Stetenhelm Trust, Dole Foods, and the Monterey Bay Aquarium.

The long-term joint project of the Robert Down PTA, Site Advisory Council, and Leadership Team is the improvement of the playground area. During the 2016 summer, the picnic table / lunch area was improved through a district construction project. During summer 2017, the landscaping around the picnic table area and the play area will be completed.

Robert H. Down School is a family. Staff and parents work as partners in educating the whole student. Robert Down Elementary prides itself on its warm and caring climate which is shaped by every student, staff, and parent. It is the intent of this school plan to continue to raise the level of achievement and to use our resources to assist in the essential development of each and every student.

In 2014, Robert Down School was named a California Distinguished School. In 2016, Robert Down School was awarded the Gold Ribbon by the State Department of Education for the school's exemplary practices and program. In 2017, the Readers Choice Award elected Robert Down School as one of the top two schools on the Monterey Peninsula. These awards are a testament to the on-going efforts of the RHD staff, students, families, volunteers, and community organizations which support our school. While we are grateful for these recognitions, we also understand the best indicator of a great school is the enthusiasm and engagement of our students and the happy look on your child's face at the end of every school day

IV. Comprehensive Needs Assessment Components

The school leadership team and site council review data from a variety of sources as well as collects data from individual teachers, programs, and grade levels. The English Language Development Program gives an annual report to the site council. Throughout the 2016-17 school year, input was received from the following:
ELAC
Parents
Staff
Students
Site Council
Leadership Team
Parent Teacher Association
Instructional Leadership Team
Stakeholders' input has been shared with the district in the creation of the LCAP.

Site information and recommendations:
Continue Toolbox program
Continue Welcome Families for new families with students in the ELD program
Continue STEAM activities in the classroom
Continue STEAM family nights
Continue Heart Math through the counseling program
Restore project room for STEAM
Art, grade level/classroom projects (i.e. Art in Action/1st Grade)
Continue support of garden program K-5
Continue family art and literacy nights
Develop a family math night for K-2 and 3-5.
Develop and initial a pilot Spanish program
Complete outdoor area- landscaping and play area near picnic tables

PARENTAL INVOLVEMENT for years 2017-18 for Grades K-5
Percentage of Parents Participating in the following 2015-16 School Events:
Back to School Night- 92%
Fall Conferences -99%
Spring Conferences- 95% Spring Open House- 81%
Student's Parent volunteered for one or more activity during the 2015-16 school year (field trip, classroom project, etc.)- 79%

V. Description of Barriers and Related School Goals

Descriptions of Barriers:
Providing adequate intervention services and after school support for all students including all subgroups
Software to support common core instruction, individualized adaptive programs
Timely data for review and planning
Proficiency on statewide testing and. preparing students for the world
Increase of students' social-emotional concerns
Students who do not receive support at home
Current math program requires many supplemental materials to provide rigorous lessons and SBAC type assessments
Clear communication to teachers regarding the vision/purpose of district assessments
Classroom instruction needs to be aligned to Next Generation Science Standards (NGSS)-
Classroom science materials need to be aligned to NGSS

Related Goals:
Use of Illuminate for assessments and data information
Continue work with Mathematics coach
Work with district technology coach-- training for implementation of technology in the classroom
Re-vamping after school program to provide more recreational activities, homework/tutor time
Expanding our school-wide Toolbox program to support students' social-emotional growth
Preparing global citizens
Expanding after-school homework-time for all struggling students
Providing enriching activities in the arts and languages (Spanish)

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<tr><td colspan="2">SCHOOL GOAL #1
Robert Down students, including all student groups, are performing at or above grade level in ELA as determined by multiple measures.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
LCAP
Grades K-5 iReady
Diagnostic Tests
Kindergarten- ESGI
Grades 1 - DRA (Developmental Reading Assessments)
Grades K-5- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) CELDT (California English Language Development Test)
Grades 4 and 5- Read 180 Growth Reports
End of Unit Tests ~ SuperKids and Benchmark Report Card Grades</td><td>How does this goal align to your Local Educational Agency Plan goals?
LCAP Goal #2
All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will improve their English Language Arts achievement by one performance band as measured by Smarter Balanced summative assessments.</td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?
At every grade level, there is a group of students who are below grade level standards in reading and writing. In some grade levels, this is up to 29% of the students. There is a discrepancy in scores between grade level assessments and SBAC in Grades 3-5.</td><td>Which stakeholders were involved in analyzing data and developing this goal?
District ILT
District Management Team RHD School Site Council RHD
Leadership Team
RHD Intervention Team - ELD, SPED, Robert Down Staff
RHD ELAC</td></tr>
</table>

Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
Focus Students: Any student below grade level. A list of students have been identified at the completion of the 2016-17 school year. This group of students will be monitored and adjusted throughout the school year through the MTSS and PLC process. Expected Growth: Grades K-2 85% of students in Grades K-2 will meet the grade level expectations in the SuperKids benchmark assessments Grades 3-5 80% of students in Grades 3-5 will perform at the adequate or thorough level on 2018 CAASPP (California Assessment of Student Performance and Progress) Grades 3-5 85% of students will perform within the grade level lexile band on the SRI and SMI at the completion of the school year Grades K-5 80% of students in Grades K-5 will meet grade level expectations on grade level ELA assessments 90% of students will be at grade level fluency on the DIBEL	Kindergarten- ESGI Grades 1- DRA (Developmental Reading Assessments) 2017 CELDT (California English Language Development Test) for new students Grades K-2- SuperKids Assessments Grades 4 and 5- Read 180 Growth Reports Grades K-5- District Assessments
What process will you use to monitor and evaluate the data? 2017 and 2018 CAASPP (California Assessment of Student Performance and Progress) Grade level benchmark assessments SuperKids and Benchmark Unit Assessments DIBELS DRA- Grade 1 MTSS- Principal and grade level teams will review assessments as they are given throughout the school year. Intervention groups will be flexible based on assessment outcomes .ESGI or equivalent- Kindergarten Intervention Program- Progress Monitoring	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Funding Source and Amount**	**Process for Evaluation**
Use of classroom assistants for flexible grouping of K-5	August 2017-May 2018	General Fund- $45,00	Review of assessment data
Intervention Programs Before/During/After School	August 2017-May 2018	Site Fund- $5,000 (materials) General Fund- $70,000(salaries)	Review of assessment data
Implementation of MTSS to progress monitor students who are below grade level	August 2016 Weekly Review		Students enrolled in intervention programs by September 2017 Progress monitoring for flexible grouping
Refine and implement district benchmark in ELA through Illuminate	October 2017		Percentage of use in Grades 3-5 Data analysis in PLCs
Thursdays collaboration - PLCs and Looking at Student Data	August 2017-May 2018		ILT Team/PLC Feedback Progress Monitoring of Students Review of outcomes of professional practices

<table>
<tr><td colspan="2">SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Robert Down students, including all student groups, will be at or above grade level in mathematics as determined by multiple measures.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
LCAP
SBAC
End of unit math assessments
Feedback from math coach
iReady diagnostics</td><td>How does this goal align to your Local Educational Agency Plan goals?
LCAP #1
All English Learners, Hispanics, Socio economically disadvantaged students, foster youth, and students with disabilities will improve their math achievement by one performance band as measured by Smarter Balanced Summative assessments.</td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?

At every grade level, there is a group of students who are below grade level standards in mathematics. In some grade levels, this is up to 52% of the students.

There is a discrepancy in scores between grade level assessments and SBAC in Grades 4 & 5.

MyMath curriculum is not sufficient in Grades 2, 4 & 5. A process to bring new curriculum should begin ASAP.</td><td>Which stakeholders were involved in analyzing data and developing this goal?
RHD Site council
LCAP survey participants
Teachers
Parents
Students
Program Coordinators
ELAC
IEP Teams</td></tr>
</table>

Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
Focus Students: Any student below grade level. A list of students have been identified at the completion of the 2016-17 school year. This group of students will be monitored and adjusted throughout the school year through the MTSS and PLC process. Expected Growth: Grades K-2 85% of students in Grades K-2 will meet the grade level expectations in math benchmark assessments Grades 3-5 80% of students in Grades 3-5 will perform at the adequate or thorough level on 2018 CAASPP (California Assessment of Student Performance and Progress) and Illuminate math assessments.	Illuminate District Assessments End of Unit math assessments Weekly check-ups in math Feedback from math coach

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Funding Source and Amount**	**Process for Evaluation**
Use of classroom assistants for flexible grouping of K-5	August 2017-May 2018	General Fund-$15,000	Review of assessment data- Students in small groups with aide support
Intervention Program Before/During/After School	August 2017-May 2018	Site Funds- $1,000 (materials) General Fund-$20,000 (salary)	Progress monitoring data
Implementation of MTSS to monitor students who are below grade level	August 2017- May 2018 Weekly Review		Progress monitoring data
Discuss vision and purpose of district math assessments Practical use of district math assessments to monitor student progress	October 2017-May 2018		Percentage of Use Analysis of data in PLC
Yearlong plan with Math Coach	May 2017- May 2018	General Fund-$10,000	Analysis of student data
Review of new mathematics curriculum and computer programs	May 2017- December 2017		Selection of new curriculum and programs

What process will you use to monitor and evaluate the data?
2017 and 2018 CAASPP (California Assessment of Student Performance and Progress) Math Unit Tests District Assessments Ten Marks MTSS- Principal and grade level teams will review assessments as they are given throughout the school year. Intervention groups will be flexible based on assessment outcomes.

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Robert Down School will continue to be a welcoming place of learning where students, parents, and community members feel connected and involved.	
What data did you use to form this goal (findings from data analysis)? Student survey Student input Parent input Teacher/Counselor input Counseling Data Analysis of Parent Participation in School Events	**How does this goal align to your Local Educational Agency Plan goals?** LCAP Goal #1 Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready.
What did the analysis of the data reveal that led you to this goal? Students need to be connected to their school academically and socially. Differentiated instruction needs to continue STEAM activities are valued by all stakeholders Parents, students, and staff want to bring Spanish instruction to the school (Parent volunteers have taught for past 10 years.) Garden program is valued by all stakeholders Welcome Families program needs to continue	**Which stakeholders were involved in analyzing data and developing this goal?** RHD Site Council RHD Leadership RHD PTA ILT LCAP input groups Student input at lunch meetings Homework policy meetings with students, parents, staff

Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
90% K-5 students will participate monthly in the school garden program. 100% of Grades 3-5 will participate in the Anti-Bullying Program and Cyber Bullying Programs 100b% of students will participate in Toolbox program 100 % of Grades students will participate in Heart Math 100% of K-5 Students will present a Random Act of KIDNESS program to school Students in pilot after-school Spanish class- Collection of data for district review EVENT and TARGET PARENT PARTICIPATION GOAL-- Back to School Night- 95 % parent participation Fall Conferences- 100% parent participation Spring Conferences- 100% parent participation Spring Open House- 95% parent participation Student's Parent volunteer for one or more activity (field trip, classroom project, etc.)- 85% parent participation	Student Survey Language Pre/Post Test and Progress Monitoring Parent Survey- Spring 2018 Student Lunch Focus Groups Counseling Data Review of Welcome Family Program Parent Participation in the following: Back to School Night Fall Conferences Spring Conferences Spring Open House Student's Parent volunteered for one or more activity (field trip, classroom project, etc.) Family Literacy Night PTA Events Volunteers in the Classroom/Field Trips
What process will you use to monitor and evaluate the data? Participation Rate data Surveys Pre/Post Data- Spanish Class	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Funding Source and Amount**	**Process for Evaluation**
K-5 Garden Program	August 2017-May 2018	Site fund $4,600 PTA- $500	Participation Rate Data Student Survey
After-school Spanish class	August 2017-May 2018	Site Fund- $4,600 Donations- $2,200	Pre/Post Test Student Feedback
Toolbox Program	August 2017-May 2018	0	
Heart Math	August 2017-May 2018	0	Participation Rate Student /Teacher/Counselor Feedback

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Anti-Bullying Program	August 2017-October 2018	0	Participation Rate Student Feedback Discipline/Suspension Data
Random Acts of KIDNESS Assemblies	August 2017-May 2018	0	Participation Rate Student Feedback Discipline/Suspension Data
STEM Club	August 2017-May 2018	Site Fund- $500	Participation Rate Student Feedback Staff Feedback
ROV Team	August 2017-May 2018	Site Fund- $500 CTEIG- $3,500	Participation Rate Student Feedback Parent Feedback
Family Literacy, Math, and Art Nights	August 2017-May 2018	Site Fund- $500 PTA- $200	Participation Rate Student Feedback Parent Feedback
Peas in a Pod Family Education Nights Welcome Families OtterTimes	August 2017-May 2018	Site Fund- $150 PTA- $800	Participation Rate Student Feedback Parent Feedback Counseling Data

School and Student Performance Data

CAASPP Results (All Students)
English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	90		79	79		79	79		97.5	87.8	
Grade 4	73	87		69	84		68	84		94.5	96.6	
Grade 5	88	68		82	64		82	64		93.2	94.1	
All Grades	242	245		230	227		229	227		95.0	92.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2456.2	2479.2		37	44		27	28		22	20		15	8	
Grade 4	2512.8	2511.2		41	42		26	29		26	17		6	13	
Grade 5	2549.8	2539.2		30	33		43	39		23	13		4	16	
All Grades	N/A	N/A	N/A	36	40		32	31		23	17		8	12	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	37		38	51		22	13	
Grade 4	32	35		54	49		13	17	
Grade 5	39	33		49	44		12	23	
All Grades	38	35		47	48		16	17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	52		48	39		15	9	
Grade 4	43	46		51	42		6	12	
Grade 5	40	44		51	47		9	9	
All Grades	40	48		50	42		10	10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	35		59	63		5	1	
Grade 4	26	27		65	64		9	8	
Grade 5	28	27		66	61		6	13	
All Grades	30	30		63	63		7	7	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	46		52	44		16	10	
Grade 4	31	35		59	52		10	13	
Grade 5	43	48		55	45		2	6	
All Grades	35	42		55	48		10	10	

Conclusions based on this data:

1. Progress Monitoring of below grade level students must be maintained and analyzed regularly
Best professional practices must be used within the classroom for students below standard

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	90		80	84		80	84		98.8	93.3	
Grade 4	73	87		69	84		69	84		94.5	96.6	
Grade 5	88	68		84	64		84	64		95.5	94.1	
All Grades	242	245		233	232		233	232		96.3	94.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2463.8	2477.2		31	35		36	39		18	19		15	7	
Grade 4	2498.1	2502.4		20	31		35	30		32	27		13	12	
Grade 5	2534.2	2518.2		24	20		31	28		33	33		12	19	
All Grades	N/A	N/A	N/A	25	29		34	33		27	26		13	12	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	55		36	33		19	12	
Grade 4	30	40		46	36		23	24	
Grade 5	30	36		46	34		24	30	
All Grades	35	44		43	34		22	21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	42		38	46		19	12	
Grade 4	38	31		43	54		19	15	
Grade 5	27	22		52	59		20	19	
All Grades	36	32		45	53		19	15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	42		50	55		14	4	
Grade 4	28	43		48	40		25	17	
Grade 5	32	14		49	56		19	30	
All Grades	32	34		49	50		19	16	

Conclusions based on this data:

1. Updated math curriculum needed
2. Use of math coach is critical
3. Best professional practices must be used with students below standard

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	89	106	
Percent with Prior Year Data		100	
Number in Cohort	89	106	
Number Met	62	73	
Percent Met	69.7	68.9	
NCLB Target	60.5	62.0%	
Met Target	Yes	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	112	20	123	24		
Number Met	31	10	43	12		
Percent Met	27.7	50.0	35	50		
NCLB Target	24.2	50.9	25.4%	52.8%		

Met Target	**Yes**	**No**	**N/A**	**N/A**		

AMAO 3	**Adequate Yearly Progress for English Learner Subgroup at the LEA Level**		
	2014-15	**2015-16**	**2016-17**
English-Language Arts			
Met Participation Rate	95		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	92		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		**N/A**	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1	13	13		38	50		50	38							
2					33		100	67							
3				29	***		71	***							
4				***	86		***	14							
5				***	***					***					
Total	4	4		33	58		58	38		4					

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

   Our school is at the emerging level. We have one year of SBAC scores, have set in motion our PLCs with data analysis and reteaching, will be implementing district benchmarks, and have begun collecting data on Illuminate .

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Data will be collected into Illuminate. Intervention program does K-5 DIBELS and progress monitoring. Intervention team will meet bi-monthly to review student's data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

   All staff meets requirements of NCLB.

4. Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

   Principal meets requirement of AB 75. Adopted materials are available to all students.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE- adopted instructional materials) (EPC)

All teachers are credentialed. Teacher PD is provided through district.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

   Staff development is aligned to standards and student performance. Professional needs are assessed through meetings with PGTA and PAR committee.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
   Math coach for 2017-18

8. Teacher collaboration by grade level (EPC) PLCs are developed and
   meet weekly

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

   Need to review math materials for better alignment with SBAC. NGSS lessons are being developed. Some NGSS curriculum and materials are available.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC) Instructional

    minutes are met or exceeded.

11. Lesson pacing schedule (EPC)

No formal lesson pacing schedules are used. District provides benchmark assessments which allows focus on essential standards in ELA and Math during each trimester.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB) Standards based materials are available to all students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC) SBE adopted materials are used in ELA, Math, and Social Studies.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

    Small groups in classroom, individual assistance by teacher and classroom aides, intervention program, English Language Development program, Special Education

15. Research-based educational practices to raise student achievement at this school (NCLB) PLCs, Progress Monitoring, Small Group Instruction in class and pull out services.

16. Opportunities for increased learning time (Title I SWP and PI requirement) After School Homework Time

17. Transition from preschool to kindergarten (Title I SWP)

    TK district class for students turning five years old from September 2 to December 2.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB) Family literacy and math nights, Fall and Spring Conferences, Parent Education Nights

19. Strategies to increase parental involvement (Title I SWP)

PTA events, School communication via newsletters, flyers, School Messenger, Welcome Families, Art Docents, Family Education Nights, Family Literacy and Math Nights

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parent Survey

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Title III Fund support the after-school EL tutoring program

Appendix E - Recommendations and Assurances (Robert Down Elementary School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Maria Miller Signature
X	Special Education Advisory Committee	Michele Knight Signature
X	Gifted and Talented Education Program	Andrew Bradley Signature
X	Other committees established by the school or district (list): Robert Down School Leadership Team	Denise Johnson Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: April 19, 2015

Attested:

_____ _____
Linda Williams, Principal Date

_____ _____
Pat Godfrey, SSC Chairperson Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize my education is vital to my success. In order to gain the full benefit of my education, I agree to:
Be on time to school daily
Come to school prepared with supplies, assignments, books, and daily planners
Hold myself to high expectations for success
Put forth my best when completing assignments and assessments
Accept responsibility for my learning
Communicate my academic needs to teachers and counselors so as not to get behind
Read daily in order to improve my literacy level
Dress appropriately within the school dress code policies
Know and follow the policies and expectations set forth by my school
Respect the school, students, staff, families, and my community

Parents Pledge:

I fully understand the importance of my child's education and the role I play in its support. In order to fully support and encourage my child's success, I agree to:
Send my child to school prepared for learning
Communicate and demonstrate my belief that education is important
Ensure that my child is in school arriving on time with adequate sleep and proper nutrition
Read and discuss daily with my child the information provided in the school/home folder
Review assignment agenda with my child (Grades 4 and 5)
Provide a quiet time and place for my child to study and complete assignments
Check my child's work for completion
Participate in parent nights, meetings, conferences, and my child's school events
Communicate with my child's teachers and staff concerning my child's needs
Update the school with new phone numbers, addresses, and emails
Encourage literacy daily
Support and respect the policies and expectations Robert Down School has for all students

Staff Pledge:
I recognize that what I do on a daily basis affects each student who walks through our doors. In order to provide each student with all of the academic opportunities Robert Down has to offer, I agree to:
Provide a safe learning environment
Differentiate instruction to meet the needs of each student
Communicate with parents/guardians/support staff regarding student needs and progress
Challenge students with rigorous assignments that are relevant to student success
Promote student responsibility for learning self-discipline
Work collaboratively with the Robert Down School team
Participate in professional development through staff training
Model the policies and expectations set forth by Robert Down School and Pacific Grove Unified School District

Appendix G - School Site Council Membership: Robert Down Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current makeup of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Pat Godfrey				X
Michele Knight			X	
Maria Miller		X		
Kris Stejskal		X		
Barbara Utter				X
Linda Williams	X			
Numbers of members of each category	**1**	**2**	**1**	**2**

The Single Plan for Student Achievement

Forest Grove Elementary School
School Name

27661346026470
CDS Code

Date of this revision: May 9, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Buck Roggeman
Position:	Principal
Telephone Number:	831.646.6560
Address:	1065 Congress Ave. Pacific Grove, CA 93950-4838
E-mail Address:	broggeman@pgusd.org

Pacific Grove Unified School District
School District

Superintendent:	Ralph Porras
Telephone Number:	831.646.6520
Address:	435 Hillcrest Ave. Pacific Grove, CA 93950-4900
E-mail Address:	rporras@pgusd.org

The District Governing Board approved this revision of the School Plan on May 25, 2017.

II. School Vision and Mission

Forest Grove Elementary School has been serving Pacific Grove since 1959. Our school seeks to provide a quality educational program for all students. We recognize that the school serves students of different backgrounds, abilities and interests. We value this diversity. We are committed to offering programs in a positive educational environment to help individual students develop the skills needed to become productive citizens. Our environment fosters mutual respect, communication and compassion within the entire school community.

Forest Grove's Mission Statement was written with the belief that every child is entitled to an optimum learning and educational experience. Not stated, yet understood in this statement, is the fact that children have different educational needs and challenges at each grade level. Additionally, the staff has written and affirmed the following Core Value Statements:

Regarding Students: We believe that all students are best served when each feels that he/she is valued and appreciated as an important citizen of our school and community. Further, we know that all students enjoy success in learning and acknowledgement of their achievements. To that end, we will provide the time, methods and materials necessary to support our students as they strive toward their full potential.

Regarding Staff: We believe that all staff members work best in a friendly, positive, and mutually supportive environment - one which fosters collaboration and professionalism. We agree to work toward consensus, differ respectfully, and treat one another as we ourselves wish to be treated.

Regarding Parents: We believe that parents are our partners in educating their children. We strive to create an atmosphere where honest, open, two-way communication with parents takes place. This is an essential element in providing a successful learning experience for all students.

Regarding Community: As educators, we believe that we should broaden our experiences toward providing for the thoughtful service to and stewardship of local and global communities. Further, we feel that we have an obligation to serve as role models for our students in this regard.

The early primary grades (TK-2) focus on beginning reading, language arts and mathematical concepts and skills. Throughout the grades, Forest Grove is committed to student learning and achievement by offering quality instruction aligned to the state standards. The Third grade is a transitional year between skill development and concept application. In language arts, the transition is from learning to read to reading to learn. In math the emphasis is on the application of knowledge in a variety of settings. There is an increased emphasis on encouraging independent personal responsibility. The intermediate grades (4-5) emphasize core curriculum while focusing on preparing students for the transition to middle school.

