

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING**

Trustees

*John Paff, President
Brian Swanson, Clerk
Debbie Crandell
Cristy Dawson
Bill Phillips
Kulaea Tulua, Student Rep*

DATE: Thursday, May 24, 2018

TIME: 6:00 p.m. Closed Session
7:00 p.m. Open Session

LOCATION: District Office - Jessie Bray Conference Room
435 Hillcrest Avenue
Pacific Grove, CA 93950

The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

II. CLOSED SESSION

A. Identify Closed Session Topics

The Board of Education will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Education and Government Code.

- 1. Consideration Of Student Discipline (1 Cases) (Education Code Section 48915)
- 2. Employee Discipline/Dismissal/Release/Complaint (2 cases) [Government Code § 54957]
- 3. Inter-District Transfer Appeal (1 case)

B. Public comment on Closed Session item

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session

1. Consideration Of Student Discipline (1 Cases) (Education Code Section 48915)
2. Employee Discipline/Dismissal/Release/Complaint (2 cases) [Government Code § 54957]
3. Inter-District Transfer Appeal (1 case)

B. Pledge of Allegiance

IV. RECOGNITION OF RETIREES/STAFF RECOGNITION

Recognition followed by a brief recess.

RETIREES

Christine Conneau, 31 years
Dave Hoffman, 15 years
Mary Schumaker, 7 years
Jennifer Ross, 38 years
An McDowell, 7 years
Stacy Himenes, 9 years

Charlyce Estes, 30 years
Nicki Klevan, 30 years
Debbie Engles, 33 Years
Melanie Cardinalli, 23 years
Linda Riddle, 26.5 years
Nellie Da Silva, 15 years

STAFF RECOGNITION

Anna Spade
Anne Scanlon
Brad Woodyard
Carey Parker
Christina Luciano
Christina Renteria
David Jones
Debbie Pinheiro
Denise Johnson
Erica Chavez
Erika Kreeger
Fran Petty
Gabriela Downer
Glynis Barrett
Jacqueline Perkins
Janet Bingham
Janet Thayer

Jeanette Odenbrett
Jeff Stutzman
Juliana Dacuyan
Julie Lamora-Kelly
Karen Levy
Katie Kreeger
Kim Shurtz
La Verne Baker-Leyva
Larry Haggquist
Lauralea Gaona
Lauren Davis
Leslie King
Leslie Penner
Linda Lyon
Lorraine Gonzales
Maria Miller
Marion Heebink

Mary Hiserman
Melissa Gibson
Michele Knight
Michelle Evans
Michelle Maas
Monica Valero
Nancy Spade
Natasha Pignateli
Nicole Bulich
Peggy Tobin
Rachel Allaire
Shane Steinback
Stephanie Perlstein
Steve Ibrahim
Summer Coe
Sydney Dacuyan

V. COMMUNICATIONS

- A. Written Communication
- B. Board Member Comments
- C. Superintendent Report
- D. PGUSD Staff Comments (Non Agenda Items)

VI. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes for each agenda or non-agenda item; a total time for public input on each item is 20 minutes, pursuant to Board Policy 9323. Public comment will also be allowed on each specific action item prior to Board action thereon. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.

VII. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. **There is no discussion of these items prior to the Board vote unless a member of the Board requests specific items be discussed and/or removed from the Consent Agenda.** Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted or received as recommended.*

- | | Page |
|---|------|
| A. <u>Approval of Minutes of May 3, 2017 Board Meeting</u> | 7 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented. | |
| B. <u>Certificated Assignment Order #15</u> | 13 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #15. | |
| C. <u>Classified Assignment Order #15</u> | 16 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #15. | |
| D. <u>Acceptance of Donations</u> | 18 |
| Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends that the Board approve acceptance of the donations referenced below. | |
| E. <u>Out of County or Overnight Activities</u> | 19 |
| Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends that the Board approve or receive the request as presented. | |
| F. <u>Acceptance of Quarterly Treasurer's Report</u> | 23 |
| Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends that the Board accept the Quarterly Treasurer's Report for the quarter ending March 31, 2018. | |

- G. Cash Receipts Report No. 4 39
Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.
- H. Revolving Cash Report No. 4 42
Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.
- I. Robert H. Down Elementary School 2018-19 Single Plan for School Achievement 44
Recommendation: (Linda Williams, Robert Down Elementary School Principal) The District Administration recommends that the Board review and approve the 2018-19 Robert H. Down Single Plan for School Achievement (SPSA) and related budget items. Appendix A in Board packet.
- J. Forest Grove Elementary School 2018-19 Single Plan for Student Achievement 45
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The Administration recommends that the Board review and approve the Forest Grove Elementary Single Plan for Student Achievement (SPSA) for the 2018-19 school year. Appendix B in Board packet.
- K. Pacific Grove Middle School 2018-19 Single Plan for Student Achievement 46
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement for 2018-19. Appendix C in Board packet.
- L. Pacific Grove High School 2018-19 Single Plan for Student Achievement 47
Recommendation: (Matt Bell, Pacific Grove High School Principal) The Administration recommends that the Board review and approve the Pacific Grove High School Single Plan for Student Achievement (SPSA) for the 2018-19 school year. Appendix D in Board packet.
- M. Pacific Grove Community High School Single Plan for Student Achievement 2018-19 48
Recommendation: (Matt Bell, Community High School Principal) The Administration recommends that the Board review and approve the 2018-19 Pacific Grove Community High School Single Plan for Student Achievement. Appendix E in Board packet.
- N. Special Education Contract for Speech Therapy Services for Extended School Year 49
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the contract for Speech and Language Therapy services for Extended School Year.
- O. Pacific Grove Adult Education Childcare Center Bid For Joseph R. Renda Construction Services 52
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration requests that the Board review and approve the bid for Joseph R. Renda Construction Services, Inc. for \$4,100.

- P. Pacific Grove Adult Education Childcare Center Bid For Earth Systems 53
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration requests that the Board review and approve the bid for Earth Systems for \$9,711.40.
- Q. Pacific Grove Adult Education Childcare Center Bid For Don Leatherman, Architect Inspector 54
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration requests that the Board review and approve the bid for Don Leatherman, Architect Inspector for \$4,000.
- R. California Interscholastic Federation (CIF) School Representatives 55
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve Principal Matt Bell, Athletic Director Todd Buller, Assistant Principal Shane Steinback as the 2018-19 CIF representatives for Pacific Grove High School.
- Move: _____ Second: _____ Vote: _____

VIII. PUBLIC HEARING I

- Public Hearing for District Budget for 2018-19 58
Public Hearing- The District Administration will present the final draft of the 2018-19 District Budget for Board review and Public Hearing. (Rick Miller, Assistant Superintendent)
- Open Public Hearing: _____ Close Public Hearing: _____

IX. PUBLIC HEARING II

- Public Hearing for the Local Control Accountability Plan (LCAP) 83
Public Hearing- The District Administration will present the final draft of the 2018-19 LCAP for Board review and Public Hearing. (Ani Silva, Director of Curriculum and Special Projects)
- Open Public Hearing: _____ Close Public Hearing: _____

X. ACTION/DISCUSSION

- A. Pacific Grove Unified School District Safety Update 227
Recommendation: (Barbara Martinez, Director of Student Safety) The District Administration recommends that the Board review and be informed of Pacific Grove Unified School District activities and protocols related to school safety.
- Move: _____ Second: _____ Vote: _____
- B. Job Description for Digital Learning Teacher 228
Recommendation: (Billie Mankey, Director of Human Resources) The District Administration recommends the Board review and approve the job description for the Digital Learning Teacher position.
- Move: _____ Second: _____ Vote: _____

- C. Monterey Peninsula College (MPC) and Pacific Grove Unified School District (PGUSD) College and Career Access Pathways Partnership Agreement (CCAP) 232

Recommendation: (Sean Keller, Pacific Grove High School Assistant Principal; Matt Bell, Pacific Grove High School Principal) The Administration recommends that the Board review and approve the 2018-19 College and Career Access Pathways Partnership Agreement (CCAP) between the Monterey Peninsula Community College District (MPCCD).

Move: _____ Second: _____ Vote: _____

- D. Board Calendar/Future Meetings 261

Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: _____ Second: _____ Vote: _____

XI. INFORMATION/DISCUSSION

- A. Future Agenda Items 264

Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

Board Self Evaluation Review (Fall 2018)
Affordable Housing Project Impacts to District
Long Term Counseling Study (Fall 2018/Winter 2019)
Foreign Language (Fall 2018)
Review of Classified Evaluation Process

Board Direction: _____

XII. ADJOURNMENT

Next regular meeting: June 7, 2018 – District Office at 7:00 p.m.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of May 3, 2018 – District Office

I. OPENED BUSINESS

- A. Called to Order 6:00 p.m.
- B. Roll Call
- | | |
|-------------------------|-----------------------|
| President: | Trustee Paff |
| Clerk: | Trustee Swanson |
| Trustees Present: | Trustee Crandell |
| | Trustee Dawson |
| Absent: | Trustee Phillips |
| Administration Present: | Superintendent Porras |
| Board Recorder: | Mandi Ackerman |
| Student Board Member: | Aliya Chroman |

C. Adopted Agenda

Changes to the agenda include a Walk-On Action/Discussion Item: Independent Education Evaluation for Student on an Individual Education Plan.
 Action/Discussion Item C Pacific Grove Unified School District Safety Update was pulled.

The Board briefly discussed the recurring facilities and safety discussions.

MOTION Dawson/Swanson to adopt agenda as amended.

Public comment: none

Motion CARRIED 4 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2017/18 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Matt Bell, Rick Miller and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2017/18 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives for the purpose of giving direction and updates.
3. Consideration Of Student Discipline (1 Cases) (Education Code Section 48915)
4. Employee Discipline/Dismissal/Release/Complaint (2 cases) [Government Code § 54957]

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session 6:05 p.m.

III. RECONVENED IN OPEN SESSION

7:09 p.m.

A. Reported action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2017/18

The Board discussed this item.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2017/18

The Board discussed this item.

3. Consideration Of Student Discipline (1 Cases) (Education Code Section 48915)

The Board received information from Administration.

4. Employee Discipline/Dismissal/Release/Complaint (2 cases) [Government Code § 54957]

The Board discussed without direction.

B. Pledge of AllegianceLed By: Superintendent Porras

The Board noted, as a reminder to the public, the changes made to the agenda including the walk-on item and the safety update item which was removed.

IV. COMMUNICATIONS**A. Written Communication**

The Board received many letters regarding the Pacific Grove Middle School math practice and policy, as well as communication regarding student safety.

Trustee Paff received positive certification for the Second Interim Report from Monterey County Office of Education.

B. Board Member Comments

Student Representative Chroman updated the Board on the activities and events at Pacific Grove High School.

Trustee Paff visited Forest Grove Elementary School as well as Pacific Grove High School, thanked the staff and Principals. Paff also noted Pacific Grove was represented in every grade level in the Mathletics competition.

Trustee Crandell noted great things were happening, such as the open houses, Mathletics team, Pacific Grove Middle School honors night.

Trustee Swanson attended the honors night, noting 19 students who had straight A's throughout middle school. Swanson also thanked all the volunteers of the Big Sur Marathon, and the money raised for the Pacific Grove Music Boosters.

C. Superintendent Report

The Superintendent noted he was grateful for the amazing honors night at the middle school, thanked the parents for trusting us with their students. Porras met with Hopkins Marine Station, who asked if the District would be willing to partner on an ocean conservancy art project for K-12. Finally, Porras noted classes visiting the aquarium next week and appreciated the partnership with the District.

D. PGUSD Staff Comments (Non Agenda Items)

A video was played of Adult Education Principal Barbara Martinez of her congratulating retiring Preschool Teacher Jennifer Ross who won the KSBQ Crystal Apple Award.

Director of Student Services Clare Davies invited Transition Program Student Cedar Singer-Low to speak to the Board, who designed the Special Olympics t-shirts for the last three years. Singer-Low described the motivation behind his designs, as well as the representation of art. Davies also presented Singer-Low with a certificate of recognition as a local artist within our community.

Robert Down Elementary School Principal Linda Williams thanked the Board, shared a story a police officer that fixed a 3rd grader's bicycle.

Director of Nutrition Dianne Hobson shared an update on the California Department of Education visit to review compliance. Hobson noted the consultant was impressed and done one day early with her review, and that Hobson should receive a letter with results in October.

Pacific Grove High School Assistant Principal Sean Keller updated the Board on the photography competition; 11 students won scholarships this year.

Pacific Grove High School Principal Matt Bell was so happy so many schools and students participated in the Artwork and Opinions on School Safety in the Weekly. Bell invited the Board to the Senior Awards Night.

Pacific Grove Middle School Assistant Principal Jason Tovani invited the Board to the music concert.

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

None.

VI. CONSENT AGENDA

- A. Minutes of April 26, 2018 Board Meeting
- B. Certificated Assignment Order #14
- C. Classified Assignment Order #14
- D. Warrant Schedule No. 595
- E. 2017-18 Budget Revisions #4

MOTION Crandell/Dawson to approve consent agenda as presented.

Public comment: none

Motion CARRIED 4 – 0

VII. PUBLIC HEARING

- A. Public Hearing for Tentative Agreement with Pacific Grove Teacher's Association

The Board discussed this item in closed session.

Open Public Hearing: 7:37 p.m.