III. School Profile

Forest Grove School was built in 1959 to serve the growing number of children in the Del Monte Forest neighborhood. It is situated on the edge of the Del Monte Forest in Pacific Grove, California. Pacific Grove is a residential community located on the ocean side of the Monterey Peninsula. The Pacific Grove Unified School District draws its students from the communities of Pacific Grove and Pebble Beach. We serve children in transitional kindergarten through the fifth grade. Many children who attend Forest Grove come with a rich background of experiences, which contributes to the diversity and the academic success of our learning community.

Between 1969 and 1985, the Pacific Grove Unified School District experienced a significant decrease in enrollment, due to increased housing costs and the general costs of living in the area. In response, there was a re-organization of the schools. For many years, Forest Grove School educated students in the first through fifth grades. In the fall of 2000, three kindergarten classrooms were added to our school.

In 2009-2010, we added two Special Days Classes serving students with learning disabilities from the district. In addition, we have a resource specialist program, a speech program, occupational therapy services, counseling services, vocal and instrumental music, computer lab, library, and physical education. Again, many students who attend Forest Grove School come with a rich background accompanied by cultural experiences. Forest Grove added a Transitional Kindergarten to our school in 2013. This Transitional Kindergarten class was created for students who do not turn five before the date specified for enrollment in kindergarten by the State of California.

Currently, Forest Grove has 476 students, 287 of whom on White/Not Hispanic, 92 of our students are Hispanic, 51 are Asian, while the rest representing several other ethnic groups. 111 of our children are considered socioeconomically disadvantaged, receiving free or reduced price meals. We have 70 students identified as English language learners, 48 of whom receive designated support. Forest Grove has students from 19 different countries in attendance. The English Language Development Program serves our English Learners, providing them focused instruction in addition to their regular English Language Arts program. Students that are considered economically disadvantaged, and students who are language learners are considered Educationally Disadvantaged Youth (EDY). Forest Grove receives Title I Funds to assist us in meeting the needs of these students.

The staff is made up of 30 experienced teachers with a variety of professional talents. Well-respected by the parents and the community at large, each staff member utilizes his or her unique strengths in the classroom. Our students at Forest Grove receive rigorous academic instruction during the school day using the district adopted instructional materials aligned to the state standards. Common Core State Standards-based materials are used in the daily instruction. Students are taught by highly qualified certificated teachers and assisted by classified staff members to ensure their success. Gifted students receive specialized instruction in an after school GATE program. Students that need extra help to access the grade level standards are provided intervention in their classrooms, as well as in a pull out program. Forest Grove also has a comprehensive Learning Center Model for serving our Special Needs students in the area of academics, speech and occupational therapy.

The Before and After School Recreation Program is also an important service offered to our community. Many students are supervised from 7 a.m. until the program closes at 6 p.m. In addition, an After School Enrichment Program offers a variety of interesting classes for a nominal fee throughout the school year. Students are recognized for unsolicited acts of kindness, sustained or improved performance in the classroom, and in many other categories through the Fabulous Falcon, Falcon Feather programs, and assemblies relevant to positive student recognition.

Parent Involvement Policy
Parents and the community are an integral part of Forest Grove School. Parents are encouraged to participate in their children's educational experience in a variety of ways. Each year, the Parent Compact is distributed to our families eligible for Title I services outlining the responsibilities of the school, parents and students. Parent input is actively solicited through meetings of the School Site Council, English Language Advisory Council, Parent Teacher Association, and Title I Parent meetings. Forest also holds a parent input night during the fall where parents have the opportunity to provide feedback on our school goals. Our school counselor devised and regularly distributes a Welcome Packet to our new families. This packet includes suggestions on how to be part of the Forest Grove family and offers opportunities to serve on various committees that support the school.

Special family participation events and school-wide functions such as Back-to-School Night, Open House, holiday programs, family movie night, parent conferences, Butterfly Parade and Bazaar, and Family Reading Night give all

parents the opportunity to share special activities at school with their children. Parent organizations like PTA and Parent Advisory Committees, School Site Council, and English Language Advisory Committee give parents a direct voice in the planning and implementation of the school program. Title I meetings, newsletters, Back-to-School Night, parent-teacher conferences, and Open House give parents further opportunities to become involved with school and obtain information about school programs and their child's educational progress.

IV. Comprehensive Needs Assessment Components

Forest Grove Elementary School has a proud history of serving the students of our community with quality programs that meet the needs of all children at all levels. This Single School Plan will address these needs and allow us to determine if our support services are meeting the student needs. While program improvement program has been suspended, the school site council has aligned goals for the 2017-18 school year to the Smarter Balanced Assessment Consortium (SBAC exam given each year in the Spring to students in grades 3-5.

Dynamic indicators of Basic Early Literacy Skills (DIBELS) in grades K-3, and grade level assessments in writing, math computations, math problem solving, and reading comprehension are administrated regularly. Additionally, all students in grades 3-5 participated in the Smarter Balanced testing in 2015 establishing baseline results. The May 2016 SBAC results were analyzed and the scores were made available to parents and staff. The results will be analyzed in the areas of language arts and mathematics to identify students who need extra support.

The charts in the following pages display SBAC test scores from 2015 and 2016 and historical data outlining annual yearly progress data. It is important to note that a grade-level-to-grade-level comparison does not illustrate individual student growth, since it is comparing two different populations of students. Even a review of student scores from one year to the next does not accurately measure student growth, since the tests are not calibrated across grade levels. It is much more important for our teachers to use all of the assessment data from state and local measures, in addition to their observations of the students themselves, to obtain an accurate picture of the learning of each child. Please note that the STAR tests are no longer given to our students. This fall a new science test (CAST) was piloted with our fifth grade students.

Title 1 Program

Kindergarten through third grade will be assessed using DIBELS, which is administered three times a year. Reading Mastery, Earobics, and Read Naturally will be used in conjunction with other supplementary intervention materials to provide support for English/Language Arts instruction for Title I eligible students. Instruction schedules have been adapted to allow more flexible groupings of students to maximize the teacher's intervention instruction. We will be using the Learning Center Model to maximize staffing capabilities to address more students who do not qualify for categorical assistance but fall in the Partial and Minimal understanding categories. This will combine the Resource Program, Chapter 1, ELD, and Speech programs into an integrated support package. This process will be fluid and on-going based on student performance and need.

English Learner Program

Forest Grove continues to serve a prominent population of English Learners (EL). English language proficiency ranges from beginning to advanced. Students who are not fully proficient will receive ELD instruction for a total of 150 minutes per week. At present, 10% our students are English learners. To ensure that these students continue to make progress, ELD must continue to be an area of focus. Our California English Language Development Test (CELDT) scores show steady and continued progress for our ELD students. Performance levels on these tests are reported to the appropriate agencies and serve as a basis for prioritizing services.

To meet the needs of our EL population, two important supports need to be in place: 1) our EL students need designated daily support in both English language acquisition. 2) EL students need to be placed with classroom teachers and para-professionals trained to work with them in the regular education setting. All of our teachers have been Cross-cultural Language and Academic Development (CLAD) certified. The ELD Master Plan was updated and approved in January 2008. This program is supported by General and Title I funds.

Forest Grove's English Learner Advisory Committee has met three times this year and participated in in the District English Learner Advisory Committee as well. Beginning in 2014, Forest Grove initiated its own ELAC. Our ELD instructor has organized Parent Education classes which meet twice weekly. These classes have been well received by our parents and the school district. At parent request, the classes were extended by two months. The connection between the ELAC and school has expanded to breakfast chats and general gatherings.

V. Description of Barriers and Related School Goals

Forest Grove Elementary School achieved an API score of 889 in 2013, making it one of the higher performing schools in the county by this measure. In addition, we had met all targets according to the State of California.

The No Child Left Behind (NCLB) 2001 Legislation uses a different yardstick. A school must make its prescribed schoolwide achievement targets, as well as targets for each sub group of students with 50 or more students, in Language Arts and Math. For two years in a row, Forest Grove's Socioeconomically Disadvantaged students did not make their target in math. Additionally, English Learners in 2012 did not meet the NCLB targets in Language Arts and Mathematics. Students in these two subgroups overlap. With the adoption of the Smarter Balanced Assessement Consortium test being used in the California Assessment of Student Performance and Progress (CaASPP), Forest Grove no longer is identified as a school in program improvement.

Many of the students are represented in both sub groups. Students who are socioeconomically disadvantaged may not come to school ready to learn. "Taking Center Stage-Act II" (California Department of Education) indicates that students of poverty may have experienced inadequate nutrition, overcrowded housing conditions, inadequate health care and frequent moves as barriers to student success. English Learners have to learn a new language at the same time that they are receiving academic instruction in it.

The Forest Grove community continues to provide academic interventions and special instruction for our struggling students to help them make academic gains that will close the achievement gap. Previously, only our English Learners who were at the Beginning or Early Intermediate level of performance on the California English Language Development Test (CELDT) were provided ELD Instruction.

Forest Grove's English Language Development program was expanded to ensure that all students receive systematic instruction until they proved ready to be designated as Fully English Proficient (FEP). We will continue to closely monitor all students to ensure that no child goes unnoticed should his or her academic performance slip.

Five areas of need have been identified after reviewing the assessment data, listed in the goals below. Each of these became the focus of a goal within our Single Plan for Student Achievement. The English Learners at Forest Grove did not perform as well as the school over all in the areas of English Language Arts and Math. The Socio-Economically Disadvantaged Students did not perform as well as Forest Grove's overall student body in the areas of English Language Arts and Math. In addition, we will continue to provide assistance to all students who have not mastered grade level standards, as measured by district level and local assessments.

Intervention that starts early will provide students with the opportunity for future success. Therefore, students in the primary grades received assistance through Title I, categorical and district-funded intervention activities.

These goals will be in place for the 2017-18 school year. These are similar to the goals from 2016-17 to provide continuity and a continued focus on closing the achievement gap between our general student population and our targeted groups. Building upon these goals and focusing specifically on reading and writing in ELA and number sense in math is important to keep the momentum active among the staff, parents, students, and administration. Additionally, the Forest Grove community has identified in multiple surveys and a focus group the importance of including the Visual and Performing Arts in instruction and creating a caring learning environment that fosters acceptance among students. Finally, our district as a whole has identified parent outreach to our underrepresented communities as an area of focus for 2017-18.

Goal 1
Each grade level will increase the percentage of students meeting or exceeding the English Language Arts standard by at least five percent as measured using the SBAC and district adopted interim formative assessments by the end of 2017-18 school year. Socioeconomically disadvantaged students, our English Language Learners, and our Hispanic/Latino students will show growth of at least 10 percent based on the measures listed above.

Goal 2
Each grade level will increase the percentage of students meeting or exceeding the math standard for number sense by at least five percent as measured using the SBAC (including SBAC aligned assessments requiring students to demonstrate

number sense using data in the My Math curriculum) by the end of 2017-18. Our Socioeconomically disadvantaged students, our English Language Learners, and Hispanic/Latino students will show growth of at least 10 percent.

Goal 3
Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.

Goal 4
Forest Grove parents will be given greater opportunity to be involved in school activities, meetings, and events in support of their children.

Goal 5
Forest Grove staff will lead students in mindfulness training in support of the Character Counts program with the goal of enhancing the peacefulness, respect, and caring on campus as measured by a student developed survey for students and staff at Forest Grove

With the changing demographic at Forest Grove School, there is a need to upgrade and expand current parent education/training as well as opportunities for parents to be involved with school activities and events on a more regular basis. Written communication will be published in both English and Spanish, English classes for non and limited English-speaking parents will be offered, and workshops to assist all parents with strategies to help their students with homework will be made available.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<table>
<tr><td colspan="2">SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Each grade level will increase the percentage of students meeting or exceeding the English Language Arts standard by at least five percent as measured using the SBAC and district adopted interim formative assessments by the end of 2017-18 school year. Socioeconomically disadvantaged students, our English Language Learners, and our Hispanic/Latino students will show growth of at least 10 percent based on the measures listed above.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
2016 Smarter Balanced Performance Summary
SARC Data
Dibels
SRI</td><td>How does this goal align to your Local Educational Agency Plan goals?
This goal aligns with PGUSD Goal 1</td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?
When reviewing the claim performance data for English Language Arts, it was determined that there was an achievement gap between the general school population and our targeted groups.</td><td>Which stakeholders were involved in analyzing data and developing this goal?
Principal
Classroom Teachers
School Site Council
Director of Curriculum & Instruction
Parents of English Learners</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
Socioeconomically disadvantaged students will show growth of at least 10 percent.
English Language Learners will show growth of at least 10 percent.
Hispanic/Latino students will show growth of at least 10 percent.</td><td>What data will be collected to measure student achievement?
SBAC
Disitrict Formative assessments
SRI
CELDT
DIBELS
Report Card Data</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?
Through the professional learning community data analysis process, we will analyze formative, and summative English Language Arts results utilizing the SBAC writing rubric to monitor student progress with a special emphasis on socioeconomically disadvantaged students, English Language Learners, and Hispanic/Latino students.</td><td>Actions to improve achievement to exit program improvement (if applicable).
All EL will receive ELD for 150 minutes a week. The ELD instruction will be provided by the ELD Teacher and Instructional Assistant.
Classroom teachers will use SDAIE and differentiated lessons to make the grade level standards accessible.
All students eligible under Title I will receive reading intervention services.
Teachers will implement small group instruction as a means to address the needs of individual students.</td></tr>
</table>

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
All teachers will incorporate daily writing into their English Language Arts lesson using district adopted curriculum - Super Kids for grades TK-2 and the current adopted materials for grades 3-5.	August 2017 Ongoing through 2017-18	English Language Arts adoption for grades renewals for consumable products. Amount to be determined from the district's texbook fund	Regular review of student performance on site base formative assessment, PGUSD interim formative assessments, and SBAC tests.
All EL will be instructed in the ELD classroom and in the General Educational Setting using proven methods to ensure access to the standards.	Immediate and Ongoing	General Fund	Student performance on the local measures, CELDT and ELA results will be monitored.
Before and/or after school tutoring was provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.	August 2017-ongoing	Title III (amount to be determined)	DIBELS 3 times annually Interim formative assessments SRI (twice annually) Other local measures
Title I reading intervention for students who qualify	August 2017-ongoing	Title I funds	DIBELS data 3 times annually
Read 180/System 44 intervention for students who qualify	August 2017-ongoing	General fund amount to be determined, Measure A technology fund for renewal of subscriptions	SRI data 3 times annually

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Each grade level will increase the percentage of students meeting or exceeding the math standard for number sense by at least five percent as measured using the SBAC (including SBAC aligned assessments requiring students to demonstrate number sense using data in the My Math curriculum) by the end of 2017-18. Our Socioeconomically disadvantaged students, our English Language Learners, and Hispanic/Latino students will show growth of at least 10 percent.	
What data did you use to form this goal (findings from data analysis)? 2016 SBAC 2016-17 SMI results Classroom assessments	**How does this goal align to your Local Educational Agency Plan goals?** This goal is aligned with PGUSD Goal #1 - Building the base program to serve the needs of our targeted groups.
What did the analysis of the data reveal that led you to this goal? Forest Grove on average across the three grade spans had fewer students score above the standard and more who scored below the standard on the communicating reasoning claim on the SBAC. Number sense is a key standard that enables students to communicate their reasoning in Math.	**Which stakeholders were involved in analyzing data and developing this goal?** Principal Instructional Leadership Team Classroom Teachers School Site Council
Who are the focus students and what is the expected growth? Socioeconomically disadvantaged students will show a 10 percent growth in number sense (communicating reasoning) with data as measured by the SBAC in 2017-18. English Language Learners will show a 10 percent growth in number sense (communicating reasoning) as measured by the SBAC in 2017-18. Hispanic/Latino students will show a 10 percent growth in numnber sense (communicating reasoning) as measured by the SBAC in 2017-18.	**What data will be collected to measure student achievement?** SBAC Results Interim formative assessments SMI Common formative assessments Classroom assessments
What process will you use to monitor and evaluate the data? Through the professional learning community data analysis process, staff will analyze formative and summative math results utilizing the SBAC aligned math assessments focusing on number sense and communicating reasoning with a special emphasis on Socioeconomically disadvantaged students, English Language Learners and Hipanic/Latino students.	**Actions to improve achievement to exit program improvement (if applicable).** Teachers will be trained to incorporate tier 1 interventions as part of a multi-tiered system of intervention in the general education classroom. Title 3 students will also receive math tutoring before and after school.

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
All teachers will receive consistent and ongoing training in best practices for math instruction by a math coach. This training will include instruction and model lessons on providing small group instruction, identifying the most powerful standards for student mastery, and delivering leveled group instruction during general education classes.	August 2017-June 2018	Curriculum and Instruction - $38,000	Regular review of student work and analysis of common formative and benchmark data
Consistent interim formative assessments will be given using the Illuminate assessment program across the entire grade level to measure student progress.	August 2017 and ongoing	Measure A Educational Technology Bond (amount to be determined)	Three interim formative assessments will be given by agree upon dates.

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Before and/or after school tutoring was provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.	August 2017 - ongoing Annually	Title III (amount to be determined)	Math Benchmarks quarterly SRI (twice annually) SMI Other local measures

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.	
What data did you use to form this goal (findings from data analysis)? Teacher feedback. Parent Teacher Association feedback.	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with PGUSD Goal #1 - Building a base program that addressed the needs of our targeted groups.
What did the analysis of the data reveal that led you to this goal? The data revealed that our school community places a high value on integrating the visual and performing arts into general education instruction. Our community recognizes that students, especially English Language Learners, develop a deeper understanding of the standards when they are engaged artistically in classrooms.	**Which stakeholders were involved in analyzing data and developing this goal?** Principal Site Governance Team School Site Council Parent Teacher Association
Who are the focus students and what is the expected growth? English Language Learners and Socioeconomically disadvantaged students are the focus students. They will be expected to use visual or performing arts at least two times per month to enhance their access to curriculum.	**What data will be collected to measure student achievement?** Classroom evaluation of projects incorporating the use of the visual and performing arts Lists of visual and performing arts projects used in class and how they address the California Content Standards.
What process will you use to monitor and evaluate the data? Teachers will use the regular review of student work periods on early release Thursdays to share teaching strategies that involve the use of the visual and performing arts in their classes. These strategies will be be logged on a shared google document that teachers may access.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Teachers will receive access to the supplies necessary to implement project based learning that incorporates the visual and performing arts.	August 2017- ongoing	Site Allocation - $6,000	Teacher surveys measuring adequacy of funding to support the use of VAPA in the classroom. Parent focus groups. Student focus groups.
The school will convert the music room back into an art project room which was its previous use.	July 2017	$185,000 District Fund 40 - Capital Improvement projects	Administration will verify that this conversion occurs.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Forest Grove parents will be given greater opportunity to be involved in school activities, meetings, and events in support of their children.	
What data did you use to form this goal (findings from data analysis)? Input from PTA leadership, School Site Council members, Title I parents, English Language Advisory Committee members, Faculty and Staff of Forest Grove.	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with PGUSD Goal #1 - Building a base program that serves the needs of our targeted student groups.
What did the analysis of the data reveal that led you to this goal? Parents of EL and socioeconomically disadvantaged students are not as involved in their child(ren)'s education as that of parents in the general population.	**Which stakeholders were involved in analyzing data and developing this goal?** Stakeholder groups included parents, faculty, and support staff.
Who are the focus students and what is the expected growth? Students designated as non or limited English speakers, Socioeconomically disadvantaged students, and/or foster youth. With greater parental involvement, we believe there will be demonstrated improvement in student attendance/performance.	**What data will be collected to measure student achievement?** Baseline data from SBAC from Spring 2017, parent survey information, ELAC feedback, PTA feedback.
What process will you use to monitor and evaluate the data? Using both formal and informal assessments, student progress will be monitored by appropriate staff members. Ongoing input from Parent Education.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #4			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Increased use of translation services to insure more complete communication with non or limited English-speaking parents. Continue to translate all communications in Spanish. Extend to other languages as needed.	Summer 2014 (FG Handbook) and on-going	District and site funding	Parent survey to assess effectiveness of communication strategies. Continue at least once yearly
"Welcome Committee" made up of mostly parents from the PTA and School Site Council to reach out to new families. Parent Welcome Packet, devised and distributed by our school counselor, distributed to all new families.	Summer 2014 and on-going	PTA	% of parent participation in school activities
Continue to offer English classes to parents of non/limited English-speaking students to enhance their ability to communicate in English with their children and school personnel, and also to help with assigned homework from class(es). These classes have offered and will continue to offer education relevant to acceptable disciplinary measures at home in our culture.	Fall 2014 and on-going	Adult School funds for English Language Learners, (amount uncertain)	% of parent enrollment in classes
Expand use of technology for non/limited English-speaking families via Google translate for office communication and making available all mailings in Spanish and other languages, as needed.	January 2015 and On-going	Site discretionary funds PTA funds Technology funds	Parent response and survey

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Forest Grove staff will lead students in mindfulness training in support of the Character Counts program with the goal of enhancing the peacefulness, respect, and caring on campus as measured by a student developed survey for students and staff at Forest Grove.	
What data did you use to form this goal (findings from data analysis)? 2016-17 Suspension rates 2016-17 Classroom Referrals Playground observation	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with PGUSD Goal 1 - Building a base program that supports our targeted student groups.
What did the analysis of the data reveal that led you to this goal? The analysis of the data revealed that our school could benefit from implementing a mindfulness program to increase the peacefulness, respect, and caring on campus.	**Which stakeholders were involved in analyzing data and developing this goal?** Principal Certificated Staff Classified Staff Parent groups
Who are the focus students and what is the expected growth? The focus students are those who receive counseling services, who are at risk, and/or have been sent to the principal for a disciplinary matter.	**What data will be collected to measure student achievement?** Using a Campus Climate survey developed by students, students will be surveyed three times a year to judge the effectiveness of the mindfulness program. Staff will be surveyed as well.
What process will you use to monitor and evaluate the data? Using a Campus Climate survey developed by students, students will be surveyed three times a year to judge the effectiveness of the mindfulness program. Staff will be surveyed as well.	**Actions to improve achievement to exit program improvement (if applicable).** This goal is designed to improve the academic environment at school by improving on the peaceful atmosphere at Forest Grove.

SCHOOL GOAL #5			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Implement daily mindfulness practice in classrooms and on the playground at the end of lunch	February 2017-ongoing	No cost.	Staff survey/feedback

VI. Curriculum Components

Component #1: Language Arts/Writing

Goal:
Each grade level will increase the percentage of students meeting or exceeding the English Language Arts standard by at least five percent as measured using the SBAC and district adopted interim formative assessments by the end of 2017-18 school year. Socioeconomically disadvantaged students, our English Language Learners, and our Hispanic/Latino students will show growth of at least 10 percent based on the measures listed above.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	1. Students at Forest Grove will receive differentiated-standards based writing instruction to ensure growth the goal listed above with special focus soon our Educationally Disadvantaged Youth and our English Language Learner populations.	Teachers will develop instructional strategies to meet the needs of students from advanced through intensive intervention. Tutoring will be provided to support students in need of intervention within and outside of the school day.	Growth in student writing will be measured using SBAC rubrics and rubrics that accompany districted adopted curriculum. Teacher will regularly review this data to evaluate progress and make instructional adjustments.	Curriculum & Instruction for potential ELA adoption.
	2. Students who are below grade level expectations in reading, writing and editing will receive extra support to move them to developing, adequate, or thorough.	An Intervention Teacher, classroom teachers, and instructional assistants will work to provide instructional assistance and perform curricular support duties for the benefit of student learning.	Students will increase their score on district measures as described in the goal or better than that standard.	Intervention funds (General fund)

VII. Curriculum Components

Component #2: Math

Goal:
Each grade level will increase the percentage of students meeting or exceeding the math standard for number sense by at least five percent as measured using the SBAC (including SBAC aligned assessments requiring students to demonstrate number sense using data in the My Math curriculum) by the end of 2017-18. Our Socioeconomically disadvantaged students, our English Language Learners, and Hispanic/Latino students will show growth of at least 10 percent.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	1. Using the adopted My Math program, students will receive standards-based, differentiated instruction in mathematics.	Teachers will use a variety of instructional strategies to ensure all students have equal access to the new standards.	Students will increase scores on district measures until adequate or thorough.	District and General Funds
	2. Students who are below grade level expectations in mathematics will receive differentiated instruction in their classroom with support from the Learning Center as needed for the most severe cases.	An intervention teacher, classroom teachers and instructional assistants will work to provide instructional assistance and perform curricular support duties for the benefit of student learning.	Assessments embedded in the math adoption will be used to inform instruction and identify students who need additional support.	Included in Component #1

VII. Curriculum Components

Component #3: Visual and Performing Arts

Goal:
Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	1. All students will receive project based learning activities rooted in visual and performing arts	All teachers will use visual and performing arts based activities to support ELA, math, social studied, and/or science two times per month.	Student performance on local and statewide assessments.	District Funded Site allocation

VII. Curriculum Components

Component #4: Parent Participation

Goal:
Forest Grove parents will be given greater opportunity to be involved in school activities, meetings, and events in support of their children.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	Translation services will be increased to reflect the changing demographic at Forest Grove. Written communications, as well as meeting translation (verbal and written) will be provided.	Written and verbal translation (Spanish) services will be made available to Spanish speaking parents and others as needed.	Survey of parents to identify effectiveness of translation services.	District funds
	Parents will become more familiar with the English language and be more involved in school life.	Parent education classes for non and limited English speaking parents will be offered at school.	Number of parents enrolled/participating	Adult School Funds
	Parents will be better able to help their children with the increased demands and rigor of the new standards, particularly when it comes to homework.	Classes will be offered to all parents to support their need to help their children with nightly homework.	Number of parents enrolled/participating	Title III funds

VII. Curriculum Components

Component #5: Positive School Climate

Goal:
Forest Grove staff will lead students in mindfulness training in support of the Character Counts program with the goal of enhancing the peacefulness, respect, and caring on campus as measured by a student developed survey for students and staff at Forest Grove.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	Student will participate in daily mindfulness practices intended to improve the school wide campus climate.	Daily mindfulness practices building off of the Mind Up curriculum for elementary age students.	Regular campus climate surveys evaluating the learning environment at our school.	Site allocation

VII. Curriculum Components

Component #6: N/A

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #7: N/A

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #8: N/A

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	74		70	66		69	66		93.3	89.2	
Grade 4	76	68		75	63		75	63		98.7	91.3	
Grade 5	80	82		78	79		77	79		97.5	97.5	
All Grades	231	224		223	208		221	208		96.5	92.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2441.4	2455.5		33	39		26	21		11	21		29	18	
Grade 4	2501.2	2499.6		36	40		27	24		24	11		13	25	
Grade 5	2545.1	2546.5		38	43		35	27		13	22		13	9	
All Grades	N/A	N/A	N/A	36	41		29	24		16	18		18	17	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	39		32	39		25	21	
Grade 4	36	38		45	37		19	25	
Grade 5	40	39		36	42		23	19	
All Grades	40	39		38	39		22	22	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	33		46	39		28	27	
Grade 4	31	29		51	54		19	17	
Grade 5	52	42		31	47		17	11	
All Grades	37	35		43	47		21	18	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	32		58	59		16	9	
Grade 4	29	35		59	60		12	5	
Grade 5	27	27		56	65		17	9	
All Grades	28	31		57	62		15	8	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	30		52	52		25	18	
Grade 4	39	38		53	43		8	19	
Grade 5	55	53		36	39		9	8	
All Grades	39	41		47	44		14	14	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	74		69	66		69	66		92.0	89.2	
Grade 4	76	68		75	63		75	63		98.7	91.3	
Grade 5	80	82		78	79		78	79		97.5	97.5	
All Grades	231	224		222	208		222	208		96.1	92.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2437.5	2451.7		19	26		26	26		36	29		19	20	
Grade 4	2500.6	2492.3		27	25		33	30		27	33		13	11	
Grade 5	2521.7	2523.8		24	30		27	22		27	28		22	20	
All Grades	N/A	N/A	N/A	23	27		29	25		30	30		18	17	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	41		45	29		25	30	
Grade 4	39	37		40	38		21	25	
Grade 5	36	37		33	38		29	25	
All Grades	35	38		39	35		25	27	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	36		43	50		32	14	
Grade 4	31	30		52	46		17	24	
Grade 5	29	38		47	38		23	24	
All Grades	28	35		48	44		24	21	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	35		57	47		19	18	
Grade 4	39	30		48	46		13	24	
Grade 5	24	32		50	47		24	22	
All Grades	29	32		51	47		19	21	

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	89	106	
Percent with Prior Year Data		100	
Number in Cohort	89	106	
Number Met	62	73	
Percent Met	69.7	68.9	
NCLB Target	60.5	62.0%	
Met Target	Yes	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	112	20	123	24		
Number Met	31	10	43	12		
Percent Met	27.7	50.0	35	50		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	95		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	92		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	25				25		75	75							
1		50		78	43		11	7		11					
2	14	13		14	25		43	38		29	13			13	
3	14	14		14	14		57	57		14	14				
4	13	22		25	22		38	44		25	11				
5	25	11		75	56			33							
Total	13	24		36	33		36	35		15	6			2	

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

   Last year's Smarter Balanced Assessment data was analyzed as was Dibels, SRI, and SMI data. Forest Grove exceeded the requirement that 95% of the students in grades 2 through 5 take the state tests The information from these assessments was used to place students into intervention groups, along with other district and local assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   In grades TK-2, the newly adopted SuperKids language arts program provides both formative and summative assessment to monitor student progress and differentiate instruction. In grades 3-5 "bridge" curriculum, aligned to the Common Core standards, as well as portions of the Open Court program are in use. A newly adopted, standards aligned, math program also contains significant diagnostic-prescriptive teaching strategies, as well as both formative and summative assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

   All staff members at Forest Grove meet the NCLB requirements for Highly Qualified status.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

   N/A

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

   All certificated staff at Forest Grove are appropriately credentialed. The AB 466 training is no longer available through the state of California.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

   The staff at Forest Grove has worked with, and will continue to engage, Dr. Bonnie McGrath (or a similar educational consultant), for the purpose of aligning staff development to content standards, assessing student performance, and other related topics.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Content experts will be providing assistance and support for classroom teachers in the areas of differentiated instruction, standards based intervention and effective strategies for teaching English Learners.

8. Teacher collaboration by grade level (EPC)

Students are dismissed from school early each Thursday to provide collaboration time for teachers. Two Thursdays a month will be set aside for structured collaboration in Language Arts and Math, using the Professional Learning Community model. Each grade level will continue to submit the minutes from the meeting to the site principal.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

   The Academic Performance Survey (APS) was conducted on November 28, 2013 with the teaching staff of Forest Grove. Ninety percent of staff members report that the RLA curriculum, instruction and materials are aligned to performance standards. Eighty-five percent of staff report that the Math curriculum, instruction and materials are aligned to content performance standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    The APS indicates that 100% of the classrooms are providing adequate time for reading/language arts and math.

11. Lesson pacing schedule (EPC)

    Teachers will be given collaboration time to develop pacing schedules in grades 3-5 in ELA. The SuperKids and My Math programs already provide such guides.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

    There are sufficient instructional materials for all students in Language Arts and math.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

    The APS indicates that one-hundred percent of the classrooms are using SBE adopted and standards aligned materials in their classrooms. Ninety percent report that they use the LRA materials all of the time, and sixty-five percent report that they use the math materials all of the time.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

    Services are provided both inside and through pull out intervention to underperforming students in LRA and Math.

15. Research-based educational practices to raise student achievement at this school (NCLB)

    Teachers use researched-based and time-tested teaching techniques to provide standards based instruction. Professional development in effective practice for teaching English Learners, Gradual Release of Responsibility and Common Core State Standards is ongoing to ensure that the most current information is available for classroom teachers.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

    Learning opportunities outside of the school day were held prior to school starting. Intervention has been built into the regular school schedule in the areas of LRA and Math along with before school tutoring. Strategic and intensive intervention are provided inside of the classroom, or in the Learning Center.

17. Transition from preschool to kindergarten (Title I SWP)

    This does not apply.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Refer to school goals

19. Strategies to increase parental involvement (Title I SWP)

    Refer to school goals

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

    Refer to school goals

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

    Title I funding supports a credentialed intervention teacher as well as highly qualified instructional assistant support to assist underperforming students.

22. Fiscal support (EPC)

    The Forest Grove Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

	State Programs	Allocation
	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$
	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
	Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
	Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
	School Safety and Violence Prevention Act Purpose: Increase school safety.	$
	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Fourth and Fifth Grade Students may be enrolled in GATE classes, after school, if qualified	$TBD
Total amount of state categorical funds allocated to this school		$

	Federal Programs under No Child Left Behind (NCLB)	Allocation
	Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
True	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$88,000
X	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$10,000
	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$6,500
	Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$
	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
	Other Federal Funds (list and describe*	$
Total amount of federal categorical funds allocated to this school		$

Total amount of state and federal categorical funds allocated to this school	**$104,500**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2017-18 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2015-16 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst**: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

Appendix E - Recommendations and Assurances (Forest Grove Elementary School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Instructional Leadership Team, School Site Council, Site Governance	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 9, 2017

Attested:

Buck Roggeman	Buck Roggeman	5/9/17
Typed Name of School Principal	Signature of School Principal	Date
Andrew Hunter	Andrew Hunter	5/9/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
We believe that students are best served when they feel valued and appreciated as important citizens of their school and community. Further, all students enjoy success in learning and acknowledging their achievements. To that end, students will be provided the time, methods, and materials necessary to gain their full academic potential.

Parents Pledge:
We believe that parents are key in educating their children. We strive to create an atmosphere where honest, open, two-way communication between home and school takes place. This is an essential element in providing a successful learning experience for all students.

Staff Pledge:
We believe that all staff members work best in a friendly, positive, and mutually supportive environment, one which fosters collaboration and professionalism. We agree to work toward consensus, differ respectfully, and treat one another as we ourselves wish to be treated.

Appendix G - School Site Council Membership: Forest Grove Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Buck Roggeman	X				
Nicki Klevan		X			
Sarah Gordon		X			
Fatima Silva-Gambello				X	
Christine Gruber			X		
Kathleen Lee				X	
Andrew Hunter				X	
Numbers of members of each category	**1**	**2**	**1**	**4**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

The Single Plan for Student Achievement

Pacific Grove Middle School
School Name

27661340000000
CDS Code

Date of this revision: 4/7/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Sean Roach
Position:	Principal
Telephone Number:	831.646.6568
Address:	835 Forest Avenue Pacific Grove, CA 93950
E-mail Address:	sroach@pgusd.org

Pacific Grove Unified School District
School District

Superintendent:	Ralph Porras
Telephone Number:	831.646.6520
Address:	435 Hillcrest Ave. Pacific Grove, CA 93950-4900
E-mail Address:	rporras@pgusd.org

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL
The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL
The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and is enhanced by fine arts, vocational and extracurricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal and academic growth.

III. School Profile

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Parcel taxes have been approved to allow restoration of programs and personnel that had been previously cut. Measure D, was passed in 2006, giving the district $42 million for facility improvements. These improvements were overseen by Measure D committee comprising staff and parents. Some of the improvements in the past six years include:

- Construction of a new music room
- Improvements to the Performing Arts Center
- Paving the track, adding drainage to the track, resurfacing the basketball courts, adding a ball wall, and adding a play structure
- Bleachers were added to the gymnasium
- New windows, window treatments, flooring, and lockers were installed
- Four new modular classrooms were added
- The kitchen was remodeled and an outside eating area was built
- New computers were purchased for our computer lab
- Science and Home Economics were remodeled and updated.
- Fountain Avenue was leased to the district and converted into a quad area where students can safely cross to the field for PE and lunch.

In November, 2014, voters passed Measure A - an education technology bond. This bond will provide approximately $1 million per year for the next 18 years to replace and improve educational technology throughout the district. Funds from the bond resulted in the purchase of class sets of Chromebooks for English, science, social students, and math classrooms.

As a philosophy, PGMS seeks to give each student a variety of experiences with the purpose of preparing them for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

PGMS currently has 496 students enrolled in grades six through eight. This number includes a special day class composed of students with learning disabilities and an English language learner class. The student ethnicity is:60% White (not Hispanic), 19% Hispanic, 9% Asian, 8% Multi-racial, 1.06% Native Hawaiian or Pacific Islander, .001% American Indian..

Parents and community are an integral part of PGMS. We welcome volunteers and parents to help out in the classroom, library, and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, PGUSD Festival of Food, Fitness and Fun, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

IV. Comprehensive Needs Assessment Components

Our school had an 885 academic performance index score in 2012-13. Our English Language Arts scores show a 5 percent growth among 7th grade students achieving proficient or advanced scores and decreases of 2 percent and 1 percent among 6th and 8th students respectively in that category.

In our standardized assessment from 2012-13, our math scores rose in Math 7 (+1%), Gen Math 8 (+20%), Algebra I (+16) while Math 6 remain unchanged. In English Language arts, we saw slight decreases in ELA 6 (-4%) and ELA 7(-6%) and an increase in the ELA 8 (+2%).

Our 8th grade history students achieving advanced or proficient status remained the same while science dropped 4 percent (although maintaining a high level of proficient/advanced students - 84 percent)

As these scores are becoming obsolete, we are using other data and criteria to drive instructional decisions at PGMS.

The following are our initial results from SBAC summative test for 2014-2015:

Grade 6 ELA: 41% Standard not met/nearly met 59% Standard met/exceeded
Grade 7 ELA: 35% Standard not met/nearly met 65% Standard met/exceeded
Grade 8 ELA: 34%Standard not met/nearly met 66% Standard met/exceeded

Grade 6 Math: 49% Standard not met/nearly met 51% Standard met/exceeded
Grade 7 Math: 49%Standard not met/nearly met 51% Standard met/exceeded
Grade 8 Math: 47%Standard not met/nearly met 53% Standard met/exceeded

The following are our initial results from SBAC summative test for 2015-2016:

Grade 6 ELA: 41% Standard not met/nearly met 72% Standard met/exceeded
Grade 7 ELA: 35% Standard not met/nearly met 64% Standard met/exceeded
Grade 8 ELA: 34%Standard not met/nearly met 66% Standard met/exceeded

Grade 6 Math: 46% Standard not met/nearly met 54% Standard met/exceeded
Grade 7 Math: 49%Standard not met/nearly met 51% Standard met/exceeded
Grade 8 Math: 45%Standard not met/nearly met 55% Standard met/exceeded

This was our second year using of the Math 180 intervention program for mixed grade levels as the primary curriculum for the class. At the last reporting period in March, Math 180 classrooms had reported an 11%-15% reduction in students in the Far Below Basic performance range.

All PGMS teachers are implementing the Common Core State Standards (CCSS). All departments will continue professional development activities designed to help our transition to these new standards. Last year, our school focused on the literacy shift of engaging students in more rich and rigorous conversation in the classroom. Advancement via Individual Determination (AVID) class has been supported by both the School Site Council, as well as the staff. There is general agreement that students need academic support, study skills, and post-secondary school goal-setting. In the 2015-16 school year the 8th grade AVID class successfully serviced 24 8th graders. Our staff continues to support the concept of providing study support and college-bound ideals. The SPSA will continue to support AVID.

The focus in previous years has been on specific needs of students who fall into under performing areas (e.g., Read and Math 180 classes, Academic Intervention Class), on the school climate and culture (e.g., CHILL Assemblies, PGMS musical support, after school sports, various incentives), and on teaching methodology and support (e.g., technology support, curriculum supply support, and professional development support).

Direction in Professional Learning Communities, differentiated instruction, and support for advanced students, were goals met for the upcoming school year. In the current year, we will focus our professional development on the implementation of common core standards. Specifically, our site will focus on improving writing across the curriculum.

We will also focus on instructors gaining a clear understanding of depth of knowledge and train staff in building productive collaborative teaching methods in class. In addition to these needs, it is imperative that staff be familiar with and trained in RTI (Response to Intervention) techniques in order to properly address the needs of all students. Our special day class teachers will continue their social pragmatics class designed to teach our autistic student population the appropriate way to interact in social situations. PGMS is looking forward to continuing its dedicated program to this special-needs population taught by an expert in the field of autism.

Technology continues to be a priority at PGMS. With the passage of Measure A, some of the pressure on the site allocation budget will be relieved as the majority of technology purchases will be made with funding from the bond. Smaller items related to technology such as wires and toner will still be purchased through the site budget. We will maintain a permanent computer lab for 2016-17 specifically to accommodate our video bulletin and computer classes. The other lab was converted to an intervention classroom with the computers being placed in the library for students to use.

In order for students to perform their best academically, they must be in an environment that is nurturing, safe, stimulating, and challenging. To that end, there needs to be a variety of ways that students can feel connected to their school. Leadership, student council, sports, clubs, dance team, drama, chorus, band, honor society, conduct club, and other activities give students a sense of belonging and give them opportunities to learn lessons that are not taught in traditional academic classes. Research shows that bullying, alcohol and drug use, violence, rudeness, and other social problems must be addressed at school. Classroom visits and chats with the principal, assistant principal, and counselor also address school climate, bullying and other issues. We will continue to offer activities such as speakers or assemblies that support students making good choices through our CHILL program. This character development program consists of assemblies and classes taught year round that promote positive relationships and healthy living. Another level of maintaining a safe environment is to ensure that no drugs or alcohol are brought onto campus at any time. Our drug and alcohol units, connect our students to healthy lifestyle choices with messages that discourage student use of illegal substances. The leadership class will be developing the campus climate survey which will help identify the topics to be discussed in our character education program. In addition, PGMS in partnership with Community Hospital of the Monterey Peninsula (CHOMP) launched the Peer-to-Peer program. PGMS is the only middle school in Monterey County that is participating, and 40 of our student leaders have undergone training in peer led conflict resolution, pals to new students, and participate in the creation of a kindness inspired spirit week.

In addition, connectivity can be achieved through belonging to a sports team, engaging in homeroom competitions, participating in spirit days and lunchtime activities, the school-wide reading competition, and being involved in student government. The school will continue to fund coaching stipends that are not included in the district's general fund. Additional funding of sports may be needed if the district budget falls short.

Drama continues to provide an opportunity for many students to become part of a positive and meaningful group. One drama/musical production was offered this year partially funded through SIP funds. Approximately 45 students participated in this program, representing approximately 10% of the student body. The School Site Council and various district committees have identified drama as an area of continued need. Plans exist to continue supporting this program with SIP funding.

V. Description of Barriers and Related School Goals

Teachers will benefit from training and strategies that seek to target struggling English Learners, low income students, foster youth and students with disabilities. Goal 1
We are utilizing a new math intervention system, teachers new to the curriculum are bound to have problems and gaps in knowledge. We are expanding our RTI to embed 7th and 8th grade Math Intervention classes as well as transitional classes in special education. Goal 2
Increasing the level of attachment students feel to PGMS. Students of color have lower school connectedness rate than their white counterparts Goal 3

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Goal: Increase by 10% the number of English Learners, Low Income students and Students with Disabilities scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2016/17 and 2017/18.	
What data did you use to form this goal (findings from data analysis)? A needs assessment done by instructional leaders at the site, data provided to the district for LCAP as well as a district focus.	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with our Local Control Accountability Plan because it focuses on the performance of students who show the greatest need and where an achievement gap can be found.
What did the analysis of the data reveal that led you to this goal? English Learners, Low Income students and students with disabilities lag far behind their counterparts in scoring Proficient/Advanced on both the ELA and Math SBAC summative assessments.	**Which stakeholders were involved in analyzing data and developing this goal?** Teachers and administration with parent consultation/approval after the goals were written.
Who are the focus students and what is the expected growth? Our focus is English Learner, Low Income, and special education student populations, and we expect a greater than 10% growth in their ELA/Math Summative Assessment results.	**What data will be collected to measure student achievement?** Smarter Balanced Assessment's Interim Assessment Blocks and Summative performance task, Silicon Valley Math Initiative performance task data, benchmark and summative assessments, Big Ideas assessments, Common Formative assessments ELA/Math, ELA and Math Performance Tasks.
What process will you use to monitor and evaluate the data? Teachers will evaluate data from the Smarter Balanced Assessment's Interim Assessment Blocks and Summative performance task, Silicon Valley Math Initiative and Illuminate aligned assessments, benchmark and summative assessments, Big Ideas assessments, Common Formative assessments ELA/Math, in their Professional Learning Communities.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
professional development cycle focused on using data to drive instruction.	8/9/2017	Site allocation	Classroom observation, evaluation forms, analysis of student writing
resources, professional development on targeted interventions for English Learners, Low Income students and students with disabilities.	8/9/2017	Site Allocation and Measure A funds	Classroom observation, evaluation forms, analysis of student work and technologies
Teacher release time to plan implementation, classroom lessons and strategies benefitting English Learners, Low Income students and students with disabilities.	8/9/2017	Site Budget	Classroom rubric, observations, presentation materials
Middle School PLC's will closely monitor the academic progress of these targeted populations using common formative assessments four times a year and provide interventions if necessary.	8/9/2017	General Fund	Student data will be shared quarterly, conversation will focus on what has been done for these groups and what is the impact of these intervention(s). Professiona Learning Cycle.