Close Public Hearing: 7:39 p.m.

VIII. ACTION/DISCUSSION

- A. Approval of Tentative Agreement with Pacific Grove Teacher's Association

MOTION Dawson/Crandell to approve the Tentative Agreement with Pacific Grove Teacher's Association.

Public comment:

Pacific Grove High School Principal Matt Bell thanked the Board for their consideration, and noted the very amicable relationship with such a great bargaining group.

Motion CARRIED 4 – 0

- B. Pacific Grove Unified School District Governance Handbook

Superintendent Porras presented information to the Board. The Board said it was wonderful, well-written and informative.

MOTION Dawson/Crandell to approve the Pacific Grove Unified School District Governance Handbook.

Public comment: none

Motion CARRIED 4 – 0

- C. Pacific Grove Unified School District Safety Update

This item was pulled from the agenda.

D. Pacific Grove Unified School District Fencing Project

Director of Facilities and Transportation Matt Kelly presented information and options to the Board. The Board discussed and asked questions.

Public comment:

Principal Matt Bell suggested focusing on the purpose of fencing- preventing unknown persons entering the campus, consider what happens during a lock-down.

Assistant Principal Sean Keller said in the event of an actual emergency, consider the emergency services and the driveway access.

Assistant Principal Jason Tovani recommended the Board walk the campuses while students are present, and consider the lunch areas before fencing.

Community High School Teacher Kim Shurtz asked the Board to consider the fencing purpose, shared her own experience with fences at Community High School being cut.

Parent Dana Jones talked about using fencing as a deterrent; noting she has seen people walk through campuses; asked the Board to consider the open/close campus policy; control access points; and requested better signage of facilities.

MOTION Paff/Swanson to accept the Forest Grove Elementary School fencing project up to \$13,000, no additional, excluding Pacific Grove Middle School and Pacific Grove High School.

Public comment: none

Motion CARRIED 4 – 0

The Board also directed Director Kelly to quote fencing at the Pacific Grove High School music gate, as well as the corner fencing in the front of the campus.

E. Board Calendar/Future Meetings

No action taken.

F. Walk-On Independent Education Evaluation for Student on an Individual Education Plan

Director of Student Services Clare Davies presented information to the Board. The Board discussed this item.

MOTION Crandell/Swanson to approve the Board meeting calendar.

Public comment: none

Motion CARRIED 4 – 0

IX. INFORMATION/DISCUSSION

A. Facilities Project Updates

Director of Facilities and Transportation Matt Kelly presented a brief update to the Board.

B. Presentation of the California Healthy Kids Survey results 2017-2018

Director of Curriculum Ani Silva; Forest Grove Elementary School Principal Buck Roggeman; Robert Down Elementary School Principal Linda Williams; Pacific Grove Middle School Counselor Janie Lawrence; Pacific Grove Middle School Assistant Principal Jason Tovani; Pacific Grove High School Counselor Michelle Cadigan; and Community High School Teacher Kim Shurtz presented results of the California Healthy Kids Survey.

MOTION Paff/Crandell to extend the meeting to 10:30 p.m.

Public comment: none

Motion CARRIED 4 – 0

C. Future Agenda Items

Board Self Evaluation Review (June 7)
Affordable Housing Project Impacts to District
Long Term Counseling Study (Fall 2018/Winter 2019)
Foreign Language (Fall 2018)
Review of Classified Evaluation Process

X. **ADJOURNED**

10:18 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

SUBJECT: Certificated Assignment Order #15

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #15.

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Certificated Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 15
May 24, 2018**

2018 Summer School, temporary teaching positions, paid per hour, per time sheet at the PGTA hourly instructional rate, dependent upon sufficient enrollment, effective June 4, 2018 through June 30, 2018 and in addition 1 equivalent day of initial prep for all teachers and one additional afternoon session during the summer program for special education.

Instructor	Course Title	Total Hours
Summer Wright/Barbara Hirst	Kindergarten	3.75 hrs./day
Melissa Andersen	1 st Grade	3.75hrs./day
Shannon McCarty	2 nd Grade	3.75 hrs./day
Stacy Hogan	3 rd Grade	3.75 hrs./day
Maryn Sanchez	4th/5th Grade	3.75 hrs./day
Brad Woodyard/Lauralea Gaona	PGHS/MS Credit Recovery	3.75 hrs./day
Becky Goldfinch	MS/HS RSP	4.5 hrs./day
Patty Bloomer	Primary SDC/RSP	4.5 hrs./day
Renate Griffin	Intermediary SDC/RSP	4.5 hrs./day
Christine Ward	Speech	Up to 3.75 hrs./day based on need

VOLUNTARY TRANSFERS:

Katie Kreeger, Special Education Teacher, 1.0 FTE voluntarily transfers from RDE to FGE effective August 3, 2018

EARLY RETIREMENT OPTION:

Linda Williams, rescinds her request to participate in a STRS Reduced Workload for the 2018-19 school year (although recruitment to offset the RWL began, no one has been confirmed)

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 15
May 24, 2018**

STIPENDS

Employee	2018 Spring Sports Coaches	FTE	Funding
Gil Ruiz	Varsity Baseball	1.0	GF
Jeff Gray	JV Baseball .	1.0	GF
Sal Lucido	Varsity Softball	1.0	GF
Richard Cochran	JV Softball.	1.0	GF
Sharon Osgood	Varsity Swimming	1.0	GF
Christine Bottaro	Assistant Varsity Swimming	1.0	GF
Jordan Gasperson	Boys' Golf	1.0	GF
Steve Watkins	Varsity Track	1.0	GF
Tom Light	JV Track Ass't. Coach	0.5	GF
Morris Kauffman	Track Ass't. Coach	0.5	GF
Bob Sevene	Track Ass't. Coach	0.5	GF
Schuyler Horn	Varsity Lacrosse	1.0	GF
Foster Smith	JV Lacrosse	0.5	GF
Tatum May	Dance Coach	1.0	GF

SUBSTITUTES:

Michael Palomares

Gail Root

Abidin Soydan

SUBJECT: Classified Assignment Order #15

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #15

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Classified Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL ORDER NO. 15
May 24, 2018**

NEW HIRE:

Cliff Houston, PGHS, Custodian I, Full-time 8 hours per day, 5 days per week, 12 month work calendar, Range 35, Step D, effective June 1, 2018 (replaces John Hale)

TEMPORARY NEW HIRE:

Kasey Silva, PGMS Campus Supervisor, temporary short-term, part-time, 6 hours per day, 5 days per week, Range 29, Step A, effective through June 1, 2018 only (new position)

TEMPORARY, ADDITIONAL ASSIGNMENT:

2018 Summer School, temporary positions, paid per hour, per time sheet, effective June 4, 2018 through June 30, 2018

Employee	Position	Days/Hours	Range/Step
Silvia Mah	Instructional Assistant, Kindergarten	19 days @ 3.25 hrs./day	30/G
Adrienne Taylor Norma Barakat	Instructional Assistant, 1 st Grade	19 days @ 3.25hrs./day	30/H 30/F
Summer Coe	Instructional Assistant, 2 nd Grade	19 days @ 3.25hrs./day	30/C
Lena Moore	Instructional Assistant, 3 rd Grade	19 days @ 3.25hrs./day	30/F
Natalie Montgomery	Instructional Assistant, 4/5 th Grade	19 days @ 3.25hrs./day	30/B
Christie Shell	Instructional Assistant Credit Recovery MS/HS	19 days @ 3.25 hrs./day	30/B
Maria Sicairos	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/F
Evelyn Franco	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/F
Laurie Weddington	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/G
Joanie Rodewald	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/H
Brian Bloomer	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/E
Laurie Weddington	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/F
Fernando Hernandez Vanessa Villalpando	Paraprofessional, SPED, Transition	20 days @ 4 hrs./day	37/F 37/F
Teresa Ramirez	Paraprofessional, SPED, SDC	20 days @ 4 hrs./day	37/C
Bonnie Pieper	Instructional Assistant, SPED	20 days @ 4 hrs./day	31/F
Amy Riedel	Secretary	22 days @ 4.25 hrs./day	35/E
Cindy Waznis	Health Clerk	Per timesheet as needed based on enrollment	37E

SUBSTITUTES:

John Cota

RESIGNATION:

Erika Kreeger, FGE Instructional Assistant (Special Education), resigns effective June 2, 2018

SUBJECT: Acceptance of Donations

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve acceptance of donations referenced below.

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School

Robert H. Down Elementary School

Big Sur Marathon Foundation	\$1,000 (undesignated)
Elaine Herrmann	\$ 200 (4 th grade activities)

Pacific Grove Middle School

Music Boosters	\$4,500 (transportation and instruments)
Monterey Peninsula Foundation	\$2,000 (wrestling mats)

Pacific Grove High School

PG Pride	\$ 500 (April grant)
CRA Foundation	\$ 800 (culinary)
National Restaurant Assn.	\$3,000 (culinary)

Pacific Grove Community High School

None

Pacific Grove Adult School /Lighthouse Preschool & Preschool Plus Co-op

None

Pacific Grove Unified School District

PG Pride	\$164 (April Grant to Transition program)
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Ref: Donations

SUBJECT: Out of County or Overnight Activities

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve or receive the request as presented.

BACKGROUND:

Board Policy 6153 requires prior approval of all school sponsored trips. Out of County/State or overnight trips require Board approval. Other trips may be approved by the Superintendent or designee.

INFORMATION:

The attached list identifies an overnight/Out of County/State trip(s) being proposed by a school site at this time.

FISCAL IMPACT:

The request has an identified cost and associated source of funds. The activities expose the District to increased liability with a resulting potential for financial impact.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**OUT-OF-COUNTY OR OVERNIGHT ACTIVITIES**

<u>DATE</u> <u>DESTINATION</u>	<u>STUDENTS/CLASS</u> <u>ACTIVITY</u>	<u>TRANSPORTATION</u>	<u>COST</u>	<u>FUNDING SOURCE</u>
May 24 Universal Studios Hollywood	PGHS Leadership Jr. Class Grad Night preview	Auto	\$450	ASB
June 29 Westmont College Montecito	PGHS Basketball Team Basketball Camp	District Van	\$650	Athletics

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR OFF CAMPUS ACTIVITY**

Board Approval is required for all out-of-county, out-of-state, or overnight activities.
The request must be approved by the Board prior to the event, therefore the request must be submitted AT
LEAST TWO (2) WEEKS PRIOR TO THE BOARD MEETING PRIOR TO THE EVENT.
For ALL other activities, submit request two weeks in advance of activity. ¹ understand.

Date of Activity 05/24/2018 Day of Activity Thursday
Location of Activity Universal Studios City Hollywood County Los Angeles County
School PG High School Class or Club Leadership Grade Level/s 11
School Departure Time 12:30 PM
Pickup Time from Place of Activity 2:00 AM
Name of Employee Accompanying Students Balena Lominario
Number of Adults ¹ 1 Number of Students ³ 3
Description of Activity/Educational Objective
Junior preview for Grad Night-they may choose to go to Universal over Disneyland due to cost.
List All Stops stop in Valencia for dinner and gas
Means of Transportation: Auto*
* Board Regulation 3541.1 Requirements will be complied with when using private Autos BL
(Teacher initials)
**If using District vans, driver names must be listed: N/A
Cost of Activity \$ 103.50 + Cost of Transportation \$ 346.62 = Total \$ 450.12
Fund/s to be charged for all activity expenses () Students () Club () PG Pride () Other _____
Account Code: Wells Fargo ASB/Leadership Account - 8994873977
Requested by: Balena Lominario / Balena Lominario Date 05/03/2018
Employee Signature (accompanying student activity) Printed Name
Administration Approval/Principal Matthew J. Bell Date 05/03/2018

Transportation Department/District Office Use

() School Bus () Charter () Available () Not available Date Received _____
Cost Estimate \$ _____
Approved by Transportation Supervisor: _____ Date _____
Approved by Assistant Superintendent: Ralph G Porras Date 05/07/2018
Date of Board Approval 05/24/2018
Does form need board approval Yes

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR OFF CAMPUS ACTIVITY**

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted AT LEAST TWO (2) WEEKS PRIOR TO THE BOARD MEETING PRIOR TO THE EVENT. For ALL other activities, submit request two weeks in advance of activity. ¹ understand.

Date of Activity 06/29/2018 Day of Activity Friday-Sunday

Location of Activity Westmont College City Montecito County Santa Barbara

School PG High School Class or Club Boys Basketball Grade Level/s 9-12

School Departure Time 9:00 am AM

Pickup Time from Place of Activity 3:00 PM

Name of Employee Accompanying Students Daniel Powers, Jordan Gasperson

Number of Adults 2 Number of Students 10

Description of Activity/Educational Objective
Boys Basketball Team Camp, Visit Westmont College

List All Stops San Luis Obispo, Lunch

Means of Transportation: District Van**

* Board Regulation 3541.1 Requirements will be complied with when using private Autos DP
(Teacher initials)

**If using District vans, driver names must be listed: Daniel Powers, Jordan Gasperson

Cost of Activity \$ 450 + Cost of Transportation \$ 200 = Total \$ 650.00

Fund/s to be charged for all activity expenses (☒) Students (☐) Club (☐) PG Pride (☒) Other Boys Basketbal

Account Code: Wells Fargo Athletics Department Fund - Boys Basketball Account - #1965169244

Requested by: Daniel Powers / Daniel P. Powers Date 05/14/2018
Employee Signature (accompanying student activity) Printed Name

Administration Approval/Principal Matthew J. Bell Date 05/15/2018

Transportation Department/District Office Use

(☐) School Bus (☐) Charter (☐) Available (☐) Not available Date Received _____

Cost Estimate \$ _____

Approved by Transportation Supervisor: _____ Date _____

Approved by Assistant Superintendent: Ralph Gómez Porras Date 05/15/2018

Date of Board Approval 05/24/2018

Does form need board approval Yes

SUBJECT: Acceptance of Quarterly Treasurer's Report

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board accept the Quarterly Treasurer's Report for the quarter ending March 31, 2018.