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Academic Intervention Class: Targeted intervention for our struggling Low Income students ; English Learner Academic Intervention Class: Targeted intervention for our Struggling English Learners.	8/9/2017	Site Funds ($10,000) Title III funds	AIC/EL AIC attendance, Classroom grades and assessments, teacher evaluation.
Middle School Math Coach	8/9/2017	General Fund	Increase in student math achievement overall and specific data detailing the impact of targeted interventions on struggling students. Teacher survey to gain additional information.
Add two sections of Learning Center for student reteach and organization	8/9/2017	General Fund	Student grade and achievement data tracking.
Utilize time (10 min/day, 3x/week) in support classes (AIC, Learning Center, ELD) to teach specific academic behaviors like note-taking, summarizing, paraphrasing, using Google Classroom, test taking strategies, organization, conducting research, etc.	8/9/2017	ILT Stipends	Teacher pre and post survey on the impact of emphasis on organization.
Add embedded math intervention sections at 7th grade, maintain the 8th grade section, to support math understanding.	8/9/2017	General Fund	Data comparison between this year and last year (benchmarks and checkpoint data comparison)
ELD standards training from Director of Curriculum and Instruction.	8/9/2017	General Fund	EL students monitored via the cycle of professional learning model.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Goal: All of the Math Cohort who is enrolled in Math 180 will increase their scores on SBAC aligned assessments and benchmark SMI (Scholastic Math Inventory) scores as well as the Summative test comparing 2016-2017 and 2017-2018.	
What data did you use to form this goal (findings from data analysis)? Scholastic Math Inventory, Smarter Balanced Interim Assessment Blocks and Summative exam.	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with our Local Control Accountability Plan by addressing the math needs of our students. With out the ability to be successful in Math, it is difficult for a student to receive an equity aligned education.
What did the analysis of the data reveal that led you to this goal? We have students who are two or more grade levels below in Math.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, teachers, administrators.
Who are the focus students and what is the expected growth? Math is an area of concern for our school and the district as a whole. Students who are currently participating in our Math 180 class, are currently two or more grade levels below their peers. We expect to see that all of our students perform better on SBAC tests using Math 180.	**What data will be collected to measure student achievement?** We will use the math assessments provided in Math180 as well as Interim Assessment data and SBAC summative assessment data.
What process will you use to monitor and evaluate the data? We will use the math assessments provided in Math180 as well as Interim Assessment data.	**Actions to improve achievement to exit program improvement (if applicable).** Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s).

SCHOOL GOAL #2

Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Students will be evaluated to see if they should be placed in Math 180 or our embedded Math intervention class.	8/9/2017 Ongoing	Measure A	Data analysis of Math assessments
Student Math assessment data will be monitored to ensure proper placement and program effectiveness.	8/9/2017 Ongoing	District funds	Analysis of student work
Math 180 teachers will continue to receive support and coaching in the implementation of Math 180.	8/9/2017 Ongoing	Measure A and district funds	Math 180 coaching logs, student Math 180 benchmark and progress reports.
Students will attend Academic Intervention Class (AIC) for additional math support.	9/15/2017 Ongoing	Site Funds: $10,000	AIC/EL AIC attendance, Classroom grades and assessments, teacher evaluation.
Adding a transitional Math class to bridge the gap between Math 180 and grade level math content.	8/9/2017	No funding necessaryl; master schedule change	Tracking grades for students who have migrated from Math 180 to grade level math content.
Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s).	8/9/2017	No funding necessary, collaboration time.	Analysis of Math 180 student progress and graduation rates.

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Utilize Math Coach Kate Galloway to participate in the quarterly Professional Learning Community cycle with our Math department. Areas of emphasis and professional support will be: Number talks Data analysis Common Formative Assessment Targeted Intervention tools for struggling students Focus on Collaborative work (supports the 8 Mathematical Practices)	8/9/2017	General Fund	We will use the math assessments provided in Math180 as well as Interim Assessment data.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.	
What data did you use to form this goal (findings from data analysis)? Student interviews, California Healthy Kids Survey, Student focus groups	**How does this goal align to your Local Educational Agency Plan goals?** This specifically addresses the needs described in LCAP goal #4 - All students attend safe,secure, and clean schools providing an environment of respect where students can comfortably focus on learning.
What did the analysis of the data reveal that led you to this goal? Student responses indicated that our character development program is having a positive effect. They gave good direction on how to adjust the program to make it more engaging. We did notice a gap in school connectedness rates among students of color when compared to their white counterparts.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, students, teachers, adult staff, administrators
Who are the focus students and what is the expected growth? The students who feel disenfranchised are our focus students. We also saw a lower school connectedness indicator among students of color than their white peers. By developing this program, we seek to increase their level of comfort and acceptance at PGMS.	**What data will be collected to measure student achievement?** Survey data, discipline reports, student feedback
What process will you use to monitor and evaluate the data? Issue students a survey based on the 40 developmental assets to measure the cultural connection to our school. Parent surveys, student surveys, feedback logs, sign in sheets.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3

Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events	8/9/2017 Ongoing	Site Allocation	Staff and student evaluation
Student Voice- Students input will be sought regarding educational decisions/changes (example-homework) on an annual basis.	8/9/2017	N/A	Staff and student evaluation
Staff wide presentation by Janie Lawrence of 2015/2016 California Healthy Kids Survey to identify levels of satisfaction students feel about our school.	8/9/2017	N/A	Staff Feedback survey, California Healthy Kids Survey.
Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity	8/9/2017 Ongoing	Site Funds: $500	Student survey results, staff/student feedback survey, California Healthy Kids Survey, discipline/attendance records.
Maintain Peer to Peer partnership and implementation	8/9/2017	No Cost	Student survey results, staff/student feedback survey, California Healthy Kids Survey, discipline/attendance records.

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Adopt Mind Up social-emotional-academic program to be run out of PE classes.	8/9/2017	Site Funds: $200	Student survey results, staff/student feedback survey, California Healthy Kids Survey, discipline/attendance records.
Staff will participate in further professional development and resources regarding Growth Mindset and Mindfulness to improve student achievement and reduce student anxiety.	8/9/2017	Site Funds: $400	Student survey results, staff/student feedback survey, California Healthy Kids Survey, discipline/attendance records.
Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement.	8/9/2017	Site Funds: $300	Parent surveys, student surveys, feedback logs, sign in sheets.
Student Voice- Students input will be sought regarding educational decisions/changes (example-homework) on an annual basis.	8/9/2017	No cost.	Parent surveys, student surveys, feedback logs, sign in sheets.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #4			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #5			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation

VI. Curriculum Components

Component #1: Language Arts

Goal:
Goal: Increase by 10% the number of English Learners, Low Income students and Students with Disabilities scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2016/17 and 2017/18.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017

Student Learning and Achievement/Overall Educational Program Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community	The percentage of English Learners and Low Income students scoring Proficient and Advanced on the ELA and Math Smarter Balanced summative assessment will increase by 10% between 2015/2016 and 2016/2017.	All classes will employ the use of data to drive instruction as well as targeting intervention as taught through the cycle of professional learning (PLCs). Continued participation in Smarter Balanced practice tests, to familiarize students with the rigors of the test and lower any affective filters students may have. Less homework prior to and during Smarter Balanced Interim Assessments and Summative tests. Identification and access to increased interventions (Academic Intervention Class and EL Academic Intervention Class) to support additional access to curriculum outside of the teaching day free of charge. Professional development in the use Tier 2 interventions in the classroom to provide targeted support for English Learner, Low Income and special education students. Add one section of Learning Center Utilize time (10 min/day, 3x/week) in support classes (AIC, Learning Center, ELD) to teach specific academic behaviors like note-taking, summarizing, paraphrasing, using Google Classroom, test taking strategies, organization, conducting research, etc. Add embedded math intervention sections at 6th and 7th grade, maintain the 8th grade section, to support math understanding. Student information system training from District Director of Technology. ELD standards training from Director of Curriculum and Instruction	A comparison of scores will made between the 2016/17 SBAC summative test and the 2017/18 SBAC summative test. Quarterly review of benchmark and formative assessment data. Student achievement data will be used to trigger tier 2/3 intervention(s).	Common Core Funding from state for professional development. Site Fund

VII. Curriculum Components

Component #2: Math

Goal:
Goal: All of the Math Cohort who is enrolled in Math 180 will increase their scores on SBAC aligned assessments and benchmark SMI (Scholastic Math Inventory) scores as well as the Summative test comparing 2016-2017 and 2017-2018.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017

Student Learning and Achievement/Overall Educational Program Students and parents will have a clear educational plan established, including student outcomes, with supplemental support provided to students according to their instructional needs based on assessment data.	100% of students in the Math Intervention program will increase their score on the Smarter Balanced Summative test between 2016/17 and 2017/18.	Students will participate in the Math 180 program strategies and assessments - these include small group instruction, computer assisted reading exercises, and independent reading. Some students will receive additional support in Math in the Academic Intervention Class. Some students will be placed in the Transitional Math class to help them ramp up to grade level math content. Students will be evaluated to see if they should be placed in Math 180 or our embedded Math intervention class. Student Math assessment data will be monitored to ensure proper placement and program effectiveness. Math 180 teachers will continue to receive support and coaching in program implementation and monitoring. Students will attend AIC (Academic Intervention Class) for additional math support, as needed. Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s). Add transitional math class(es) to support students exiting out of Math 180 to be successful in grade level general education math classes Utilize Math Coach Kate Galloway to participate in the quarterly Professional Learning Community cycle with our Math department. Areas of emphasis and professional support will be: Number talks Data analysis Common Formative Assessment Targeted Intervention tools for struggling students Focus on Collaborative work (supports the 8 Mathematical Practices)	Progress will be assessed by the Scholastic Math Inventory as well as classroom performance measures. Smarter Balanced summative assessments will be utilized to determine growth. Quarterly benchmark and formative assessment data will provide evidence of success/need for intervention. Math 180 PLC will closely monitor these students and guide them towards graduation from this program.	Site and District Funds and Measure A funds.

VII. Curriculum Components

Component #3: School Climate

Goal:
Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.

Aligns with District Goal #4	Objectives	Activities	Assessment	Budget 2016-2017

Establish a safe, clean and secure school environment provide a welcoming environment where students and staff may come to school each day feeling safe, respected, proud and can comfortably focus on learning. be free of all forms of violence. promote respectful conversations, cultural sensitivity and encourage students to interact and mix freely. Teacher/student interactions will reflect mutual respect and facilitate dialog.	Students will build positive relationships with each other and staff. Students will demonstrate a commitment to serving the broader community Students will demonstrate cultural sensitivity with staff and each other.	Multiple assemblies designed to build positive character traits in students and staff. Staff professional development to recognize and foster character development in students. Greater staff collaboration between the grades to foster the sharing of student information. Continued safety drills and education regarding "The Big Five" to continue to maintain a safe learning environment. Motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis. Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement. Staff will participate in further professional development and resources regarding Growth Mindset and Mindfulness to improve student achievement and reduce student anxiety. Maintain Peer to Peer partnership and implementation Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity	Campus Climate survey California Healthy Kids Survey Student Focus groups Referral/Suspension data Conflict Resolutions utilized	$3500 from Site Allocation

VII. Curriculum Components

Component #4:

Goal:

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #5:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #6:

Goal:
ol.

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #7: Student Academic Support Services

Goal:
Student learning will improve with academic support services addressing their specific needs.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
Student Learning and Achievement/Overall Educational Program Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community	Students, both at risk and not at risk will use the after school study hall for: tutoring, library resources, computer use, and to do homework.	Provide an after-school study hall for an hour a day, three days a week in the library. The study hall will be supervised by a staff member who will tutor students in need.	Student attendance will be recorded.	Staff member will get adjunct duty credit; therefore, there is no need for funding.
	At risk students will participate in the Academic Intervention Class three days a week for one hour each to have access to a qualified teacher.	Provides struggling students access to a teacher in a small group setting, student to teacher ratio ranges from 8-1 to 16-1.	Student attendance, bi-quarterly grade checks to monitor impact; and assess the need for continued intervention.	$9,500 (site funds)
	Students in the academic middle, who are underachieving but motivated, will improve study habits and set collect success as a goal.	An Advancement Via Individual Determination (AVID) class will be offered to qualifying students. Tutorial sessions will be held regularly to assist students. Staff will be trained in AVID teaching methodologies. Students will be able to visit colleges, attend workshops, and participate in special activities.	The make-up of the AVID class and student progress will be monitored by staff, and reports will be made to the Site Council.	$5,000

	The most at-risk students will bring their grades up to passing levels.	Provide a mandatory Academic Intervention Class after school for students most at risk of not passing their classes as determined by their grades and feedback from staff.	Students will have their grades and improvement monitored. Reports will be given to the Site Council.	To be determined

VII. Curriculum Components

Component #8:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017
	.			

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	158	191		151	184		150	184		95.6	96.3	
Grade 7	168	165		158	159		157	159		94.0	95.8	
Grade 8	161	161		154	154		154	154		95.7	95.7	
All Grades	487	517		463	497		461	497		95.1	95.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2550.3	2581.3		23	33		36	39		27	23		13	5	
Grade 7	2580.0	2580.2		24	25		40	39		22	22		14	14	
Grade 8	2596.2	2606.7		20	29		46	37		24	22		10	12	
All Grades	N/A	N/A	N/A	22	29		41	38		24	22		12	10	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	24	31		51	55		25	14	
Grade 7	31	28		51	52		18	19	
Grade 8	40	37		42	45		18	18	
All Grades	32	32		48	51		20	17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	37	46		47	46		16	8	
Grade 7	45	43		42	46		13	11	
Grade 8	32	45		51	44		18	10	
All Grades	38	45		47	45		16	10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	21	31		69	65		10	4	
Grade 7	23	21		62	70		15	9	
Grade 8	19	29		73	62		8	9	
All Grades	21	27		68	66		11	7	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	29	40		60	54		11	6	
Grade 7	34	33		52	50		13	17	
Grade 8	27	32		61	53		12	14	
All Grades	30	35		58	53		12	12	

Conclusions based on this data:

1. 10%-13% (roughly 60 students) of our students performed poorly on this summative exam last year, and are being tracked and their performance being monitored by teachers (benchmarks/performance tasks).
2. The bulk of students performed in the "standard met" column (36%-46%). Goalsetting with these students includes shooting for "standard exceeded".
3. Scores improved as grade levels advanced.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	21	31		69	65		10	4	
Grade 7	23	21		62	70		15	9	
Grade 8	19	29		73	62		8	9	
All Grades	21	27		68	66		11	7	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	29	40		60	54		11	6	
Grade 7	34	33		52	50		13	17	
Grade 8	27	32		61	53		12	14	
All Grades	30	35		58	53		12	12	

Conclusions based on this data:

1. 10%-13% (roughly 60 students) of our students performed poorly on this summative exam last year, and are being tracked and their performance being monitored by teachers (benchmarks/performance tasks).
2. The bulk of students performed in the "standard met" column (36%-46%). Goalsetting with these students includes shooting for "standard exceeded".
3. Scores improved as grade levels advanced.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	158	191		151	183		151	183		95.6	95.8	
Grade 7	168	165		159	159		158	159		94.6	95.8	
Grade 8	161	161		154	155		154	155		95.7	96.3	
All Grades	487	517		464	497		463	497		95.3	95.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2544.4	2560.0		26	28		26	26		30	31		18	14	
Grade 7	2576.3	2562.6		30	26		21	25		30	30		19	19	
Grade 8	2593.5	2597.8		30	36		23	19		30	24		17	21	
All Grades	N/A	N/A	N/A	29	30		23	24		30	28		18	18	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	31	34		39	39		30	26	
Grade 7	38	32		35	38		27	30	
Grade 8	33	37		43	37		24	25	
All Grades	34	35		39	38		27	27	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	28	23		48	61		25	15	
Grade 7	31	31		50	46		19	23	
Grade 8	31	37		55	46		15	17	
All Grades	30	30		51	52		19	18	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	31	33		55	55		14	12	
Grade 7	30	31		59	50		11	19	
Grade 8	31	35		52	44		18	21	
All Grades	31	33		55	50		14	17	

Conclusions based on this data:

1. Math SBAC scores lag behind ELA scores by a double digit margin. The addition of a new common core aligned curriculum should have a positive impact.
2. Roughly half of our math students failed to meet or exceed the standards.

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	89	106	
Percent with Prior Year Data		100	
Number in Cohort	89	106	
Number Met	62	73	
Percent Met	69.7	68.9	
NCLB Target	60.5	62.0%	
Met Target	Yes	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	112	20	123	24		
Number Met	31	10	43	12		
Percent Met	27.7	50.0	35	50		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	95		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	92		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	17	7	17	67	40	67		40		17	7			7	17
7		20	38	50	40	25	25	20	25	25	25	13		20	
8	71	33		29	20			20	66		40	33		20	
Total	35	8	24	47	36	35	6	32	24	12	12	12		12	6

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$
Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
School Safety and Violence Prevention Act Purpose: Increase school safety.	$
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$
List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	$
Total amount of state categorical funds allocated to this school	$

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$
Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$
Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
Other Federal Funds (list and describe* $	
Total amount of federal categorical funds allocated to this school	$

Total amount of state and federal categorical funds allocated to this school	**$**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2017-18 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2015-16 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	**Description of Services**	**SIP Amount**	**Title I Amount**	**LEP Amount**	**Title V Amount**
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst:** Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

Appendix E - Recommendations and Assurances (Pacific Grove Middle School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 4/18/2017

Attested:

Sean Roach		5-17-17
Typed Name of School Principal	Signature of School Principal	Date
Chris Fitzpatrick		5-17-17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Pacific Grove Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christopher Fitzgerald				X	
Alex Taurke				X	
Susan Torres		X	X	X	
Sean Roach	X			X	
Patti Odell			X		
Fatima Silva Gambello				X	
Abigail Fitzgerald					X
Numbers of members of each category	**1**	**1**	**2**	**5**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

The Single Plan for Student Achievement

Pacific Grove High School
School Name

27-66134-2733657
CDS Code

Date of this revision: May 8, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Matthew J. Bell
Position:	Principal
Telephone Number:	831.646.6590 X273
Address:	615 Sunset Dr. Pacific Grove, CA 93950-4827
E-mail Address:	mbell@pgusd.org

Pacific Grove Unified School District
School District

Superintendent:	Ralph Porras
Telephone Number:	831.646.6520
Address:	435 Hillcrest Ave. Pacific Grove, CA 93950-4900
E-mail Address:	rporras@pgusd.org

The District Governing Board approved this revision of the School Plan on May 25, 2017.

II. School Vision and Mission

VISION STATEMENT:
Pacific Grove High School is a community of learners committed to providing students with opportunities that will steer their lives in the direction of college and career success, as well as personal fulfillment. Through collaboration, a commitment to evidence-based decision-making, and a spirit of inclusion, PGHS aims to cultivate students who are: eager learners, conscientious digital citizens, environmental stewards, effective communicators, culturally aware, employable, and who lead active, healthy lives.

MISSION STATEMENT:
The mission of Pacific Grove High School is to inspire students to pursue excellence intellectually, physically, emotionally, and socially.

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs):

Effective Communicators Who:
- Demonstrate skills in speaking, listening, writing, observing and interpreting
- Work collaboratively and independently to solve problems

Well Rounded Individuals Who :
- Demonstrate appreciation and/or aptitude for the fine arts
- Demonstrate a knowledge of the importance of good physical health

Life-Long, Self-Directed Learners Who:
- Maintain curiosity for learning
- Develop wide areas of interest

Educated Individuals Who Demonstrate Competency In:
- Demonstrate competency in reading, writing, mathematics and technology

Responsible Citizens Who:
- Participate in the democratic process
- Are employable
- Exhibit self-discipline
- Prioritize and use time effectively
- Establish long and short term goals
- Demonstrate leadership qualities
- Appreciate diverse cultures and points of view
- Demonstrate consideration for other members of society
- Contribute time, energy and talents to improve the quality of life

III. School Profile

Pacific Grove High School, a four-year comprehensive school, serves the city of Pacific Grove and a portion of Pebble Beach. The home of the Breakers, which sits on the tip of the Monterey Peninsula surrounded by the Pacific Ocean and the neighboring town of Monterey, has been graduating individuals since 1898. The city of Pacific Grove has a population of 15,407. The median income is $68,213. Its primary industry is tourism. People come to visit the beautiful coastline, world famous golf courses, and historical sites. Numerous events draw people to the peninsula, including the Monterey Jazz Festival, the Concours D'Elegance car show, and the Pebble Beach AT&T Golf tournament. In fact, it is a rare weekend when there is not an event of some type. Many hotels, inns, conference centers, and fine restaurants serve visitors to the area. There is also a significant military presence in our community. The Defense Language Institute and the Naval Post Graduate School are located here and we receive many students from military families.

A current Gold Ribbon School, Pacific Grove High School is the single comprehensive high school of the Pacific Grove Unified School District. In addition to PGHS, the district is comprised of two elementary schools, a middle school, a community high school, and an active adult school. Homes in the area cost significantly more than nearby cities (other than Carmel and Pebble Beach) making it difficult for families with children to own homes. Instead, many families rent, but the cost of living forces both parents to work full time. Housing costs and the increased cost of living has led to a declining enrollment throughout the district until recent years. This declining enrollment has brought PGHS to ebb at 547 students during the 2011-12 school year. Over the past several years, however, there has been an uptick of enrollment at the lower grades and an October, 2016 enrollment of 602. This coupled with the current state budgetary crisis has forced PGHS and PGUSD to reexamine all expenditures and to evaluate their priority and efficacy. Additionally, the Local Control Funding Formula and fiduciary shifts in the State has prevented any additional funds from the State to flow to PGUSD because we are funded through the Basic Aid funding formula.

The current school enrollment of 602 students is based on the 2016/17 CBEDS. Since 2006, the enrollment has fluctuated from a high of 658 to a low of 547. The ethnic ratio is as follows: Asian, 11.6%; Pacific Islander, .8%; Filipino, 2.2%; Hispanic, 14.5%; African-American, 3.5%; Native American, 1.2%; White, 60.1%; multiple or no response, 1.3% and unclassified, 4.5%. These ratios have remained fairly consistent although over the past ten years trends show a decreasing white population from 75% to 60.1%, Asians have risen from 7.9% to 11.6% and Hispanics have risen from 8.9% to 14.5%. 53 students receive special education services; 11 students are classified as SDC students and receive the bulk of their core instruction in sheltered classes but are mainstreamed when appropriate. We look forward to having a moderate/severe Special Education class start in the fall of the 2017-18 school year.

Community and parent support for Pacific Grove High School is strong. In many ways the high school is the source of community pride. Parents, alumni, and community members are involved in numerous organizations, which support projects to improve student achievement to allow participation in extra-curricular activities, and to improve school facilities. These include the Parent Teacher Association, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, P.G. Athletic Foundation, Sober Grad Night, and P. G. Pride (parent and community fund raisers for district programs). Many businesses donate their products and facilities for fundraising activities. In addition, many school events are civic events. The homecoming parade, the Pacific Grove athletic competitions, the Arts Collaboration, the Arts Expo, band concerts and drama productions are examples of events in which the entire community participates.
Pacific Grove High School is staffed by two administrators, two full-time counselors, twenty six full-time teachers, eight part-time teachers, plus eighteen full and part time classified employees. A two-fifths school psychologist provides additional district services. Three special education teachers serve students identified as having mild to moderate disabilities as well as a speech pathologist that is shared with other sites. The Community Human Services program provides a counselor to facilitate group counseling and to work with students on a one-to-one basis. Students who see the counselor are often self-referred. There are a few exceptions to this, most notably students who have been referred due to being caught with drugs/alcohol. A health clerk is on campus for one day each week to maintain student health records and coordinate the state mandated hearing and vision testing program. The health clerk is supported with a part-time licensed nurse through the Visiting Nurses Association. Drug and alcohol prevention has gained some additional support based on parent concern surveys. Anti-drug messages and activities have been designed in conjunction with the Natural High Club – a club at PGHS designed to strengthen relationships between staff and students and to give students alternative activities not involving drugs.

The staff at Pacific Grove has shifted dramatically over the past few years from a very veteran staff to a younger staff. There have been 15 new faculty members as well as numerous classified staff added to the PGHS ranks over the last four years. This transition has added a different perspective to staff development and school culture as well as an added degree of energy. Our teachers have continued their education to become the most effective educators for our students.

Teachers are properly credentialed for their assignments. Of the thirty-four full and part time instructors, half have master's degrees and two have earned a doctorate degree and a third is currently in a doctoral program.

A Teacher Librarian and one Library Tech staff the campus library. The library, as an information creator and exchange, provides curriculum materials for teachers and students and supports the school's instructional program by hosting events, special guests, conferences, event marquees and lessons in its computer lab. It also offers resources for students such as the Internet, printers, scanners, a lamination machine and a copy machine. The Library maintains a lab of over 30 server based desktop computers and the primary purpose of the space was the use of this lab. However, with the purchase of 450 Chromebooks that have been placed in the classrooms, the library is undergoing a functional redefinition and change. Students now use the computers in the library to complete assignments, do online research and finish tasks that Chromebooks are not capable of accomplishing. The library also maintains a focused collection of over 4000 titles, which are checked out regularly by students. Many staff have begun using Google Classroom as a primary communication and instructional device for their classes and in a recent student survey students showed their preference for teachers to communicate through Google Classroom. On the social side of PGHS, the Student Union has become a much more popular area for students to hang out in and has undergone sound and lighting improvements in order to host musical, drama, and other performance programs.

Each classroom and office has at least one computer that is networked campus wide and includes a shared fiber connection to the Internet, a direct telephone extension line, and an email account. These all promote communications among staff to help reduce the use of paper memos and improve student learning. The PowerSchool student database program gives students and parents access to students' grades, homework, and attendance and has increased the communication between home and school about student progress. As we become more and more dependent on technology, we have devoted a larger share of funding from various sources to maintain and upgrade our hardware and software foundation as well as training staff to remain current on resources. The District has supported a data management system to allow access to standardized test scores as well as grade and, more importantly, the ability to disaggregate data to drive curricular and classroom decisions. With the shift to Common Core and the Smarter Balanced Assessment, however, we have struggled to match the data collection system with the new state testing system. While Illuminate has gained some traction in its use, we have found that the interim assessments given by the Smarter Balanced Assessment Consortium have been underwhelming in its usefulness. We will continue to work in this area for the 2016-17 school year.

In 2014 voters passed Measure A, an $18 million school improvement bond focused solely on technology. It will last for 18 years supplying approximately 6 blocks of bonds of roughly $3 million for the duration of the bond. Initial purchases include Chromebooks for many grade levels, security cameras, various remedial instructional programs, and a plethora of technology items to support specific classroom instruction and/or district needs. Items considered for approval for the second round of purchases at the high school include Chromebooks for the remaining core classrooms at the high school, teacher computer replacements, replacement of the music technology lab, and various other items to support the curriculum.

Because PGUSD is a Basic Aid district, PGHS does not receive State funding on the basis of Average Daily Attendance (ADA). In years past, the school has been able to supplement its program through the Career Technical Education Program (CTE). CTE focuses on career preparation but also has the effect of helping expand the basic school program so that a much broader range of classes may be offered and class size can remain reasonable. In 2011, the partnership with the local CTE consortium was dissolved when it was financially advantageous for the high school although the courses continue to be offered. PGHS has joined a new consortium in 2014 in light of Common Core college and career standards. It was through this consortium that we were granted approximately $250,000 over three years to institute a stronger CTE pathway and dual enrollment program that emphasizes partnerships and internships. We will have 4 pathways instituted by the 2017-18 year: Health Science, Food service and hospitality, Information Support Services and Software and Systems Development. 2017-18 class offerings include two history honors classes, two honors English classes, fifteen Advanced Placement courses with twenty classes, and nineteen sections of CTE courses including two dual-enrollment courses. During the budget crisis, Basic Aid districts have had categorical funds reduced under the "fair share" concept which has put pressure on maintaining the course offerings as well as providing adequate supplies for the courses. In order to give districts flexibility in how they fund programs in tight financial times, some programs have been designated as "tier III" which allows districts to receive the funding for the program but to use the funding for other programs that the district has deemed a higher priority. School Improvement and CTE funding has been designated "tier III" by our Board of Education but currently has received only modest reductions. Additionally, under the Local Control Funding Formula, Basic Aid districts have not received any of the recent additional funding enjoyed by districts funded through revenue limit funding.

Pacific Grove High School has developed clear expectations for student behavior. Saturday School, in-school suspension, and weekly detention have been implemented to help reinforce our attendance and discipline policies. Restorative Justice practices has been instituted to reduce some suspensions as well as lessen the chances of repeat issues. There were 20 suspensions during the 2014-15 school year. There were 15 during the 2015-16 school year suggesting that we have been successful in reducing suspensions. Also, the Renaissance Program, annual Renaissance Rally, and Student of the Month have encouraged positive attitudes about scholarship and learning. Posting of college acceptance letters in the library has also focused on student expectations of applying for and being accepted to college. The dropout rate of Pacific Grove High School has traditionally been the lowest in Monterey County. The cohort graduation rate was 96.2% for the class of 2014-15.

Pacific Grove High School has an open campus at lunch for students in grades 11-12. Students who meet eligibility requirements and have parent permission, are permitted to leave campus during the lunch hour. No freshmen or sophomores may leave at lunch.

Clubs and sports provide students with opportunities to participate in extra-curricular activities. The Associated Student Body holds weekly meetings to discuss student funds, club charters, and plan campus activities. Activities and clubs such as Close-Up, Mock Trial, Culinary Team, Interact, Pagoda, FCA, TASK, Young Writer, Youth to Youth, Natural High, My Strength, My Life, Gay-Straight Alliance, Glee Club, Spanish and French, Acts of Random Kindness as well as Shakespeare Day, drama, sports and the annual musical offer lunchtime, after school, and holiday opportunities for students interested in enriching their education experience.

Six rallies, four spirit weeks, a Student Voices talent assembly, Visual And Performing Arts Week and a Collaboration of the Arts enable students to show their class and peer support. In addition, there may be a special assembly called to address a particular event. An assembly to address distracted driving is slated for September, 2016. Charities supported by the ASB include Juvenile Diabetes Research Foundation (JDRF), Breast Cancer Society, Leukemia and Lymphoma Society, Monterey County Food Bank, and the Community Hospital of the Monterey Peninsula (CHOMP) Blood Center. Approximately 80% of our students are involved in at least one extra-curricular activity.

Improvement of standardized test scores has been a focus for PGHS as it has been for other schools in California. While the API has been suspended for the past three years, PGHS SAT scores averaged 1755 in 2013, 1653 in 2014, and has traditionally been one of the highest in the county compared to both public and private schools. Also, CAASPP scores from 2016 show that 90% of 11th grade students have met or exceeded standards ELA. This was the highest score in the county. Math scores show 70% of 11th grade students have met or exceeded standards. This, too, was the highest score in the county although we have placed continued emphasis on improving our math scores. Furthermore, 143 students took AP courses (an all time high) in 2016 resulting in 266 tests being taken, an all-time high, with 86% of the students scoring a 3 or better on their exams. The excellent scores can be attributed primarily to two factors. First, the work the staff has done in the area of curriculum alignment has assured that all of our core academic courses are tightly aligned with California State Standards. And secondly, student motivation was a strong factor in the continuous improvement. Over the past 5 years, PGHS was honored as an Honor Roll School by the California Business for Education Excellence Foundation. This group looks at performance on standardized tests through an unbiased eye. PGHS was also recognized in the top 500 high schools in the nation by Newsweek Magazine despite us no longer applying to be considered. More importantly, however, PGHS was awarded the Gold Ribbon Award in the spring of 2017. So it is apparent that the work of staff and students has been successful in many areas.

The PGHS staff has continued a thorough process of aligning core courses with the Common Core State Standards. English and mathematics have done extensive work in this area and work has begun to align science curriculum with the Next Generation Science Standard. Professional development throughout the 2013-14 year was focused on regular practice with complex text and vocabulary and its implications in all subject areas. Focus for the 2014-15 year was on rich and rigorous conversation in the classroom and writing was the focus during the 2015-16 school year. The 2016-17 saw a focus on Professional Learning Communities which will continue during the 2017-18 school year. The science department has adopted the hybrid model of Next Generation Science Standards by integrating earth and space standards into the biology, physics, and chemistry courses. Additionally, an honors track of math beginning with Integrated Math III through Introduction to Calculus has been added. The math department has also shifted the math support model away from a semester-based course and toward a concept-specific remediation that allows students to attend only to attain mastery in a concept. Common assessments, benchmark tests, and analysis of results will drive much of the collaboration discussions for the 2017-18 school year.

In the past several years, PGHS has focused on increasing student motivation. Performance on standardized tests that students feel are important such as the California High School Exit Exam, has been strong, however with the repeal of the

CAHSEE it has been difficult to have students feel it is important to do well on standardized tests. We anticipate that if an exit exam is reinstated it will be included in the CAASPP assessments. That coupled with the Early Assessment Program embedded in the CAASPP testing may increase student motivation to perform their best on these standardized tests. We have also continued a recent practice of posting college acceptance letters in our library to establish a student culture that expects seniors to apply for colleges and to be accepted. We hope that underclass students would see the variety of colleges accepting PGHS students and be inspired.

As part of the Common Core mission of College and Career Readiness, the counseling department has placed an emphasis on raising our UC/CSU requirement completion rate. This year 76% of our seniors were on track to complete the A-G UC/CSU requirements. We have set a goal that 80% of each graduating class will have completed the requirements. Although more than 90% of our graduates customarily go to a 4-year or 2-year college, 50% of the students attend a 2-year institution. This is a number that is low given our parent education levels. In order to place more emphasis on students attending four-year colleges, the counseling department has given more focus on students looking at smaller colleges and applying to at least five. In a student survey, family input and location of college were driving factors in which colleges students chose to apply. 20% of 2016 seniors applied to no colleges while another 20% applied to only one college. This information will help us to focus on encouraging both students and parents to apply to a larger and wider range of colleges. This year, the counselors hosted a successful College Rush/Career Exploration week in October in an effort to change the culture of looking primarily at UC/CSU and California-only schools and have also hosted several parent education nights with respect to college awareness as well as financing. A parent and student survey indicated that both groups were feeling more informed about their options for colleges and how to go about getting admitted.

During the 2014-15 school year, PGHS hosted a visitation team from the Western Association of Schools and Colleges (WASC) as a follow-up to a 2012 visit. In support of the new recommendations of the WASC team, the components of this Single School Plan for Student Achievement mirror those recommendations.
The goals set forth in our SPSA supporting the 2012 WASC accreditation report are:
1) Increase and facilitate stronger college and career preparation.
2) Ensure the consistency of curriculum and instruction within departments and across departments.
3) Create a culture that establishes positive values.
4) Improve communication between departments, within the district and the community.
5) Utilize technology in all aspects of our instruction.
Additional recommendations included the following from the 2015 visit:
1) The staff to focus on student-centered instruction rather than lecture-driven curriculum delivery.
2) During the visiting team meeting with students, the students expressed their concerns about the block schedule. The visiting team recommends that the administration and staff collaborate with student leadership and investigate changes in the academic daily schedule that will meet the needs of students and staff. (It should be noted that a student survey was then held to determine the extent of negative feelings toward block scheduling. Results come back overwhelmingly positive to keep block scheduling. We did, however, move our collaboration day from a Wednesday to Monday based on the survey results.)

IV. Comprehensive Needs Assessment Components

Each year the Site Council reviews the components of the Single Plan for Student Achievement. Reports are given from each component to assess the effectiveness of the program and the funding. The staff is given input through collaboration meetings, leadership meetings and staff meetings. This input is given back to the Site Council for consideration. In addition to affirmation of the current support for AVID support, college rush/career exploration week, motivational speakers and anti-drug efforts, the staff also indicated a need to more deeply address needs in helping at-risk students, student emotional health, and the new model for the math support class. The recent WASC visits have recommended using data to drive collaboration discussion and academic decisions and utilizing differentiated instruction to a larger degree. These areas have been discussed and will be supported either through the Single School Plan or through other means for the 2017-18 school year.

Parents were given an on-line surveys during the 2016-17 school year in which they were asked for feedback with respect to their information level with respect to college, communication issues, time spent on homework and outside activities, and safety concerns. Through this survey, parents had the ability to add additional comments as well as rate their satisfaction in several areas. There were 236 responses. In interpreting the results of the survey, it appears that the majority of parents felt their child was safe or very safe at school. This observation was underscored by a WASC commendation of the safety and cleanliness of PGHS. Of the concerns listed, however, a number reported that drugs and/or alcohol was of high concern which match administration and staff concerns and of which received significant attention this year. Of note was the drop of binge drinking with 9th grade students which was welcome. 17% of 11th grade students reported binge drinking, which was a 2% drop from the year before. This will continue to be an area of focus.

Student input was studied from an on-line student survey which was given this year to garner student feedback. Responses show that the vast majority of students feel safe (93.75% strongly agree or agree) at PGHS and that our efforts to bring rigor into all classes have been effective. Consistent academic expectations within a department and CTE classes inspiring students to pursue a career show the weakest response although those responses are still positive overall. The California Healthy Kids Survey showed that 18% and 16% of the 9th and 11th grade students respectively “seriously considered suicide.” While this number was at national norms, the staff and site council felt that additional counseling funding from an outside agency currently serving PGHS would be helpful in addressing this issue. Funding was earmarked to address this need.

The surveys sent to students and parents asked the same questions as the surveys in 2013, 14, and 15. This was deliberate in an effort to check perception in each group. As perceptions seemed very similar, the surveys in subsequent years have been differentiated. In 2014 an alumni survey was sent out with more general questions regarding where they were attending school, work, and whether PGHS prepared them for post-secondary life. No such survey was taken in 2016 but will be taken next year. If taken as a whole, the 2016 responses were overwhelmingly positive with agree and strongly agree far outweighing disagree and strongly disagree responses. In seeking areas for improvement, relative strengths and weaknesses were reviewed by the staff and Site Council. The student survey confirms student confidence in the staff, instruction, and campus safety. Parent surveys reveal similar traits in that parents see campus safety as a strength as well as general classroom communication regarding classroom rules and expectations. The parent survey did reveal a renewed trend toward an increased amount of homework. This was underscored by parents reporting that homework loads were an issue at all grade levels in the district. The average reported in 2014 was 1.96 hours per night while the 2015 survey showed an average of 2.26 hours per night. The 2016 results show an average of 2.25 hours per night and the 2017 survey had 2.36 hours per night. 74% of the parents felt that this was an acceptable amount. Technology has shown to be highly regarded in all surveys results.

In addition to seeking staff, parent and student input with respect to PGHS needs, the Site Council and staff reviewed a plethora of data from CAASPP, SAT, and Physical Fitness assessments. In an effort to analyze the data and make systemic changes to address trends, department funding has been set aside to allow whole departments to take a collaboration day to discuss and plan.

Combining the survey results, WASC team recommendations, and input from staff to address the critical areas of need, the following components were established:

1) Increase and facilitate stronger college and career preparation.

2) Ensure the consistency of curriculum and instruction, consistency and appropriateness of expectations both within and outside the classroom, and use of data to drive decision-making.
3) Create a culture that establishes positive values.
4) Address student needs with respect to drugs/alcohol and emotional health.
5) Utilize technology in all aspects of our instruction.

V. Description of Barriers and Related School Goals

Due to the rigor and demands of PGHS, some students are not equipped to adequately and efficiently complete schoolwork and homework. Study habits, organizational skills, and note-taking are all areas necessary to be successful and students without these skills tend to avoid more difficult classes and do not always engage in their classes. Hence they do not consider fulfillment of A-G requirements a priority nor do they seek assistance. A site focus on improving AVID skills and teaching methodologies with its commensurate funding was instituted for the 2016-17 school year and will be expanded for the 2017-18 school year. Goal 1.

Alcohol and drugs continue to be an issue for PGHS students. It is also felt that some parents are unaware of the activities or in some ways passively condone alcohol use by not aggressively and actively monitoring their student whereabouts and/or activities. Both student and parent education will continue as a focus as well as alternative activities that promote positive choices. Further survey responses show that some students reported to feel depressed and even suicidal but have been reluctant to seek school counseling support. Movie nights centered around emotional health will be a new activity addressing this area as well as additional counseling hours are being funded. Goal 2.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
80% of all students will show college and career readiness at graduation as measured by meeting the "Prepared Level" of the California Department of Education College and Career Indicator. Low socio-economic, EL students, Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.

What data did you use to form this goal (findings from data analysis)? • Ineligibility list generated each quarter • PowerSchool data • CalPads data • Teacher input • Student survey • Parent survey	**How does this goal align to your Local Educational Agency Plan goals?** All students demonstrate achievement of the Common Core State Standards and have access to a broad course of study ensuring college and career readiness upon high school graduation. (LCAP Goal 1, 2, 3)
What did the analysis of the data reveal that led you to this goal? Early Assessment scores are below anticipated levels, Despite A-G completion analysis showing a marked improvement, student grade analysis showed that too many students were still receiving D and F grades. Recent implementation of CTE pathway and dual enrollment courses will need attention to direct students into those pathways. Grades of students struggling in math led to revisions of the math support class model and support for that class.	**Which stakeholders were involved in analyzing data and developing this goal?** Staff, Site Council
Who are the focus students and what is the expected growth? Students who are generally not taking AP courses include AVID, low SED, EL and other targeted students. Expected growth will be an increase in AVID, EL, low SED and other targeted students in AP/honors courses. Students who need math support as indicated by poor grades on unit exams. Expected growth will be improved CAASPP scores and grades - particularly in IM1 and 2. Students who are not focused in taking and completing CTE pathways. Expected growth will be measured through student completion of the pathway.	**What data will be collected to measure student achievement?** Struggling students need additional support with Common Core State Standards so support classes will be added with research-based curriculum. Additionally, with college and career readiness as a goal, EAP scores will be analyzed from the Smarter Balance assessments. Additionally, AVID enrollment will be increased through a second class and analyzed with a goal of increasing the number of students completing the 4-year program.
What process will you use to monitor and evaluate the data? AVID student sign ups for honors/AP courses will be monitored. Targeted students' math student scores from CAASPP, monitored, pathway and dual enrollment enrollment will be monitored, grades and EAP will also be monitored with an emphasis on this monitoring by new counselor. Also students meeting A-G requirements will be tracked.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1

Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
1. AVID study skills will be taught to all staff to enhance student study skills. Establish staff who will attend further training in AVID.	Establish staff who will attend training May, 2017 Staff will be enrolled in AVID training July, 2017	$2,000 for AVID professional development as well as other study skill training. Site funding	Reports will be given to the Site Council for efficacy of the training.
2. Establish 2nd AVID course. One course will focus on 9th grade while the other course will be focused on grades 10-12.	Hire teacher by May 2017. Establish course listing and hold student interviews.	$20,000 through the college and career readiness block grant.	Student sign-ups for AVID course as well as AVID student sign-up for honors/AP courses will be monitored.
3. A school-wide study skill focus will be established in 9th grade ELA and Social Studies classes by the staff. Include student Cornell notebooks for organizations skills.	Refinement of the curriculum will occur by July, 2017.	$1000 student Cornell notebooks: Site funding	Student and staff survey specifically regarding note-taking, organizational skills and study skills in classes. Staff will be solicited for feedback regarding teaching specific study skills.
4. Restructure instructional aide hours for after school math support class.	Schedule established August, 2017	$4,000 for aide costs: Site Funding	Student math scores in IM1 and teacher feedback will be reported to the Site Council.
5. Redesign math support class that will address the Integrated Math I course through the use of two instructors as well as an aide (see action #3). Course will feature short-term attendance by students who fail a unit of study. Students will gain specific instruction and re-take failed assessments. Additionally consider giving the same test re-take option for IM2 students.	Configuration developed June, 2017	$2,000 to pay for a second teacher to assist with the class as numbers of students increase: Site Funding	Student grades on re-taken assessments will be reviewed in the course, growth on the Interim Assessments through the California Assessment of Student Performance and Progress (CAASPP) will be measured.
6. Explore creating tutoring center that will include tutoring for all courses four days per week using community members to come as tutors along with advanced students. Targeted student counselor will refer and encourage students to attend.	May 2017: Establish steering committee comprised of Rotary Club, PTA, and other community members Sept. 2017: establish calendar of tutors and publicize to school community.	$1,000 for Live Scan charges	Questions regarding the efficacy of the program will be included in the Site Council survey.
7. Increase the percentage of students with low socio-economic status, EL and other targeted students with performance gaps meeting A-G requirements to at least 80% through counseling students on A-G requirements by hiring a .2 counselor who will meet with the students and encourage more participation in 2nd year foreign language and 3rd year mathematics courses.	Counselor hired by June, 2017.	$20,000 funding through the college and career readiness block grant	Quarterly review of targeted students will be made by the counselor to the Site Council.

8. Expand the College Rush/Career Exploration Week with an emphasis toward juniors.	Meet with College/Career Tech and counselors June, 2017 Establish college representatives to attend Sept., 2017 Hold two College Rush/Career Exploration Weeks during the 2017-18 school year.	No direct costs	Counselors will analyze student college applications for an increase in number as well as a diversified list of colleges.
9.Establish at least 2 additional CTE Dual Enrollment classes with Monterey Peninsula College PGHS will continue to provide Career Tech Student Organization(s) to support CTE student leadership opportunities	Courses will be established by November, 2017 and Board approved by April, 2018.	$5,000 funding for personnel, dues, and materials funding for the organizations: CTE Federal and State Grant funding General Fund expenditures per section with MPC reimbursement for PGHS staff member salary: Between $9,000-$12,000 depending on staff member's MPC step and column.	Reports on the progress will be made to the Site council as well as from CTE Advisory Board.
10. Establish scheduling to enhance Action Pedagogy process in supporting targeted student groups, data collection, and institutional instructional decisions.	Aug. Dec. 2017	$1,000 for coffee and breakfast items	Monthly faculty meeting reports from groups, targeted student counselor, and WASC report

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.	
What data did you use to form this goal (findings from data analysis)? • California Healthy Kids Survey (CHKS) • Student survey by Site Council • Parent survey by Site Council • Discipline reports through PowerSchool	**How does this goal align to your Local Educational Agency Plan goals?** All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning. (LCAP Goal 3, 4)
What did the analysis of the data reveal that led you to this goal? The California Healthy Kids Survey (CHKS) showed unacceptably high levels of 11th grade students (17% in 2015) who have participated in binge drinking. Additionally, anecdotal data shows that alcohol and drug use continues to be common and a main concern of parents as found in the parent survey. While overall drug and alcohol use appears to be diminishing at the 9th grade level, reported use is still widespread and concerning. Also, 26% and 37% of our 9th and 11th grade students respectively have "chronic sad or hopeless feelings over the past 12 months" and 10% and 12% of those students have "seriously considered suicide over the past 12 months."	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, staff, and students.
Who are the focus students and what is the expected growth? All students.	**What data will be collected to measure student achievement?** The California Healthy Kids Survey (CHKS), student survey, and the parent survey all have questions regarding drug use, alcohol use, bullying, and/or general feelings of campus safety.
What process will you use to monitor and evaluate the data? Diminishing drug and alcohol use as well as increased awareness and aversion to their use and as well as diminishing bullying as reported by the CHKS. The student survey done by the site council will include questions regarding sad feelings and suicidal thoughts and will be used as a measuring tool.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
1. Begin each year with a motivational speaker who espouses making good choices, the non-use of drugs and alcohol and treating each other with respect – particularly with respect to social media.	Speaker will be scheduled May, 2017	$2,000 for speaker costs and accompanying materials or supplies Site funding	Students and staff will be polled to see if the speaker had any short term impact and the CHKS will be used to look for longer trends.