BACKGROUND:

Government Code 53646 requires that a quarterly report be made to the Board to identify the investments within which the District's funds are maintained until needed for expenditures. The District pools its revenues with other districts in the County and deposits them with the Monterey County Treasurer. The Treasurer in turn invests these funds in the various instruments identified in the attached report.

INFORMATION:

As indicated in the attached Treasurer's Report, the current investment portfolio is "in compliance with all applicable provisions of state law and the adopted investment policy, and contains sufficient liquidity to meet all projected outflows over the next six months". The portfolio is currently returning an annualized yield of 1.41%.

FISCAL IMPACT:

None.



Monterey County Board of Supervisors

Board Order

168 West Alisal Street,
1st Floor
Salinas, CA 93901
831.755.5066

Upon motion of Supervisor Salinas, seconded by Supervisor Adams and carried by those members present, the Board of Supervisors hereby:

Received and accepted the Treasurer's Report of Investments for the Quarter Ending March 31, 2018.

PASSED AND ADOPTED on this 24th day of April 2018, by the following vote, to wit:

AYES: Supervisors Alejo, Salinas, Phillips, Parker and Adams

NOES: None

ABSENT: None

I, Nicholas E. Chiulos, Acting Clerk of the Board of Supervisors of the County of Monterey, State of California, hereby certify that the foregoing is a true copy of an original order of said Board of Supervisors duly made and entered in the minutes thereof of Minute Book 80 for the meeting April 24, 2018.

Dated: April 26, 2018
File ID: 18-426

Nicholas E. Chiulos, Acting Clerk of the Board of Supervisors
County of Monterey, State of California

By Denise Hancock
Deputy



Monterey County

168 West Alisal Street,
1st Floor
Salinas, CA 93901
831.755.5066

Board Report

Legistar File Number: 18-426

April 24, 2018

Introduced: 4/12/2018

Current Status: Agenda Ready

Version: 1

Matter Type: General Agenda Item

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending March 31, 2018.

RECOMMENDATION:

It is recommended that the Board of Supervisors:

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending March 31, 2018.

SUMMARY:

Government Code Section 53646 (b) (1) states the Treasurer may submit a quarterly report of investments. The attached exhibits provide a narrative portfolio review of economic and market conditions that support the investment activity during the January - March period, the investment portfolio position by investment type, a listing of historical Monterey County Treasury Pool yields versus benchmarks, and the investment portfolio by maturity range.

DISCUSSION:

During the January - March quarter interest rates continued their ascent over the quarter and the FED remained true to its stated course, raising short term rates by ¼ percent in March. Economic growth remained strong as the economy grew at an average of 2.6% on a quarterly basis (annualized), the fastest pace since 2014. Strong growth in consumer spending and business investment continues to fuel economic activity. Market volatility surged as investor's concerns focused on possible trade wars, tax cuts, an expansionary fiscal budget, and stretched valuations. The U.S. labor market growth eased in March but remains sound. The unemployment rate continued to hold steady at 4.1% for the sixth straight month, and the labor force participation rate increased slightly from 62.7% to 62.9%. The tight labor market is slowly pushing up worker pay and average hourly earnings - a key measure of wage growth - rose 2.7% over the past 12 months.

On March 31, 2018, the Monterey County investment portfolio contained an amortized book value of \$1,514,749,012 spread among 119 separate securities and funds. The par value of those funds was \$1,516,664,507 with a market value of \$1,509,587,100 or 99.7% of amortized book value. The portfolio's net earned income yield for the period was 1.41%. The portfolio produced an estimated quarterly income of \$5,262,244 that will be distributed proportionally to all agencies participating in the investment pool. The investment portfolio had a weighted average maturity of 233 days. The County Treasury performed comparatively with most of the portfolio benchmarks due to a consistent investment strategy that uses short term debt to provide liquidity and enhanced investment

opportunities while also taking advantage of higher rates in the one to three-year investment range.

The investment portfolio is in compliance with all applicable provisions of state law and the adopted Investment Policy, and contains sufficient liquidity to meet all projected outflows over the next six months. Market value pricings were obtained through resources such as Bloomberg LLP, Union Bank of California and live-bid pricing of corporate securities.

OTHER AGENCY INVOLVEMENT:

A copy of this report will be distributed to all agencies participating in the investment pool and the Treasury Oversight Committee. In addition, the report will be published on the County Treasurer's web site. A monthly report of investment transactions is provided to the Board of Supervisors as required by Government Code 53607.

FINANCING:

The investment portfolio contains sufficient liquidity to meet all projected expenditures over the next six months. We estimate that investment earnings in the General Fund will exceed budgeted revenue.

BOARD OF SUPERVISORS STRATEGIC INITIATIVES:

This recommendation supports the Administration initiative by providing transparency and accountability in the management of County funds in the Treasurer's investment portfolio.

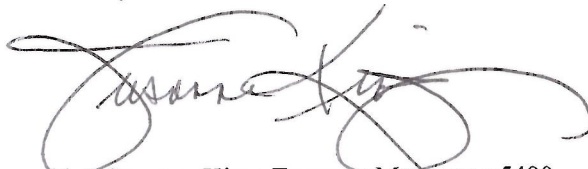
☐ Economic Development

☒ Administration

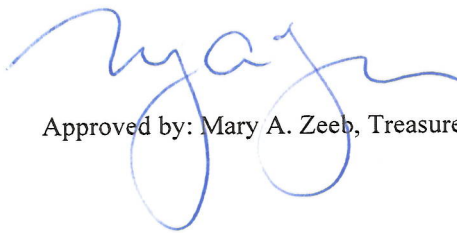
☐ Health & Human Services

☐ Infrastructure

☐ Public Safety



Prepared by: Susanne King, Treasury Manager, x5490



Approved by: Mary A. Zeeb, Treasurer-Tax Collector, x5474

All attachments are on file with the Clerk of the Board:

Exhibit A - Investment Portfolio Review 03.31.18

Exhibit B - Portfolio Management Report 03.31.18

Exhibit C - Monterey County Historical Yields vs. Benchmarks 03.31.18

Exhibit D - Aging Report 04.01.18

Legistar File Number: 18-426

cc:

Auditor-Controller - Internal Audit Section

All depositors

Treasury Oversight Committee

Exhibit A

Investment Portfolio Review

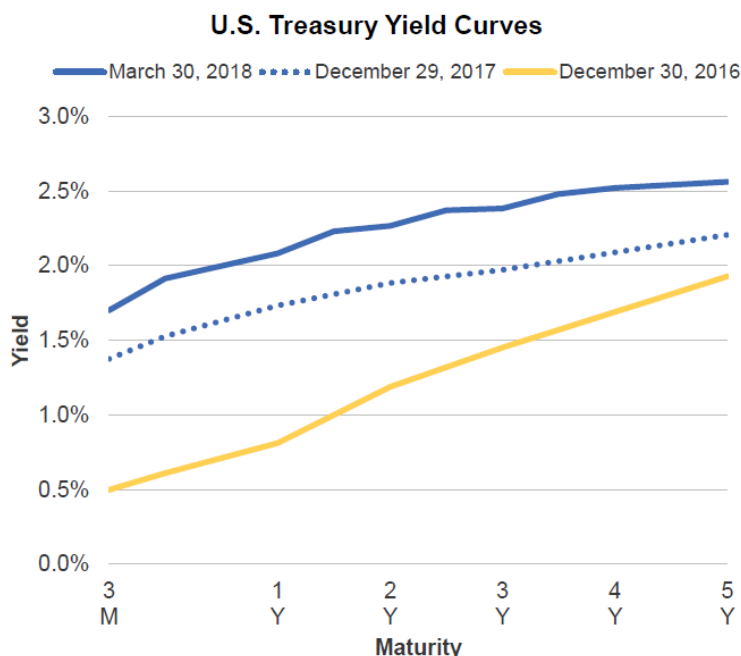
Quarter Ending March 31, 2018

OVERVIEW January 1, 2018 – March 31, 2018

During the January - March quarter interest rates continued their ascent over the quarter and the FED remained true to its stated course, raising short term rates by ¼ percent in March. Economic growth remained strong as the economy grew at an average of 2.6% on a quarterly basis (annualized), the fastest pace since 2014. Strong growth in consumer spending and business investment continues to fuel economic activity. Market volatility surged as investor's concerns focused on possible trade wars, tax cuts, an expansionary fiscal budget, and stretched valuations. The U.S. labor market growth eased in March but remains sound. The unemployment rate continued to hold steady at 4.1% for the sixth straight month, and the labor force participation rate increased slightly from 62.7% to 62.9%. The tight labor market is slowly pushing up worker pay and average hourly earnings – a key measure of wage growth – rose 2.7% over the past 12 months.

U.S. TREASURY YIELD CURVE

- Rates moved higher across the yield curve on a long list of positive economic data including an upward revision to the fourth quarter GDP, strong job growth, consumer confidence at a 14 year high, and manufacturing at a 3-year high.

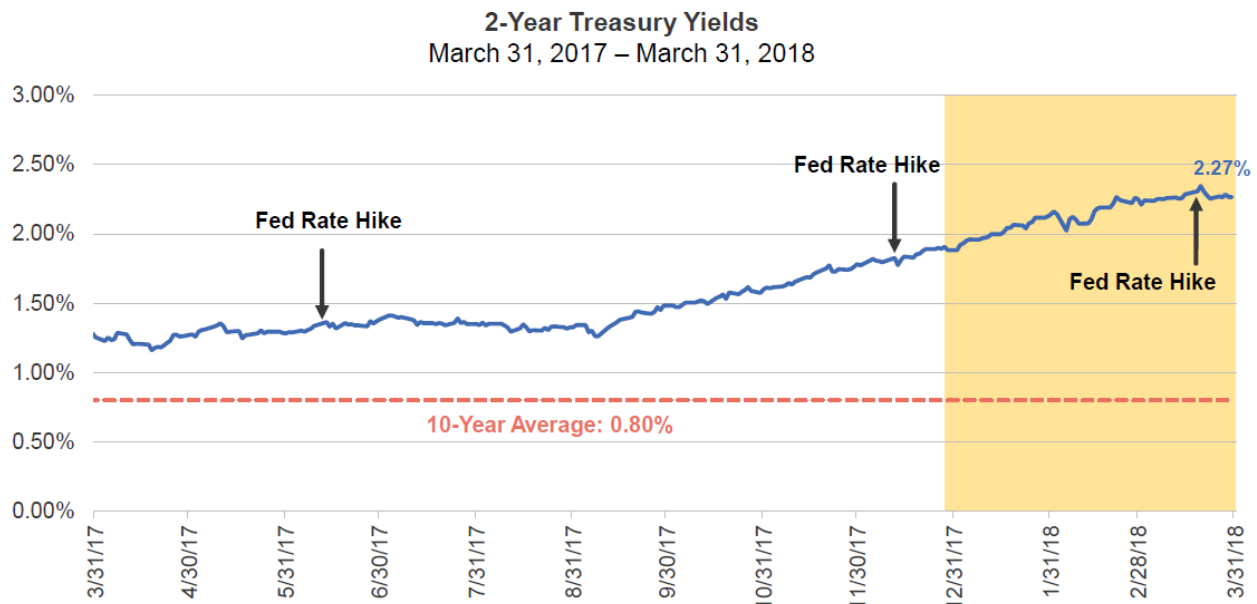


Source: Bloomberg, as of 3/31/18.

	Year-End 12/29/17	Current 3/31/18	QoQ Change
3 month	1.38%	1.70%	+0.32%
6 month	1.53%	1.91%	+0.38%
1 year	1.73%	2.08%	+0.35%
2 year	1.88%	2.27%	+0.39%
3 year	1.97%	2.38%	+0.41%
5 year	2.21%	2.56%	+0.35%
10 year	2.41%	2.74%	+0.33%

- Interest rates continued their ascent over the quarter and the FED remained true to its stated course, raising short term rates by ¼ percent in March.

Interest Rate Update



Source: Bloomberg, as of 3/31/18.

The County Treasury continues to perform comparatively to portfolio benchmarks this quarter. Our investment strategy positions short term debt to provide liquidity and continues to take advantage of available higher yields on U.S. Treasuries, commercial paper, notes and negotiable CDs as well as maintaining Federal Agencies with attractive rates. The following indicators reflect key aspects of the investment portfolio in light of the above noted conditions:

- Market Access – During the quarter, investment purchases for the portfolio included U.S. Treasuries and Corporate Notes. The Treasurer continues to keep a higher level of liquid assets reflecting the need to maintain levels of available cash to ensure the ability to meet all cash flow needs.
- Diversification - The Monterey County Treasurer's portfolio consists of 119 separate fixed income investments, all of which are authorized by the State of California Government Code 53601.

The portfolio asset spread is detailed in the table below:

Portfolio Asset Composition					
Corporate Notes	Negotiable CDs	Overnight Liquid Assets	US Treasuries	Federal Agencies	Commercial Paper
12.7%	3.9%	25.6%	25.4%	22.3%	10.1%

- Total may not equal 100% due to rounding

3. Credit Risk – Approximately 87.3% of the investment portfolio is comprised of U.S. Treasuries, Federal Agency securities, negotiable CDs and other liquid funds. All assets have an investment grade rating. U.S. Treasuries are not specifically rated, but are considered the safest of all investments. All corporate debt (12.7%) is rated in the higher levels of investment grade and all Federal Agency securities have AA ratings, or are guaranteed by the U.S. Treasury. The credit quality of the Treasurer's portfolio continues to be high.

The portfolio credit composition is detailed in the table below:

Portfolio Credit Composition												
<u>AAA</u>	<u>AAAm</u>	<u>AA+</u>	<u>AA</u>	<u>AA-</u>	<u>A+</u>	<u>A</u>	<u>A-</u>	<u>A-1+</u> <u>(Short Term)</u>	<u>A-1</u> <u>(Short Term)</u>	<u>Aa1/S1+</u> <u>(CalTRUST)</u>	<u>BBB+</u> <u>(split rated)</u>	<u>Not Rated</u> <u>(LAIF/MMF)</u>
1%	12%	49%	1%	3%	4%	2%	2%	3%	9%	9%	1%	4%

4. Liquidity Risk – Liquidity risk, as measured by the ability of the County Treasury to meet withdrawal demands on invested assets, was managed during the January-March quarter. The portfolio's average weighted maturity was 233 days, and the Treasurer maintained \$95.3M in overnight investments to provide immediate liquidity. In addition, the Treasurer maintained \$994M in securities with maturities under a year to provide enhanced liquidity.

PORTFOLIO CHARACTERISTICS

	<u>December 31, 2017</u>	<u>March 31, 2018</u>
Total Assets	\$1,558,052,557.25	\$1,516,664,506.96
Market Value	\$1,551,822,253.16	\$1,509,587,099.98
Days to Maturity	261	233
Yield	1.27%	1.41%
Estimated Earnings	\$4,456,424.41	\$5,262,243.84

FUTURE STRATEGY

The Treasurer has 99.34% of the portfolio invested in the 1-3-year maturity range and 71.84% invested in maturities under one year to take advantage of the higher yields offered in those parts of the yield curve and to be able to react quickly to opportunities in current market. We will continue to manage the portfolio under the established tenets of safety and liquidity while seeking to maximize the rate of return.

**Monterey County
Portfolio Management
Portfolio Details - Investments
March 31, 2018**

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Money Market Accts - GC 53601(k)(2)												
SYS11672	11672	BlackRock			0.00	0.00	0.00	0.337			0.337	
SYS12159	12159	DREYFUS AMT FREE TAX EXEMPT MM		08/18/2017	7,029,713.37	7,029,713.37	7,029,713.37	1.008			1.008	
SYS11830	11830	Federated		07/01/2017	0.00	0.00	0.00	0.101	Aaa	AAA	0.101	
SYS11578	11578	Fidelity Investments			85,100,000.00	85,100,000.00	85,100,000.00	1.520	Aaa	AAA	1.520	
Subtotal and Average			41,797,825.13		92,129,713.37	92,129,713.37	92,129,713.37				1.481	
State Pool - GC 16429.1												
SYS11361	11361	LAIF			65,000,000.00	65,000,000.00	65,000,000.00	1.205			1.205	
Subtotal and Average			65,000,000.00		65,000,000.00	65,000,000.00	65,000,000.00				1.205	
CALTRUST/CAMP - GC 53601(p)												
SYS11801	11801	CalTrust			133,800,000.00	133,800,000.00	133,800,000.00	1.593	Aaa	AAA	1.593	
SYS11802	11802	CalTrust			1,000,000.00	1,000,000.00	1,000,000.00	1.415	Aaa	AAA	1.415	
SYS10379	10379	Calif. Asset Mgmt			94,000,000.00	94,000,000.00	94,000,000.00	1.620		AAA	1.620	
SYS11961	11961	Calif. Asset Mgmt		07/01/2017	0.00	0.00	0.00	0.658		AAA	0.658	
Subtotal and Average			258,837,777.78		228,800,000.00	228,800,000.00	228,800,000.00				1.603	
SWEEP ACCOUNT-MORG STNLY												
SYS12041	12041	Morgan Stanley			1.00	1.00	1.00	0.731			0.731	
Subtotal and Average			1.00		1.00	1.00	1.00				0.731	
SWEEP ACCOUNT - CUSTOM												
SYS12138	12138	Morgan Stanley		07/01/2017	228,792.59	228,792.59	228,792.59	1.431			1.431	
Subtotal and Average			166,952.88		228,792.59	228,792.59	228,792.59				1.431	
Medium Term Notes - GC 53601(k)												
0258M0DP1	12088	American Express Credit		06/27/2016	10,000,000.00	10,020,900.00	10,078,523.23	2.250	A2	A-	1.660	08/15/2019
025816BM0	12156	American Express Credit		08/21/2017	250,000.00	249,805.00	249,805.00	2.500	A3	BBB+	2.519	08/01/2022
037833BQ2	12066	Apple Inc Corp Notes		02/23/2016	6,000,000.00	5,985,900.00	5,999,696.55	1.700	Aa1	AA+	1.706	02/22/2019
037833AQ3	12129	Apple Inc Corp Notes		04/07/2017	10,000,000.00	10,023,000.00	10,061,544.06	2.100	Aa1	AA+	1.528	05/06/2019
037833CQ1	12151	Apple Inc Corp Notes		08/17/2017	250,000.00	251,192.08	251,192.08	2.300			2.177	05/11/2022
037833DH0	12187	Apple Inc Corp Notes		03/14/2018	5,000,000.00	4,949,330.05	4,949,330.05	1.800	Aa1		2.443	11/13/2019
05531FAV5	12153	BB&T Corporation		08/21/2017	250,000.00	249,617.67	249,617.67	2.050	A2	A-	2.101	05/10/2021
06406HCZ0	12126	Bank of New York Mellon Corp		03/17/2017	10,000,000.00	9,985,700.00	10,007,301.70	2.150	A1	A	2.110	02/24/2020