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
2. Safety dogs will periodically come to campus to check for drugs as well as to remind students that drugs and alcohol will not be tolerated	Dog company will be contracted and dates set for dogs to survey campus for drugs and alcohol. Aug., 2017	$2,000 to cover contract fees: Dist. Safety funds	Administration will keep track of the number of students caught with drugs and/or alcohol and reports will be made to the Site Council.
3. Special school-wide events will promote student involvement in more non-traditional areas to give students a sense of belonging to the school as well as to create a culture that promotes engagement without the use of drugs or alcohol.	Produce a literary magazine once a year through a Young Writers' Club Hold a Shakespeare Day once a year Hold a Collaboration of the Arts Event once a year such as Visual And Performing Arts week.	$1,500 to partially produce the magazine: Site funding $1,000 for Shakespeare Co.: Site funding $1,000 for materials for VAPA week and or the Collaboration of the Arts evening: Site funding	Students and staff will be polled for input on the various events as well as for improvement
4. Special topical movie nights (sexual assault, death, depression, drug abuse/addition, etc) will be offered several times a year with follow-up group meetings and accompanying support services. Low socio-economic, EL, and other targeted students will have special invitations and encouragement to attend these evenings. Coffee with the Principal will follow these evenings for parent discussion and resources.	Sept. 2017 Coordinator positions are filled and calendar of evenings is created along with themes.	$1,000 for stipends to pay for two staff members to coordinate and run the evenings and follow-up groups: Site Funds $500 for supplies, rentals, etc.: Site Funds.	Students who attend the evenings will be polled and staff coordinators will keep records of number of students who follow up and who are referred for further support.
5. At least 1-2 assemblies will be scheduled with the theme around social media, bullying and emotional health.	Assemblies will be established by Sept. 2017	$1,000 for speakers, materials: Site Funds	CHKS and Site Council survey will show drop in hopeless feelings.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)**	
What data did you use to form this goal (findings from data analysis)?	**How does this goal align to your Local Educational Agency Plan goals?**
What did the analysis of the data reveal that led you to this goal?	**Which stakeholders were involved in analyzing data and developing this goal?**
Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
What process will you use to monitor and evaluate the data?	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)**	
What data did you use to form this goal (findings from data analysis)?	**How does this goal align to your Local Educational Agency Plan goals?**
What did the analysis of the data reveal that led you to this goal?	**Which stakeholders were involved in analyzing data and developing this goal?**
Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
What process will you use to monitor and evaluate the data?	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #4			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #5			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation

VI. Curriculum Components

Component #1: Increase and facilitate stronger college and career preparation.

Goal:
80% of all students will show college and career readiness at graduation as measured by meeting the "Prepared Level" of the California Department of Education College and Career Indicator. Low socio-economic, EL students, Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.

Aligns with District Goal #1, 2, 3	Objectives	Activities	Assessment	Budget 2016-2017
	1. Increase the number of students completing a-g requirements to 80%	• Counsel students to include completion of A-G requirements in their 4-year high school plan. • Train teachers in AVID methodologies • Hire a second AVID teacher • Purchase Cornell planners for students	Review number of students completing a-g requirements	$22,000
	2. Increase the number of students completing a dual-enrollment or CTE pathway	• Hire a part-time counselor to focus on targeted students enrollment in CTE courses as well as AP/honors courses. • Add two dual-enrollment courses and complete pathways for Health pathways. • Establish middle school courses that can count as fundamental pathway courses • Expand and better advertise college/career week	Review numbers of students completing a pathway and set annual goals for improvement.	$22,000
	3. Improve performance of Integrated Math I and II students	• Redesign the math support class to address immediate and short term concept deficiencies • Add an aide to the math support class	Review grades and Smarter Balanced scores for improvement	$6000

VII. Curriculum Components

Component #2: Student safety

Goal:
Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.

Aligns with District Goal #1,2, 3	Objectives	Activities	Assessment	Budget 2016-2017
	Deepen the efforts to fight drug and alcohol use by students.	• Bring in at least one speaker during the school year to speak to students regarding making healthy and safe decisions. • Create activities that promote non-drug use and provide alternatives that send a message that drug use isn't necessary to have fun. • Bring drug sniffing dogs to school at various times to catch students with drugs and/or alcohol as well as to send a message to students not to bring such things to campus.	• California Healthy Kids Survey • Student survey given by Site Council in early spring. • Parent survey given by Site Council in early spring • Review of suspension records	$2,500
	Create a culture that celebrates a wide variety of student talents and skills.	• Hold a Visual And Performing Arts week alongside of additional activities regarding visual and performing arts • Hold a Shakespeare assembly and various activities • Publish a literary magazine • Highlight random student talents through a Pagoda club presentation at least once a month.	• California Healthy Kids Survey • Student survey given by Site Council in early spring. • Parent survey given by Site Council in early spring	$3,500

	Reduce the percentage of students feeling sad and hopeless as well as those who have suicidal thoughts	• Create a series of events such as movie nights that create an open atmosphere to discuss critical issues as well as to provide information and additional supports for students who show desire for it.	Review CHKS and site council student survey for reduction in sad and hopeless feelings as well as suicidal thoughts. Survey students after events for feedback.	$1,500

VII. Curriculum Components

Component #3:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #4:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #5:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #6:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #7:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

VII. Curriculum Components

Component #8:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2016-2017

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	145	143		139	137		139	137		95.9	95.1	
All Grades	145	143		139	137		139	137		95.9	95.1	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2665.7	2688.5		45	62		37	26		12	7		6	4	
All Grades	N/A	N/A	N/A	45	62		37	26		12	7		6	4	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	61		37	34		8	6	
All Grades	55	61		37	34		8	6	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	59	72		35	23		6	5	
All Grades	59	72		35	23		6	5	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	32	45		63	50		6	4	
All Grades	32	45		63	50		6	4	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	53	65		45	31		3	4	
All Grades	53	65		45	31		3	4	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	145	143		140	137		140	137		96.6	95.1	
All Grades	145	143		140	137		140	137		96.6	95.1	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2628.0	2667.0		21	39		34	31		21	15		24	15	
All Grades	N/A	N/A	N/A	21	39		34	31		21	15		24	15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	54		39	26		29	20	
All Grades	31	54		39	26		29	20	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	48		55	39		14	12	
All Grades	31	48		55	39		14	12	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	36		54	53		15	11	
All Grades	31	36		54	53		15	11	

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	89	106	
Percent with Prior Year Data		100	
Number in Cohort	89	106	
Number Met	62	73	
Percent Met	69.7	68.9	
NCLB Target	60.5	62.0%	
Met Target	**Yes**	**N/A**	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	112	20	123	24		
Number Met	31	10	43	12		
Percent Met	27.7	50.0	35	50		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	**Yes**	**No**	**N/A**	**N/A**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	95		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	92		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		**N/A**	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	50				***					50					
11	***			***											
12		***			***		***			***					
Total	33	33		11	67		22			33					

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$
Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
School Safety and Violence Prevention Act Purpose: Increase school safety.	$
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$
List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	$
Total amount of state categorical funds allocated to this school	$

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$
Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$
Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
Other Federal Funds (list and describe* $	
Total amount of federal categorical funds allocated to this school	$

Total amount of state and federal categorical funds allocated to this school	**$**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2017-18 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2015-16 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	**Description of Services**	**SIP Amount**	**Title I Amount**	**LEP Amount**	**Title V Amount**
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst**: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

Appendix E - Recommendations and Assurances (Pacific Grove High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: May 9, 2016

Attested:

Typed Name	Signature	Date
Matt Bell		
Typed Name of School Principal	Signature of School Principal	Date
Jean Therou		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Pacific Grove High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jean Therou				X	
Patricia Sohle				X	
Eric Lauritzen				X	
Robert Kerschner				X	
Debbie Monti				X	
Walt Bennett				X	
Oliva Hautau					X
Alex Morrison		X			
Shane Steinback		X			
Leslie King		X			
TBD			X		
Matthew J. Bell	X				
Numbers of members of each category	**1**	**4**	**1**	**5**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix E - Recommendations and Assurances (Pacific Grove High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 9, 2016

Attested:

Matt Bell		5/8/2017
Typed Name of School Principal	Signature of School Principal	Date
Jean Therou		5/8/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

Pacific Grove Community High School
School Name

27661342731115
CDS Code

Date of this revision: 05/05/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Matt Bell
Position:	Principal
Telephone Number:	831 646-6535
Address:	1004 David Avenue, Building A Pacific Grove, CA, 93950
E-mail Address:	mbell@pgusd.org

Pacific Grove Unified School District
School District

Superintendent:	Dr. Ralph Gomez-Porras
Telephone Number:	831 646-6510
Address:	435 Hillcrest Avenue Pacific Grove, CA 93950
E-mail Address:	rporras@pgusd.org

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Pacific Grove Community High School provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success. We seek to:

- Provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student;
- Create a holistic environment in which students' diverse emotional, social, and cultural needs are recognized and celebrated;
- Maximize opportunities for students to become responsible citizens who participate actively in their communities both today and into the future.

III. School Profile

The Community

Pacific Grove Community High School is the continuation high school which was established in 1971 for students deemed at-risk or who otherwise required an alternative to the comprehensive high school. In addition to Community High School, the district is comprised of two elementary schools, a middle school, a comprehensive high school, and an adult school. The district is 3.3 square miles, covering the city of Pacific Grove and a portion of Pebble Beach.
The school district serves an area which is mainly upper middle-class in a tourist-oriented residential community. Most people are employed in service industries, although there is a significant military presence in the area. The Defense Language Institute and the Naval Post Graduate School are located nearby and we have students from families employed there. The area has many fine restaurants, hotels and golf courses. Many tourists are attracted to the beautiful coastline, the AT&T golf tournaments, antique car shows, Laguna Seca Raceway and numerous festivals.

The School

The majority of Pacific Grove Community High School's students come to us behind in credits and lacking basic study skills. Many have emotional and behavioral challenges. It is our mandate to address these self-esteem and life skill issues, while offering a curriculum which meets Common Core State Standards, Establishing Individualized Learning Plans (ILP's) assist students in passing standardized testing. Increasing parent participation is an ongoing challenge. We are continually working on improving our image to the community. Our commitment to improving our program will help us to continue to expand the support our program receives from our stakeholders and district.

Staff

The staff at Pacific Grove Community High School consists of two full-time certificated instructors, a part-time certificated Resource Specialist, and a part time administrative assistant. The principal of Pacific Grove High School is also the principal of Community High School.

In addition, Community High School offers students numerous services from off-site specialists:

- A counselor from Community Human Services Super Teens program meets with students 3 hours a week.
- A county mental health counselor may meet with select students if needed.

Our staff is able to provide a small class setting to students, which facilitates individualized instruction, as well as the opportunity for students to focus on diverse subjects during the school day. Teachers also lead classes in group instruction and help students with individual and group projects. To meet the individual needs and learning styles of our students, teachers employ a variety of learning activities, strategies and assessments. Our curriculum integrates technology, online learning, multi-media, hands-on projects, and we are integrating the Common Core State Standards. Our teachers participate in District-wide Common Core Professional Development.

School Schedule

Students attend school five days a week, at least three and a half hours a day (17.5 hours per week). During direct instruction on Tuesdays and Thursdays students are split into two one-hour classes; one-half of the students attend English/social studies with interdisciplinary math/science, while the other half attend math/science with interdisciplinary English/social studies. After a fifteen minute break, the students rotate to the other class. During the remaining 45 minute period, students attend a physical education class or continue to work on needed subjects or electives. On Mondays, Wednesdays and Fridays students pursue their Individualized Learning Plan goals with teacher assistance, credit recovery goals, have an opportunity to meet with the Resource teacher or receive counseling through Community Human Service. Mondays and Wednesdays also offer opportunities for speakers, field trips, etc.

Pacific Grove Community High School offers a morning session, an afternoon session, or all day. Students attending the morning session are in school from 9:00 to 12:30. The afternoon session runs from 11:00 to 2:30. This session provides time for online learning, career internships/job shadowing, credit recovery, and credit acceleration. It also allows time for students to meet with teachers regarding college courses and MPC (a local junior college) attendance. Afternoon session will also be assigned if regular coursework is not being completed during the AM sessions.

Enrollment

Enrollment at Community High School has fluctuated throughout the years. Each school year sees an increase in enrollment as the year progresses. It builds as more students look for alternative education options, as opposed to the comprehensive high school, or seek credit recovery for graduation or to return to the comprehensive high school.

Our student population at the time of writing is twenty; thirteen boys and seven girls.

Attendance

For the majority of Community High School students, lack of attendance at Pacific Grove High School, emotional issues, or behavioral issues have resulted in a credit shortfall. Aware of the students' lack of attendance in the past, Community High School has employed strategies to encourage regular attendance. These strategies include a shortened school day to allow students to have jobs in the afternoon, shortened lessons and individualized projects to make the instruction more relevant to their lives outside of school. A credit recovery online program, Acellus, and an online math program, ALEKS, also give students an excellent opportunity to make up credits.

Graduation Rates

Of the seniors who complete the year at Community High School, 100% graduate. Credits are given on a mastery basis with no credit given for seat time. Those seniors that don't complete the school year traditionally move to Pacific Grove Adult School or North Monterey County Independent Study.

Expected Student Learning Results (ESLRs)

Community High School graduates will be:

EDUCATED INDIVIDUALS WHO:
- Demonstrate competence in reading, writing, mathematics, science, social studies, & technology

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:
- Think through & solve problems using relevant evidence & information

INDEPENDENT AND COLLABORATIVE WORKERS WHO:
- Set goals, organize time and tasks to meet deadlines, participate cooperatively in group projects, and produce independent & group work that reflects academic content standards

RESPONSIBLE CITIZENS WHO:
- Are employable and able to successfully participate in a college environment
- Understand and appreciate diverse cultures and points of view
- Understand and participate in the duties, rights, and privileges of citizens in a democracy

HEALTHY INDIVIDUALS WHO:
- Have a strong sense of self-worth
- Resolve conflicts through positive actions
- Demonstrate tolerance and respect for diversity

IV. Comprehensive Needs Assessment Components

In the spring of 2012, Pacific Grove Community High School completed the accreditation process and received accreditation through June of 2018. In March of 2015 was our mid-term review. Our Self Study Report, the Visiting Team Report of March, 2012, the Visiting Team Report of the mid-term review of March, 2015, and the subsequent creation of Action Plans have been our primary tools in assessing our needs to improve Community High School's instructional programs.

Identified needs from the accreditation process include:

- Development of a variety of curriculum-imbedded student assessments based on standards and ESLRs.
- Development of processes to effectively collect data to inform decisions regarding student success and use of resources.
- Development of meaningful and interconnected community service and vocational/career opportunities.
- Provision of supplemental educational opportunities and differentiated instruction, including use of computer technology, garden school, and community-based opportunities in art, music and culture.
- Increase in level of parent participation.
- Development of schedule to accommodate delivery of student services without disruption to large group instruction.

Needs Assessments for 2017-2018

I. Supplemental on-site/in-district Educational Opportunities with Differentiated Instruction

We are currently:

- Creating more cross-curricular activities, including science, health, art, English, construction, math and possible vocational school-based enterprises.
- Using technological curriculum, which includes Acellus, ALEKS, Microsoft Office, 3-D Printer, video editing, music production, web design, and graphic arts.
- Using projects in the garden school as part of the Health curriculum where each student will germinate, grow, harvest and prepare a meal with vegetables.

Based on discussion and the information above, we need to:

- Creating more technological curriculum by increasing the depth of 3-D printing projects, and integrating to the core curriculum.
- Increased intra-school activities with Pacific Grove High School, including Career Tech Education (CTE) classes, informational seminars, and interest-based presentations.

II. Meaningful and Interconnected College/Career Counseling, Community Service, and Career Opportunities

We provide students with myriad activities that support college, career, and community service pathways. All Pacific Grove Community High School students complete a Vocational Portfolio including, but not limited to:

- Career interest surveys, learning modality/skill strength assessments
- Presentations from outside agencies on career and/or college options, including the armed forces, local city agencies, private and public business, and other presenters aligned with changing student interests
- A rotating bi-annual schedule of field trips to various colleges and universities in the area
- In-depth projects that explore the costs and benefits of certificate programs, AS degrees, BS, degrees, and graduate work
- Encourage Community College (MPC) classes and the Intern program offered through them

- Research assignments on at least 3 career areas of interest
- Formal goal setting and step-by-step task analysis
- Completed college and job applications
- Individualized assistance with the completion of the FAFSA, the Fastweb resource (a scholarship warehouse), and the Common Application, as applicable
- Completion of high quality cover letters, resumes, and reference pages
- Formal instruction and assignments re: interview skills and workplace expectations
- Options available to students to participate in job shadowing or internships
- Community Service opportunities presented via guest speakers, regular announcements of events/organizations seeking volunteers, and a bulletin board of community service possibilities
- Regular opportunities for Community Service work within PGUSD and at our school site, including work on the "Save Our Trees" project

Based on discussion and the information above, we need to:

- Increase student participation in the CTE pathway and dual enrollment classes offered at Monterey Peninsula College and/or Pacific Grove High School.

Each year, individual student interests, skills, and aptitudes are explored so that activities can be tailored to each student and class as a part of our school's Individualized Learning Plans. Although all students complete the Vocational Portfolio, many of the assignments are left open-ended enough to be student-specific, and also revisited each year as to best address ever-evolving college requirements, work force needs, and national and local economic concerns.

III. Assessment of Student Data

We are using a variety of sources to collect data:

- State test scores including California Assessment of Student Performance and Progress (CAASPP).\

This consists of Smarter Balance Assessment Consortium (SBAC) ELA and Math tests for Grade 11, and the California Standards Test (CST) Science test for Grade 10.

- Diagnostic and Achievement Scores including online ALEKS for math and Illuminate.
- Individual Learning Plans
- Course-embedded Interim Assessments
- Academic Progress through tests, assessments, teacher observations, and student work samples
- Attendance and credit data

Based on discussion on both of the areas above, we need to:

- Expand and improve our effectiveness of gathering student data from student assessments.
- Learn more about processes for collection and interpretation of this data to insure student mastery of Common Core State Standards/ESLRs and to direct the use of resources to address needs.
- Use Illuminate to track data and inform instruction.

IV. Increase Parent Participation at Pacific Grove Community High School

The staff at Community High School initiates varied and consistent contact with parents including:

- Orientation meeting with student and parents.
- Daily contacts with parents regarding absences and tardies, if needed.
- Positive contacts (phone calls) with parents regarding student success.
- Parents are able to check online on Gradebook Wizard for English/Social Studies progress and Community Service opportunities.
- Numerous meetings with parents regarding student problems or needs.

- Some parent participation in ILPs (Individual Learning Plans).
- Participation of parent on Site Council.
- Yearly student exposition of projects.
- Publication of the school newsletter keeps parents informed of activities and needs.
- Certificates for Round Winners in academic achievement and citizenship are posted at school and sent home to parents.

Based on discussion and the information above, we need to:

- Update and maintain the Pacific Grove Community High School website.
- Establish a technology-based communication system with parents to provide information and updates on the school and students.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All Pacific Grove Community High School students will have access to college, CTE, and other a.-g. classes not offered at PGCHS and will meet the "approaching prepared level" of the California Department of Education's College (CDE) and Career Readiness Indicators.	
What data did you use to form this goal (findings from data analysis)? Site Council input and a review of the CDE's rubric for College and Career Readiness. Staff used 2016-2017 SBAC results (available Fall 2017) and formal student records to determine a baseline level, and then will increase that number by 25% during the 2017-2018 school year.	**How does this goal align to your Local Educational Agency Plan goals?** LCAP Goal #1 All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content Areas. LCAP Goal #2 All students have access to a broad course of study ensuring college and career readiness upon high school graduation.
What did the analysis of the data reveal that led you to this goal? The small school environment and limited number of instructional staff impacts that number of courses that PGCHS is able to offer; we are not able to offer a-g requirements at this time, so we need to offer students other avenues to pursue college and career success.	**Which stakeholders were involved in analyzing data and developing this goal?** Teachers, administrators, students, parents, school board members
Who are the focus students and what is the expected growth? All PGCHS students are the focus. The expected growth is that all PGCHS students are able to pursue the college and career opportunities available to them, both here and abroad.	**What data will be collected to measure student achievement?** Portfolio checklists and rubrics for individual components; performance rubrics for mock interviews; feedback from involved/applicable community members; student surveys. In the Spring 2018, staff will tally of the number of graduates who meet or surpass the "approaching prepared" level and compare that number to baseline indicators determined in the Fall of 2017.
What process will you use to monitor and evaluate the data? Formal student records re: the number of students who meet any one of the 4 indicators of "approaching prepared," according to the CDE College/Career Readiness rubric.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Develop a plan for offering a college course on Pacific Grove Community High School campus	2017-2018	None at this time	Completed logistical plan for implementing a dual enrollment course on the PGCHS campus
Develop a plan for including Pacific Grove Community High School students in the CTE Pathways that are being developed at the comprehensive high school	2017-2018	None at this time	Completed plan with aligned schedule that will allow students to access CTE course offerings at Pacific Grove High School

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Pacific Grove Community High School will provide students with a safe, secure, and clean school that promotes a respectful and tolerant environment and encourages healthy approaches to problem solving and stress management. Students will receive overt instruction re: proactive problem-solving approaches and methods of healthy stress management that will reduce reports of depression and suicidal ideation as measured by site surveys and the California Healthy Kids Survey.

What data did you use to form this goal (findings from data analysis)? The CA Healthy Kids Survey, 2016, indicated the following areas of concern: 60% of students felt that they had been harassed or bullied at school. 40% of students reported that they had been made fun of and/or pushed, shoved, or intentionally hit 1-4+ times by a peer at school. 40% of students reported feelings of depression and suicidal ideation. Conversely, 86% of students felt connected to the school and that their participation and learning was meaningful and relevant to “real life.” Pacific Grove Community High School was comparable to the comprehensive high school in most areas (+/- 1%), including Closing the Achievement Gap (CTAG) indicators, parent involvement, physical environment, academic motivation, available supports, and high expectations. Due to the small sample size (19 students) and transient nature of the Continuation school setting (turnover of 17 students during 2016-2017), the results of the survey are statistically questionable, but still of concern.	**How does this goal align to your Local Educational Agency Plan goals?** LCAP Goal #2 All students attend safe, secure and clean schools providing and environment of respect where students can comfortably focus on learning. LCAP Goal #3 All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject matters.
What did the analysis of the data reveal that led you to this goal? Results from the CA Healthy Kids Survey show that students may need guidance on tolerance, proactive and positive problem-solving skills, and healthy stress management.	**Which stakeholders were involved in analyzing data and developing this goal?** Teachers, students, parents, School Site Council
Who are the focus students and what is the expected growth? All Students will have a better understanding of positive and healthy values.	**What data will be collected to measure student achievement?** Pacific Grove Community High School staff will create a more specific, site-based survey to better pinpoint areas of concern and to identify specific topics to be addressed with site staff. Student responses will be tallied and results shared with all stakeholders, including mental health counselors.
What process will you use to monitor and evaluate the data? Comparison of pre- and post- student responses for both the CA Healthy Kids Survey and the site-based survey; student feedback forms; anecdotal records and formal data comparison re: disciplinary actions pre/post instruction.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #2

Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Staff will develop a site-specific survey to more accurately indicate areas of student need, as relates to positive problem-solving, stress management, healthy lifestyle choices, emotional health, and bullying.	Fall of 2017	None	Site-specific survey is completed and administered to student body at least twice during the school year.

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
To promote a more supportive and positive culture, site counselor(s) and staff will use the results of the student surveys to determine topics for weekly problem-solving groups/class activities. We will also schedule bi-monthly “breakfasts with the staff” where students and other stakeholders can reflect on the school’s progress.	2017-2018	Site Funds $500 for professional development $750 for materials and supplies to be used during the activities or for breakfasts. District funds: $3,000 for mental health counselor to work with students one day per week.	Staff will keep weekly anecdotal record of topics and student participation levels. Bi-monthly breakfasts with the staff will allow students the opportunity to provide direct feedback on the efficacy of the scheduled activities and topics. At the semesters, staff will use the weekly and bi-monthly data to reflect with School Site Council and other stakeholders re: which activities need elaboration, were successful, should be continued, etc.
Guest speakers will present to students at least twice per semester on topics related to proactive problem-solving, positive stress management, and/or healthy lifestyle choices.	2017-2018	None	Students will participate in a class debriefing and topic reflection as a component of each presentation. Students will be able to explain what they learned or had reinforced by the presenters via written journals/assignments, discussions, or demonstration of skill(s).

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will show significant growth in math assessment scores and a more balanced completion of units in math throughout the year as well as a deeper use of technology in their projects.	
What data did you use to form this goal (findings from data analysis)? SBAC, CST, ILP data, parent surveys,student surveys and teacher assessment. we found improvement in credits earned by requiring students to attend a daily math class.	**How does this goal align to your Local Educational Agency Plan goals?** LCAP Goal #1 All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas. LCAP Goal #2 All students have access to a broad course of study ensuring college and career readiness upon high school graduation.
What did the analysis of the data reveal that led you to this goal? Low scores on diagnostic tests. Students and parents requesting more diverse class offerings.	**Which stakeholders were involved in analyzing data and developing this goal?** School site council.
Who are the focus students and what is the expected growth? All Pacific Grove Community High School students will have a greater choice of classes. Improvement in scores on diagnostic tests for students in academic classes.	**What data will be collected to measure student achievement?** We are using an illuminate assessment; Aleks to measure progress in Math; course completion.
What process will you use to monitor and evaluate the data? Illuminate, ALEKS and course offerings.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Create an ongoing, four day a week Math Tutorial class for math credit deficient Pacific Grove Community High School students using the ALEKS online math program.	2017-2018	District funds for ALEKS	Number of credits earned in math each grading period.
Reorganize the technology curriculum to include 3-D printing as an alternative unit and incorporating projects in with the core curriculum	2017-2018	District funding through Measure A : $500	Student grades and diagnostic tests.
Continue to utilize online, MPC and adult school course opportunities.	Ongoing	District funds for Acellus	Number of students enrolled in alternative, college, or online courses..

VI. Curriculum Components

Component #1: College/Career Readiness

Goal:
All Pacific Grove Community High School students will have access to college, CTE, and other a.-g. classes not offered at PGCHS and will meet the "approaching prepared level" of the California Department of Education's College (CDE) and Career Readiness Indicators.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2016-2017
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	Students will explore vocational options which are aligned with career interest inventories. Students will be prepared to enter the job market.	Students will complete career inventories. Students will complete Vocational Portfolios.	Completion of career inventories. Completion of Vocational Portfolios. Participation and completion of projects tied to Career/College Readiness.	2016-2017 Budget $500 Includes transportation
		Staff will provide guest speakers from MPC, and community at large. Vocational Education class	Evaluation of number and nature of guest speakers.	
		Students will participate in field trips.	Evaluation of number and nature of field trips.	
		Students will be encouraged to take CTE pathway and dual enrollment classes at the comprehensive high school.		

VII. Curriculum Components

Component #2: Parent Participation/Culture

Goal:
Pacific Grove Community High School will provide students with a safe, secure, and clean school that promotes a respectful and tolerant environment and encourages healthy approaches to problem solving and stress management. Students will receive overt instruction re: proactive problem-solving approaches and methods of healthy stress management that will reduce reports of depression and suicidal ideation as measured by site surveys and the California Healthy Kids Survey.

Aligns with District Goal #2	Objectives	Activities	Assessment	Budget 2016-2017
All students attend safe, secure and clean schools providing an environment of respect where students can comfortably focus on learning.	Students will complete standards based cross-curricular activities with hands-on activities.	Participation in garden/outdoor school	Evaluations by staff and students	2016-2017 Budget $1,000 Instructional Supplies, etc.
		Nutrition/Health Curriculum		
All parents and students are involved in providing input in decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.	Parents will become more involved in school activities, meetings and events to support students.	SSC, Field trips, Guest Speakers, Surveys, Fundraising, website, GradeBook Wizard	Parent Surveys and Participation	

VII. Curriculum Components

Component #3: Curriculum

Goal:
All students will show significant growth in math assessment scores and a more balanced completion of units in math throughout the year as well as a deeper use of technology in their projects.

Aligns with District Goal #3	Objectives	Activities	Assessment	Budget 2016-2017
All students demonstrate achievement of the Common Core State Standards and have access to a broad course of study ensuring college and career readiness upon high school graduation.	Students will receive differentiated standards-based instruction to ensure access to the curriculum.	Teachers will implement Common Core teaching strategies into their lesson delivery to meed the needs of students who are not meeting standards. Aleks for Math	Students will increase scores on classroom assessments, district benchmarks and state assessments.	
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	Students will receive extra support in areas of low achievement as measured by informal and formal assessments.	A Resource Teacher will work to provide additional support for academic achievement as needed for students with an IEP.	Students will increase scores on classroom assessments, district benchmarks and state assessments.	District funds: $6,000 (partial Resource Teacher salary)

Appendix E - Recommendations and Assurances (Pacific Grove Community High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: 5/5/2017

Attested:

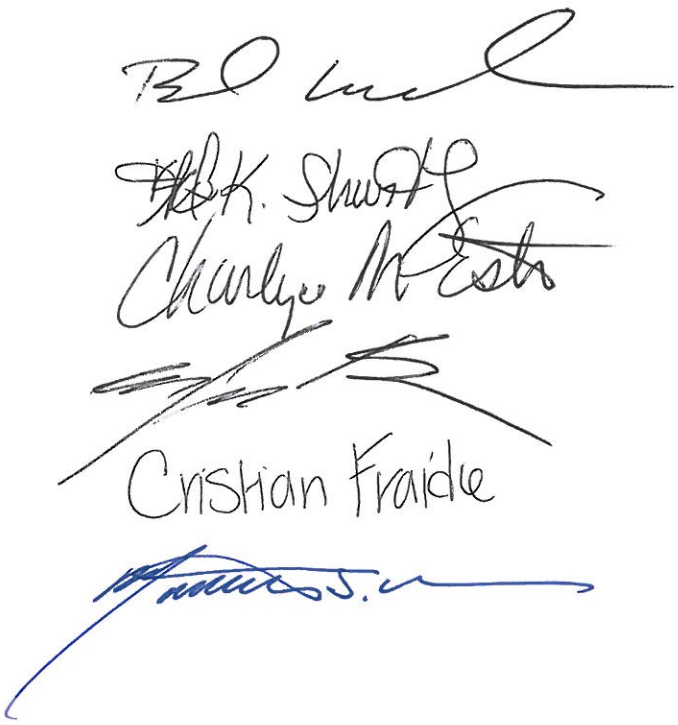
Matthew Bell Typed Name of School Principal	 Signature of School Principal	5/5/17 Date
Michael Ferrari Typed Name of SSC Chairperson	 Signature of SSC Chairperson	5/5/17 Date

Appendix G - School Site Council Membership: Pacific Grove Community High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Matt Bell	X				
Brad Woodyard		X			
Kimberley Shurtz		X			
Charlyce Estes			X		
Michael Ferrari				X	
Cristian Fraide					X
Numbers of members of each category	**1**	**2**	**1**	**1**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



Forest Grove Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Forest Grove Elementary School
Street	1065 Congress Ave.
City, State, Zip	Pacific Grove, CA 93950-4838
Phone Number	831.646.6560 x 200
Principal	Buck Roggeman
E-mail Address	broggeman@pgusd.org
Web Site	forestgrove.pgusd.org
CDS Code	27661346026470

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (School Year 2016-17)

Forest Grove School seeks to provide a quality educational program for each of its students. We embrace the fact that the school serves students of different backgrounds, abilities and interests. We are committed to offering challenging programs in a positive educational environment that develops individual students to their greatest potential. This environment fosters mutual respect, communication and compassion within the entire school community.

Forest Grove's Mission Statement was written with the belief that every child is entitled to an optimum learning and educational experience. Not stated, yet understood in this statement, is the fact that children have different educational needs and challenges at each grade level. Additionally, the staff has written Core Values statements which convey both the philosophy and the commitment of the faculty to the students, each other, parents, and the greater community.

Early primary grades (TK-2) focus on beginning reading, language arts and mathematical concepts and skills. Third grade is a transitional year between skill development and concept application. In language arts the transition is from learning to read to reading to learn. There is an emphasis on encouraging independent personal responsibility. The intermediate grades (3-5) emphasize core curriculum while focusing on preparing students for the transition to middle school. Forest Grove is committed to maximizing each child's learning experience. The Common Core state standards have dominated the curricular discussions in the 2013-14 school year, with alignment of instructional materials and strategies to the new standards.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	108
Grade 1	82
Grade 2	66
Grade 3	71
Grade 4	70
Grade 5	77
Total Enrollment	474

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	6.8
Filipino	1.3
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.6
White	59.1
Two or More Races	8.6
Socioeconomically Disadvantaged	29.3
English Learners	13.1
Students with Disabilities	10.3
Foster Youth	0.8

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	26	32	130
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: June 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance grades 3-5 adopted 2016-2017 and SuperKids adopted May 2014	Yes	0
Mathematics	My Math (TK-5) May 2014	Yes	0
Science	Macmillian McGraw Hill (08/09)	Yes	0
History-Social Science	Scott Foresman (06/07)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Forest Grove continues to have many improvements to its campus. During the summer of 2016, a $500,000 parking and drop off reconstruction project was completed allowing for smoother traffic flow and improved access to the front of our school. Working with parent and staff volunteers, the playground area was painted and some games were added over the past two years. The learning environment has received several technology updates including class sets of Chromebooks in grades 3-5, six tablets in TK-2 classrooms, and new video surveillance cameras. We expect the technology component of classrooms to continue to grow as funds from the educational technology bond become available.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Gutters need repair and replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	66	66	67	71	44	48
Mathematics	52	53	54	57	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	74	66	89.2	62.1
	4	68	63	92.7	65.1
	5	82	79	96.3	69.6
Male	**3**	38	34	89.5	47.1
	4	31	28	90.3	53.6
	5	45	45	100.0	71.1
Female	**3**	36	32	88.9	78.1
	4	37	35	94.6	74.3
	5	37	34	91.9	67.7
Hispanic or Latino	**3**	17	16	94.1	50.0
	4	16	15	93.8	53.3
	5	15	14	93.3	64.3
White	**3**	43	37	86.0	70.3
	4	39	36	92.3	61.1
	5	51	50	98.0	70.0
Socioeconomically Disadvantaged	**3**	22	22	100.0	31.8
	4	22	22	100.0	40.9
	5	21	20	95.2	40.0
Students with Disabilities	**5**	11	11	100.0	27.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	74	66	89.2	53.0
	4	68	63	92.7	55.6
	5	82	79	96.3	51.9
Male	**3**	38	34	89.5	47.1
	4	31	28	90.3	50.0
	5	45	45	100.0	68.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	**3**	36	32	88.9	59.4
	4	37	35	94.6	60.0
	5	37	34	91.9	29.4
Hispanic or Latino	**3**	17	16	94.1	31.3
	4	16	15	93.8	26.7
	5	15	14	93.3	50.0
White	**3**	43	37	86.0	64.9
	4	39	36	92.3	61.1
	5	51	50	98.0	56.0
Socioeconomically Disadvantaged	**3**	22	22	100.0	18.2
	4	22	22	100.0	27.3
	5	21	20	95.2	15.0
Students with Disabilities	**5**	11	11	100.0	18.2

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	82	85	81	82	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	74	91.4	85.1
Male	45	44	97.8	93.2
Female	36	30	83.3	73.3
Hispanic or Latino	14	12	85.7	83.3
White	51	47	92.2	91.5
Socioeconomically Disadvantaged	20	19	95.0	68.4
Students with Disabilities	11	9	81.8	77.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2	26.9	20.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive a high number of volunteers in their classrooms. School-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Spooky Movie Night, Ice Cream Social, Parent Conferences, Butterfly Parade and Bazaar, Family Game Night, and Falcon Fun Fest) are well attended. Forest Grove has an active Parent Teacher Association (PTA) and School Site Council (SSC). The PTA has sought to provide additional welcome to new parents (often military) into the Forest Grove community through the Falcon Friends program.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	0.0	0.6	3.0	1.3	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Forest Grove's comprehensive safety plan is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in October 2016. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of the character development used at Forest Grove (Character Counts).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		4		26		4		26		4	
1	23		3		20	2	1		20	2	1	
2	24		3		22		3		22		3	
3	21	1	2		22		3		22		3	
4	29		3		24		3		24		3	
5	21	1	3		20	1	3		20	1	3	
Other					7	1			7	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	.4	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,065	$467	$12,598	$86,114
District	N/A	N/A	$12,598	$88,874
Percent Difference: School Site and District	N/A	N/A	0.0	12.6
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	127.5	36.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

The students at Forest Grove receive instructional support in their classrooms from their teacher and a part time Instructional Assistant. Outside of the classroom, students performing below grade level in language arts and math may participate in a pull out program using supplemental materials to help close the gap between their current level of understanding and grade level expectations. We also have a Resource Program, and Two Intensive Academic classrooms serving students who need more direct forms of instruction and alternative curriculum. We also provide tutoring from our classroom teachers outside of the school day.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,536	$42,063
Mid-Range Teacher Salary	$83,746	$64,823
Highest Teacher Salary	$109,894	$84,821
Average Principal Salary (Elementary)	$121,494	$101,849
Average Principal Salary (Middle)	$143,620	$107,678
Average Principal Salary (High)	$170,707	$115,589
Superintendent Salary	$217,470	$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Each year, one full day and two half days (three hours) are dedicated to staff development district-wide. An additional hour per week is set aside for staff development and collaboration (early release on Thursday afternoons). Teachers receive an additional 170 minutes each week to ensure that they have time during the school day for preparation and parent and community contact. Grade level meetings have been held to identify students in need of additional support/tutoring, using Title I and Title III funds. From 2013-2016, a professional consultant has been hired to support and lead the staff through professional development activities around Common Core State Standards - with a focus on key instructional shifts. In 2016-17, the focus shifted to establishing a professional learning community engaged in a regular review of student work at Forest Grove. A math coach has also been hired to work with our staff to improve student learning and instruction, with a focus on grades four and five to better prepare our students for middle school. In 2017, teachers will attend mathematical mindsets training at the Monterey County office of education which will be supported by Forest Grove's professional learning community process.

Robert Down Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Robert Down Elementary School
Street	485 Pine Ave.
City, State, Zip	Pacific Grove , CA 93950-3401
Phone Number	831.646.6540
Principal	Linda Williams
E-mail Address	lwilliams@pgusd.org
Web Site	http://robertdown.pgusd.org/
CDS Code	27661346026496

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Dr. Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (School Year 2016-17)

Robert Down Elementary School, founded in 1891 and situated in the heart of Pacific Grove, California, is beautifully located beside the Pacific Ocean and Monterey Bay. The K-5 program focuses on a common core standards-aligned curriculum. We are a "TooBox" and a "Random Acts of KIDness" school with a strong spotlight on the development of each individual's character as well as the sense of community among all students.

The Mission of Robert Down Elementary School, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. Robert Down School will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Programs include Special Education, GATE, English Language Development, Art Docent, School Garden, School-based Counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Chorus, DARE, Big Buddy, After-School Enrichment, Academic Intervention, Read 180, Caught Being Good, Otter Good Citizen Program, ToolBox. STEM Club, ROV Team, Just Run, Otter Ambassador Program.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	65
Grade 1	83
Grade 2	79
Grade 3	87
Grade 4	86
Grade 5	69
Total Enrollment	469

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	1.3
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.6
White	67.6
Two or More Races	8.1
Socioeconomically Disadvantaged	16
English Learners	14.1
Students with Disabilities	11.7
Foster Youth	0.2

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	25	25	130
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: May 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades 3-5 (adopted 2016) SuperKids Grades K-2 (adopted 2014)	Yes	0%
Mathematics	McGraw Hill My Math (adopted 2014)	Yes	0%
Science	Macmilllan- McGraw Hill (adopted 2008)	Yes	0%
History-Social Science	Scotts-Foresman / (adopted 2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

During the 2015-16 school year, the following projects were completed: New outdoor eating area, new greenhouse

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Hallway flooring deficiencies were repaired Spring of 2016.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Portable roofs starting to see signs of wear. Possible replacement in approx 5 years

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	71	67	71	44	48
Mathematics	59	62	54	57	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	90	79	87.8	72.2
	4	87	84	96.5	70.2
	5	68	64	94.1	71.9
Male	**3**	47	41	87.2	73.2
	4	48	46	95.8	63.0
	5	39	38	97.4	65.8
Female	**3**	43	38	88.4	71.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	39	38	97.4	79.0
	5	29	26	89.7	80.8
Hispanic or Latino	**4**	15	15	100.0	46.7
	5	13	13	100.0	53.9
White	**3**	65	59	90.8	74.6
	4	59	58	98.3	75.9
	5	45	42	93.3	78.6
Socioeconomically Disadvantaged	**4**	16	16	100.0	31.3
	5	12	9	75.0	44.4
English Learners	**3**	12	6	50.0	50.0
	4	11	10	90.9	30.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	90	84	93.3	73.8
	4	87	84	96.5	60.7
	5	68	64	94.1	48.4
Male	**3**	47	43	91.5	72.1
	4	48	46	95.8	67.4
	5	39	38	97.4	50.0
Female	**3**	43	41	95.3	75.6
	4	39	38	97.4	52.6
	5	29	26	89.7	46.1
Hispanic or Latino	**4**	15	15	100.0	33.3
	5	13	13	100.0	30.8
White	**3**	65	61	93.8	77.0
	4	59	58	98.3	67.2
	5	45	42	93.3	54.8
Socioeconomically Disadvantaged	**4**	16	16	100.0	37.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	9	75.0	22.2
English Learners	**3**	12	10	83.3	60.0
	4	11	10	90.9	40.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84	78	80	81	82	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	67	66	98.5	80.3
Male	39	39	100.0	82.1
Female	28	27	96.4	77.8
Hispanic or Latino	13	13	100.0	69.2
White	45	44	97.8	90.9
Socioeconomically Disadvantaged	11	11	100.0	54.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	36.4	34.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

There are a variety of ways for parents to be involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may call 831-646-6540 ext. 357and leave a message for the PTA Volunteer Coordinator. Parent Education classes are schedule four times per year. Back to School Night is held two weeks after school commences. The Open House evening is held in the spring of each school year. Parent conferences are held in November and March. A parent conference with your child's teacher may be scheduled with the teacher at any time. Fun family weekend and evenings such as the Halloween Family Evening, Holiday Program, Taco Night, Otter Olympics, Family Gardening, STEM night, Art Night, etc are held throughout the year. Specific information is available via the classroom and school newsletters.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	0.2	0.0	3.0	1.3	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety plan for Robert Down School is reviewed yearly with updates made as needed. A standing safety committee is in place and crisis teams are assigned and trained.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		3		25		3		25		3	
1	23		4		18	4			18	4		
2	22		4		20	3	1		20	3	1	
3	24		3		28		3		28		3	
4	29		3		24		3		24		3	
5	26		3		28		3		28		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,065	$787	$12,278	$86,114
District	N/A	N/A	$12,598	$88,874
Percent Difference: School Site and District	N/A	N/A	-2.5	12.6
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	121.7	36.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

English Language Development, Special Education, GATE, School-based Counseling, Behavior Interventions, Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Occupational Therapy

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,536	$42,063
Mid-Range Teacher Salary	$83,746	$64,823
Highest Teacher Salary	$109,894	$84,821
Average Principal Salary (Elementary)	$121,494	$101,849
Average Principal Salary (Middle)	$143,620	$107,678
Average Principal Salary (High)	$170,707	$115,589
Superintendent Salary	$217,470	$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Two annual school days per year are devoted to certificated staff professional development. During the entire school year, students are released an hour early on Thursdays so that staff may collaborate and participate in professional training. Staff also attends workshops and training at the Monterey County Office of Education as well as at institutions throughout the state. Developing the staff's expertise with common core standards, technology, student assessment and achievement have been the primary focus of our district-wide professional development.

Pacific Grove Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Pacific Grove Middle School
Street	835 Forest Avenue
City, State, Zip	Pacific Grove, CA 93950
Phone Number	831.646.6568
Principal	Sean Roach
E-mail Address	sroach@pgusd.org
Web Site	http://pgmiddle.pgusd.org/
CDS Code	27661340000000

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	ww.pgusd.org

School Description and Mission Statement (School Year 2016-17)

The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), and one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Measure D, was passed in 2006, giving the district $42 million for facility improvements. PGMS underwent many renovations using the bond funding. A new drop off area for students was added to the back of the school. Other improvements have included a new classroom for the music program and upgrades to the Performing Arts Center. The track was paved, drainage was added, the outdoor basketball courts were resurfaced, and a play structure was built. A new set of bleachers was added to the gymnasium. New windows and flooring were installed, and the exterior was painted in the summer of 2008. Our Measure D committee, comprising staff and parents, continues to work with an architect to develop and refine projects at PGMS that will be funded through Measure D. Additional projects, including modernization of science labs, home economic kitchen, school cafeteria, physical education locker rooms, and outdoor student eating areas were completed in spring 2011.

As a philosophy, PGMS seeks to instill a sense of service to each student with the purpose of helping them improve their minds, health, and character. The middle school wants to help them prepare for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

The middle school years present students with profound physical, social and psychological changes. It is the bridge from childhood to early adulthood. PGMS takes pride in the achievements of its students along this journey as reflected by above-average test scores, an atmosphere of mutual respect among students and staff, regular community service participation, and a commitment to the visual and performing arts. Through these achievements, and others, PGMS graduates have begun the process of building their own bridges toward a successful future.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	187
Grade 7	164
Grade 8	160
Total Enrollment	511

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	8.6
Filipino	2
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.6
White	58.3
Two or More Races	6.1
Socioeconomically Disadvantaged	19.6
English Learners	4.3
Students with Disabilities	11.7
Foster Youth	0

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	29	28	130
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

All curriculum for academic areas is standards-aligned and reflect that of recent adoptions. Each student has access to a home set of books as well as a set that remains at school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougall Littell (06/07)		0
Mathematics	Pearson/Prentice Hall (08/09)		0
Science	Holt, Rinehart & Winston (07/08)		0
History-Social Science	TCI History (07/08)		0

School Facility Conditions and Planned Improvements (Most Recent Year)

In the 2009-2010 school year, the Measure D construction bond funds continued to improve our school. The dirt track was paved and drainage was installed, which in turn has improved the condition of the grass playing field. Also, several projects were begun at end of the school year and over the summer. These projects included, remodeled/updated science rooms, remodeled/updated home economics room, remodeled/updated kitchen facilities, construction of an outdoor eating facility/amphitheater, improvements in the PE locker room areas, and improved PE storage. The school grounds are maintained on weekly basis. We have a grounds worker assigned to our school, and he does an excellent job maintaining the safety and appearance of our landscaping. Our three-person site maintenance staff (on day, two night custodians), maintain the neatness of our facility. They also address routine maintenance issues as they arise. Although our building is old, it is in fine condition.

In 2010-11 the science rooms modernization project, the kitchen, the outdoor eating area, and home economics kitchen renovations were completed. In addition, four modular classrooms and an 18-space parking lot were constructed on middle school property. Also, new window coverings were installed in each of the classrooms. During the summer of 2010-11 new hall lockers will be installed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** April 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Some staining on ceiling tiles from repaired leaks
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lighting needs to be replaced in some hallways and exterior. Prop 39 money will be used to change to LED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	68	67	71	44	48
Mathematics	52	54	54	57	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	191	184	96.3	71.7
	7	165	159	96.4	63.5
	8	161	154	95.7	66.9
Male	**6**	97	92	94.8	68.5
	7	91	89	97.8	57.3
	8	89	84	94.4	59.5
Female	**6**	94	92	97.9	75.0
	7	74	70	94.6	71.4
	8	72	70	97.2	75.7
Asian	**6**	19	18	94.7	77.8
	7	12	12	100.0	75.0
	8	12	12	100.0	75.0
Hispanic or Latino	**6**	41	40	97.6	55.0
	7	33	32	97.0	50.0
	8	34	33	97.1	57.6
White	**6**	104	99	95.2	79.8
	7	93	88	94.6	69.3
	8	98	93	94.9	72.0
Two or More Races	**6**	14	14	100.0	71.4
	7	14	14	100.0	57.1
Socioeconomically Disadvantaged	**6**	36	36	100.0	41.7
	7	33	32	97.0	40.6
	8	30	30	100.0	33.3
English Learners	**6**	13	12	92.3	33.3
Students with Disabilities	**6**	20	19	95.0	31.6
	7	22	22	100.0	22.7
	8	17	15	88.2	13.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	191	183	95.8	54.6
	7	165	159	96.4	50.9
	8	165	159	96.4	50.9
Male	**6**	97	91	93.8	53.9
	7	91	89	97.8	50.6
	8	91	89	97.8	50.6
Female	**6**	94	92	97.9	55.4
	7	74	70	94.6	51.4
	8	74	70	94.6	51.4
Asian	**6**	19	18	94.7	66.7
	7	12	12	100.0	58.3
	8	12	12	100.0	58.3
Hispanic or Latino	**6**	41	39	95.1	48.7
	7	33	32	97.0	34.4
	8	33	32	97.0	34.4
White	**6**	104	99	95.2	58.6
	7	93	88	94.6	59.1
	8	93	88	94.6	59.1
Two or More Races	**6**	14	14	100.0	35.7
	7	14	14	100.0	35.7
	8	14	14	100.0	35.7
Socioeconomically Disadvantaged	**6**	36	36	100.0	27.8
	7	33	32	97.0	25.0
	8	33	32	97.0	25.0
English Learners	**6**	13	12	92.3	25.0
Students with Disabilities	**6**	20	18	90.0	11.1
	7	22	22	100.0	31.8
	8	22	22	100.0	31.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	81	86	72	81	82	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	163	156	95.7	71.8
Male	89	85	95.5	72.9
Female	74	71	96.0	70.4
Asian	13	12	92.3	83.3
Hispanic or Latino	35	33	94.3	54.6
White	98	95	96.9	75.8
Socioeconomically Disadvantaged	32	30	93.8	40.0
Students with Disabilities	17	15	88.2	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.2	27.5	25

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and community are an integral part of PGMS. We welcome volunteers and parents to help out in the classroom, library, and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA and School Site Council (SSC). Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.6	1.2	0.2	3.0	1.3	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Pacific Grove Middle School keeps a comprehensive safety plan and is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in October 2016. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of Positive Behaviors Interventions and Supports (PBIS).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	7	10		21	3	11		21	3	11	
Mathematics	20	8	8		21	4	12		21	4	12	
Science	24	2	11		25	1	12		25	1	12	
Social Science	22	3	11		25	2	8		25	2	8	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	458
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,065	$467	$12,598	$86,114
District	N/A	N/A	$12,598	$88,874
Percent Difference: School Site and District	N/A	N/A	0.0%	13.1%
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	130.9%	41.2%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Categorical Programs available to Pacific Grove Middle School:

Federal:

- Title II, professional development
- Title IV, drug abuse and violence prevention programs
- Special Education, ensures students with special needs are properly assessed and serviced with a program designed to meet their needs

State:

- English Language Learners – designed to develop English fluency
- Gifted and Talented Education – identifies gifted and talented students and provides for differentiated opportunities to meet that student's needs
- Tobacco Use Prevention Education – designed to educate students regarding the negative effects of tobacco
- School Improvement Program – a program to fund programs to improve student performance

Local:

- Measure A bond fund – passed in order to improve the physical structures in PGUSD
- Measure A parcel tax – passed in order to fund specified programs throughout the district Measure D bond fund – passed in order to improve the physical structures in PGUSD

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,536	$42,063
Mid-Range Teacher Salary	$83,746	$64,823
Highest Teacher Salary	$109,894	$84,821
Average Principal Salary (Elementary)	$121,494	$101,849
Average Principal Salary (Middle)	$143,620	$107,678
Average Principal Salary (High)	$170,707	$115,589
Superintendent Salary	$217,470	$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Two full days are designated district-wide for staff development. Additionally, each department has been designated two complete days for curriculum planning off site during the school year. PGMS has an Instructional Leadership Team (ILT) made up of teacher leaders who assist with the training necessary to help staff shift to the Common Core State Standards. At a district-wide meeting in the Spring of 2015, the ILT decided to focus on the development of Professional Learning Communities (PLCs) to better use data to intervene with struggling students and ensure access for all. This vision has been will be our sole focus for the 2015-2016 school year.

Pacific Grove High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Pacific Grove High School
Street	615 Sunset Dr.
City, State, Zip	Pacific Grove, CA 93950-4827
Phone Number	831.646.6590
Principal	Matt Bell
E-mail Address	mbell@pgusd.org
Web Site	http://pghigh.pgusd.org/
CDS Code	27-66134-2733657

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (School Year 2016-17)

Pacific Grove High School is a comprehensive 9-12 high school, which has served students since the late 1800's. Our mission, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, and stimulating environment, with a clear commitment to the worth of every individual. Updated Vision Statement (November 2016): Pacific Grove High School is a community of learners committed to providing students with opportunities that will steer their lives in the direction of college and career success, as well as personal fulfillment. Through collaboration, a commitment to evidence-based decision-making, and a spirit of inclusion, PGHS aims to cultivate students who are: eager learners, conscientious digital citizens, environmental stewards, effective communicators, culturally aware, employable, and who lead active, healthy lives.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	164
Grade 10	155
Grade 11	148
Grade 12	142
Total Enrollment	609

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	9.4
Filipino	2.1
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	1.5
White	62.6
Two or More Races	5.1
Socioeconomically Disadvantaged	17.6
English Learners	1.6
Students with Disabilities	8.2
Foster Youth	0.2

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	37	37	37	130
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Anthology English McDougal Littell 2007/2008 Prentice Hall Grammar 2008/2009 Writing & Grammar Prentice Hall 2008 Everything's and Argument Bedford/St. Martins 2013 Elements of Style Longman 2000 ELD - English 3D Issues Scholastic 2011 ELD - English 3D Language ans Writing Portfolio 2011	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pre-Calculus Pearson/Prentice Hall 2007/2008 AP Statistics - The Practice of Statistics; Bedford, Freeman, & Worth 2012 Calculus Key Curriculum Press 2005 Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016 Big Ideas Math Integrated III Big ideas Learning 2016	Yes	0
Science	Anatomy & Physiology Pearson 2012 Essentials of Human Anatomy & Phisiology Pearson 2012 AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2012 Marine Science Life on An Ocean Planet Current Publishing Co. 2006 Earth and Space Earth Science Holt, Rinehart, Winston 2007 Conceptual Physics, Pearson , 2015 AP Physics Fundamentals of Physics, 2014 Chemistry in the Community, W H Freeman, 2006 Honors Chemistry Intro to Chemistry, Pearson-Prentice Hall, 2011	Yes	0
History-Social Science	World Geography Prentace Hall 2009 Honors Social Studies America Alistar Cooke Carroll & Graff Pub. 2009 World History: The Modern Era Prentice Hall 2009 AP Worlkd History Ways of the Wolrd Bedford/St. Martins 2011 US History American Vision Glencoe & McGraw Hill 2010 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2010/2011 AP Government The Challenge of Democracy Houghton Mifflin 2008 AP Government Readings & Cases Longman 2002 Economics EMC Pub. 2010/2011	Yes	0
Foreign Language	French and Spanish Vista Higher Learning 2012/2013	Yes	0
Health	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts	Music Tech Tools Focal Press 2010	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	All science rooms have classroom instruction and lab areas with adequate equipment. Science department is provided yearly site funds to re-stock inventory for lessons. Specific equipment includes, but is not limited to weights and measurements, scales, dissecting microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2006 voters passed Measure D, a school improvement bond that is bringing significant changes to PGHS. Major construction and renovation projects are already underway. the renovation of Breakers Stadium, small gym, dance room, new pool/tennis courts and the installation of security cameras have been completed with accolades from the entire community. Phase II was concluded in early 2011 and included totally renovated science classrooms and media and art rooms along with a remodel of our multipurpose room (Student Union) and administration building and minor improvements to heating in classrooms and water runoff around the campus. the back parking lot has been repaved and received a better design for drop-off and pick up for the students attending feeder schools. The final major project has been the completion of the swimming pool renovation in early 2014. Since then, a technology bond, Measure A, was passed in November, 2014. This bond is to used exclusively for the update, repair, and future technological needs of the district.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** April 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Minor ceiling staining from previous roof leaks.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Lens covers need to be repaired. Some outlets not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Some roofs and gutters are nearing replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	83	88	67	71	44	48
Mathematics	56	70	54	57	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	143	137	95.8	88.3
Male	11	85	83	97.7	86.8
Female	11	58	54	93.1	90.7
Asian	11	19	18	94.7	94.4
Hispanic or Latino	11	17	17	100.0	82.3
White	11	85	80	94.1	88.8
Socioeconomically Disadvantaged	11	13	13	100.0	84.6
Students with Disabilities	11	13	12	92.3	33.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**11**	143	137	95.8	70.1
Male	**11**	85	83	97.7	69.9
Female	**11**	58	54	93.1	70.4
Asian	**11**	19	18	94.7	77.8
Hispanic or Latino	**11**	17	17	100.0	52.9
White	**11**	85	80	94.1	78.8
Socioeconomically Disadvantaged	**11**	13	13	100.0	53.9
Students with Disabilities	**11**	13	12	92.3	16.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78	83	69	81	82	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	145	140	96.6	68.6
Male	78	76	97.4	68.4
Female	67	64	95.5	68.8
Asian	16	16	100.0	75.0
Hispanic or Latino	20	19	95.0	52.6
White	87	84	96.6	73.8
Socioeconomically Disadvantaged	32	32	100.0	50.0
Students with Disabilities	11	11	100.0	63.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Five pathways were re-designed by the PGHS CTE department staff to include two-tiered foundation and concentrator courses that lead to certification along with an optional third-year Capstone course that will include an internship/mentorship: Visual Arts, Networking, Software & Systems Design, Patient Care, and Culinary/Hospitality. Stipends were created for curriculum building and articulation efforts with Monterey Peninsula College (MPC); all courses will be UC a-g approved in 2017 and align with CTE standards for each pathway. CTE courses are available to all students with the Culinary/hospitality pathway providing key training for SPED students that work with peer mentors and have support of an adult aide. Current measures provided by Perkins Federal Grant E1/E2 data collection provide Advisory Board with concentrator level student participation (two years). Subsequent years will provide information regarding certification completion and internship/mentorship participation. PGHS CTE Advisory members: Harrison Schramm, Software & robotics; Renee Krueger, Digital & Media Arts; Dani Carvalho, Networking & Cyber Security; Michael Mathews, Software & Robotics; Erik Cushman, Monterey County Workforce Dev. Board, Steve Podell, CTE Board Member, Julia Keller, CTE Board Member

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	589
% of pupils completing a CTE program and earning a high school diploma	33
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	58

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.16
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	63.9

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.8	16.1	67.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are informed about school activities via newsletters, emails via School Messenger, and texts messages from the Remind system if they choose to sign up. In addition, parents are able to participate on the school Site Council to create the School-wide Plan for Student Achievement (SPSA), district English Language Advisory Committee (ELAC), or the Career Technical Education (CTE) Advisory Board. Many parents provided time for guest speaking, job shadowing, and mock interviewing as well.

Community and parent support for Pacific Grove High School is strong. In many ways the high school is the source of community pride. Parents, alumni, and community members are involved in numerous organizations, which support projects to improve student achievement, allow participation in extra-curricular activities, and improve school facilities. This includes PTA, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, Sober Grad Night, and P.G. Pride (parent and community fund raisers for district programs). Many businesses donate their products and facilities for fund raising activities. In addition, many school events are civic events. The Butterfly parade, Pacific Grove athletic competitions, drama productions, and Good Old Days are examples of events in which the entire community participates.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.10	1.50	2.30	5.30	2.00	2.10	11.40	11.50	10.70
Graduation Rate	94.31	98.54	96.24	93.23	98.03	96.58	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	99	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	93	93	93
Filipino	100	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	100	100	85
White	97	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	83	86	66
English Learners	100	100	54
Students with Disabilities	100	100	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.2	2.7	2.9	3.0	1.3	1.1	4.4	3.8	3.7
Expulsions	0.2	0.3	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly, 3-4 times per year along with safety assemblies; this year's focus is on safe driving and a movie night for anti-bullying. The site emergency plan is updated annually by the Safety Committee and approved by the Site team. Updates made include re-organizing evacuation line ups by room/building number as opposed to teacher last name to provide consistency and addition of student release drill that will occur at the stadium.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	8	17	1	21	10	7	1	22	10	14	
Mathematics	22	12	12		21	12	8		22	13	8	
Science	25	2	17		27	3	8		19	6	13	
Social Science	25	7	20		23	14	13		21	9	11	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	299
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	.8	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,065	$467	$12,598	$86,114
District	N/A	N/A	$12,598	$88,874
Percent Difference: School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	130.9	36.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

PGHS provides students tutoring in math after school Monday-Thursday, which is funded as 1.0 FTE section and supported with a classified math tutor and adjunct hours from the math dept. instructors. Additionally, in Spring 2017, once section of math focused on credit recovery with the ALEKS online system to support students in Integrated Math I, II, and III who had previously failed one or more semesters. AVID college readiness is provided to students 9-12 who apply or are recommended by staff or through SST process. Study Hall is provided to some students who drop courses or need support to finish homework. IEP and 504 plans provide accommodations/modifications as well as Study Support classes to students who qualify.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,536	$42,063
Mid-Range Teacher Salary	$83,746	$64,823
Highest Teacher Salary	$109,894	$84,821
Average Principal Salary (Elementary)	$121,494	$101,849
Average Principal Salary (Middle)	$143,620	$107,678
Average Principal Salary (High)	$170,707	$115,589
Superintendent Salary	$217,470	$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	7	N/A
All courses	16	.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

PGHS is currently providing staff development in building Professional Learning Communities as well as in Common Core. In January 2013, several teachers attended a training with Rick and Rebecca DuFour and presented the information to our staff when they returned. Collaboration days have been built into the bell schedule so that teachers can analyze student data and adjust instruction so that students can attain mastery of the subject matter. The schedule allows teachers to meet for approximately 45 minutes each Wednesday morning. Plans for the 2014-15 school year include development of the Instructional leadership team (ILT) to lead school-wide professional development for the alignment of the CA Common Core State Standards. The instructional leadership team works with a professional consultant in key instructional shifts in English language arts, literacy in content areas and math. A PGHS math instructor was provided a .4 FTE to develop and implement the Integrated Math I, II, and III courses for 2013-14, 14-15, and 15-16.

Pacific Grove Community High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Pacific Grove Community High School
Street	1004 David Avenue
City, State, Zip	Pacific Grove, CA, 93950
Phone Number	(831) 646-6535
Principal	Matthew Bell
E-mail Address	mbell@pgusd.org
Web Site	http://pgchs.pgusd.org/
CDS Code	27661342731115

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831 646-6510
Superintendent	Dr. Ralph Gomez-Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (School Year 2016-17)

Pacific Grove Community High School will:

Provide students with the opportunity for high school graduation and pursuit of vocational goals and post high school education;
Ensure competency in academic, critical thinking and problem solving skills;
Maximize opportunities for students to develop the positive values of self-reliance, initiative, kindness, resourcefulness, creativity and responsibility;
Maintain a learning situation which encourages the student to follow his or her own interests and pace. Recognize that the best learning takes place when the student, in partnership with staff, cultivates his or her own desire to learn and recognizes personal responsibility for the education process.

Community High School's graduates will be:

EDUCATED INDIVIDUALS WHO:
Demonstrate competence in reading, writing, math, science, social studies and technology.

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:
Think problems through by using relevant evidence or information to come to logical conclusions.

INDEPENDENT AND COLLABORATIVE WORKERS WHO:
Set goals, organize time and tasks to meet deadlines, participate in group projects, and produce independent work that meets academic content standards.

RESPONSIBLE CITIZENS WHO:
Are employable.
Understand and appreciate diverse cultures and points of view.
Understand and participate in the duties, rights and privileges of citizens in a democracy.
Understand the relationships between man and his environment.

HEALTHY INDIVIDUALS WHO:
Have a strong sense of self-worth.
Practice respect for others.
Resolve conflicts through positive action.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	4
Grade 11	3
Grade 12	8
Total Enrollment	15

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0
White	60
Two or More Races	13.3
Socioeconomically Disadvantaged	40
English Learners	6.7
Students with Disabilities	26.7
Foster Youth	0

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	2	2	2	130
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Students at Community High School are provided the same textbooks at the district's comprehensive high school (Pacific Grove High School). Curriculum at Community High School is aligned with the Common Core standards. Ancillary materials, including online credit recovery and instruction, are purchased for each core area to support the curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2006 McDougal Littell Language of Literature American Literature	Yes	0
Mathematics	2014 McGraw Hill ALEKS	Yes	0
Science	2007 Holt, Rinehart & Winston California Biology Holt, Rinehart & Winston California Earth Science	Yes	0
History-Social Science	2006 Holt, Rinehart, & Winston Civics in Practice Holt Rinehart & Winston American Anthem Holt Rinehart & Winston Human Legacy Modern Era	Yes	0
Foreign Language	N/A		0
Health	2015 McGraw Hill Glencoe Health	Yes	0
Visual and Performing Arts	2013 Pearson Prentice Hall Learning Microsoft Office Deluxe Edition	Yes	0
Science Laboratory Equipment (grades 9-12)	Equipment includes, but is not limited to scales, microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The entire facility underwent upgrades in 2003 and 2008.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Lens covers need replacing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	The roof will need replacement in the next few years as it is 20 years old.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	67	71	44	48
Mathematics	--	--	54	57	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		--	--		82	73		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Community High School provides a wide variety of classes and assignments that focus on career exploration. Students at CHS also are given opportunities to enroll in CTE classes at the district comprehensive high school.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	7.14

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Pacific Grove Unified School District has extraordinary parental and community involvement. At all levels, parents are encouraged to participate in the educational community and Community High School is no exception. Parents are encouraged to join the site council, to volunteer in the school and be on committees as needed. Parents have been involved in the School Site Committee. Parents also volunteer in the garden and at special events such as Mock Interview day. In addition, every parent must meet with the staff as their student is enrolled at Community High School and encouraged to attend the progress meeting at the end of each grading cycle.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.30	2.00	2.10	5.30	2.00	2.10	11.40	11.50	10.70
Graduation Rate	93.23	98.03	96.58	93.23	98.03	96.58	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	99	86
Black or African American	0	100	78
American Indian or Alaska Native	0	0	78
Asian	0	93	93
Filipino	0	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	86	66
English Learners	0	100	54
Students with Disabilities	100	100	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	22.5	17.9	8.7	3.0	1.3	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safe school plan has been updated since 09/02/2016. Key elements that have been reviewed and updated have been lock-down procedures, radio review and protocol, and active shooter protocol. The plan was presented to the Site Council and sent to the School Board for approval along with the District Plan and other site plans. Professional development is ongoing to keep staff current with safety protocols.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	0	1	0	19	1	0	0	16	1	0	0
Mathematics	18	1	0	0	13	1	0	0	12	1	0	0
Science	9	1	0	0	7	1	0	0	6	1	0	0
Social Science	27	0	1	0	19	1	0	0	16	1	0	0

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,065	$467	$12,598	$86,114
District	N/A	N/A	$12,598	$88,874
Percent Difference: School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	130.9	36.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Community High School students have access to Monterey County Behavioral Health services on an as needed basis. Special Education services are accessed as indicated in student Individual Education Plans. On rare occasions, students who have negative contact with law enforcement are assigned a Probation Officer that monitor student behavior and attendance. Additionally, Special Education students have access, as determined in their IEP, to specialized therapeutic counseling and access to a psychiatrist.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,536	$42,063
Mid-Range Teacher Salary	$83,746	$64,823
Highest Teacher Salary	$109,894	$84,821
Average Principal Salary (Elementary)	$121,494	$101,849
Average Principal Salary (Middle)	$143,620	$107,678
Average Principal Salary (High)	$170,707	$115,589
Superintendent Salary	$217,470	$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Priorities for staff development for the 2013-2016 school years have been focused on the national Common Core State Standards - primarily English Language Arts. The primary focus for the 2016-17 school year has been on the implementation of the Professional Learning Communities framework and the subsequent cycle of planning, data collection, analysis, and implementation. The development has been done on school release days as well as during after-school presentations by District and county experts. Staff development funds have been set aside to release teachers for workshops and meetings on the development of the materials and curriculum.