Run Date: 04/03/2018 - 15:36

Portfolio INVT
AP
PM (PRF_PM2) 7.3.0

PGUSD

Regular Meeting of May 24, 2018

32
Report Ver. 7.3.6.1

**Monterey County
Portfolio Management
Portfolio Details - Investments
March 31, 2018**

Page 2

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Medium Term Notes - GC 53601(k)												
097014AL8	12186	BOEING Capital Securiities		03/14/2018	7,500,000.00	7,756,229.07	7,756,229.07	4.700	A2	A	2.468	10/27/2019
084670BX5	12098	Berkshire Hathaway Finance		08/15/2016	2,415,000.00	2,409,034.95	2,414,946.06	1.150	Aa2	AA	1.156	08/15/2018
084664BT7	12182	Berkshire Hathaway Finance		03/12/2018	250,000.00	250,503.55	250,503.55	3.000	Aa2	AA	2.947	05/15/2022
14913QZ8	12183	CATERPILLAR FINL SERVC		03/12/2018	250,000.00	243,765.59	243,765.59	2.550	A3	A	3.129	11/29/2022
166764AE0	12049	Chevron Corp. Global		11/25/2015	8,175,000.00	8,175,000.00	8,178,666.52	1.718	Aa1	AA	1.519	06/24/2018
17275RBG6	12104	Cisco Systems Inc Corp		09/20/2016	9,000,000.00	8,906,130.00	8,995,106.75	1.400	A1		1.438	09/20/2019
17275RBD3	12150	Cisco Systems Inc Corp		08/17/2017	250,000.00	251,775.20	251,775.20	2.200	A1	AA-	1.946	02/28/2021
172967KS9	12085	Citibank		06/09/2016	3,840,000.00	3,828,864.00	3,839,210.91	2.050	Baa1	A-	2.068	06/07/2019
191216BV1	12130	Coca- Cola Co		04/07/2017	4,431,000.00	4,393,868.22	4,422,497.64	1.375	Aa3	AA-	1.543	05/30/2019
25468PDH6	12064	The Walt Disney Copr		01/08/2016	2,710,000.00	2,701,951.30	2,709,068.61	1.650	A2	A	1.696	01/08/2019
38141GVT8	12074	Goldman Sachs		04/25/2016	1,415,000.00	1,410,740.85	1,413,601.35	2.000	A3	BBB+	2.096	04/25/2019
38141GVT8	12075	Goldman Sachs		04/26/2016	7,210,000.00	7,188,297.90	7,208,357.80	2.000	A3	BBB+	2.022	04/25/2019
02665WBA8	12068	American Honda Finance		02/23/2016	3,780,000.00	3,764,464.20	3,779,775.09	1.700	A1	A+	1.707	02/22/2019
02665WBE0	12091	American Honda Finance		07/12/2016	2,500,000.00	2,465,425.00	2,498,932.87	1.200	A1	A+	1.234	07/12/2019
459200JE2	12067	IBM Corp Notes		02/19/2016	20,000,000.00	19,948,000.00	19,997,149.66	1.800			1.812	05/17/2019
44932HAH6	12181	IBM Corp Notes		03/12/2018	250,000.00	247,568.97	247,568.97	3.000	A1	A+	3.218	02/06/2023
458140AZ3	12136	INTEL CORP		05/15/2017	10,000,000.00	9,954,100.00	10,012,289.96	1.850	A1	A+	1.790	05/11/2020
458140AZ3	12155	INTEL CORP		08/21/2017	250,000.00	248,852.50	250,259.80	1.850	A1	A+	1.799	05/11/2020
24422ETE9	12063	John Deere Capital Corp		01/08/2016	8,300,000.00	8,292,945.00	8,299,872.27	1.950	A2	A	1.952	01/08/2019
24422EUA5	12180	John Deere Capital Corp		03/12/2018	250,000.00	244,419.33	244,419.33	2.700	A2	A	3.209	01/06/2023
46625HQU7	12081	JP Morgan Chase		05/26/2016	10,000,000.00	9,963,400.00	10,005,700.30	1.850	A3	A	1.789	03/22/2019
46625HHU7	12157	JP Morgan Chase		08/21/2017	250,000.00	262,950.35	262,950.35	4.250	A3	A-	2.129	10/15/2020
58933YAS4	12164	MERCK & CO INC		08/22/2017	250,000.00	250,834.37	250,834.37	1.850	A1	AA	1.666	02/10/2020
594918BN3	12095	MICROSOFT CORP		08/08/2016	6,500,000.00	6,413,095.00	6,496,981.05	1.100	Aaa	AAA	1.135	08/08/2019
594918BN3	12133	MICROSOFT CORP		04/07/2017	6,000,000.00	5,919,780.00	5,962,823.54	1.100	Aaa	AAA	1.568	08/08/2019
594918BG8	12149	MICROSOFT CORP		08/17/2017	250,000.00	251,691.06	251,691.06	2.000	Aaa	AAA	1.730	11/03/2020
68389XBB0	12148	Oracle Corp		08/17/2017	250,000.00	252,556.60	252,556.60	2.500	A1	AA-	2.471	05/15/2022
68389XAX3	12185	Oracle Corp		03/14/2018	5,000,000.00	4,978,711.61	4,978,711.61	2.250	A1	AA-	2.537	10/08/2019
742718EN5	12154	Procter & Gamble Co		08/21/2017	250,000.00	249,623.60	249,623.60	1.850	Aa3	AA-	1.905	02/02/2021
713448DE5	12070	Pepsico Inc Corp Note		02/24/2016	3,850,000.00	3,832,405.50	3,849,667.54	1.500	A1	A	1.510	02/22/2019
717081DU4	12083	PFIZER INC		06/03/2016	10,000,000.00	9,921,100.00	9,995,545.56	1.450	A1	AA	1.489	06/03/2019
857477AS2	12158	State Street Corp		08/21/2017	250,000.00	253,895.09	253,895.09	2.550	A1	A	1.874	08/18/2020
89236TBP9	12121	Toyota Motor Corporation		01/12/2017	5,000,000.00	5,000,150.00	5,013,917.22	2.125	Aa3	AA-	1.904	07/18/2019
89236TCQ6	12165	Toyota Motor Corporation		08/22/2017	250,000.00	255,739.81	255,739.81	2.800	Aa3	AA-	2.231	07/13/2022
911312BP0	12170	UNITED PARCEL SERVICE		11/14/2017	200,000.00	199,719.57	199,719.57	2.050	A1		2.099	04/01/2021

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Medium Term Notes - GC 53601(k)												
91159HHA1	12152	US BANCORP		08/17/2017	250,000.00	265,437.52	265,437.52	4.125	A1	A+	2.215	08/24/2021
94974BFU9	12089	Wells Fargo & Company		06/27/2016	10,000,000.00	9,998,400.00	10,066,252.71	2.125	A2	A	1.483	04/22/2019
Subtotal and Average			181,470,225.35		193,076,000.00	192,666,870.51	193,473,054.84				1.769	
Negotiable CDs - GC 53601(i)												
06539RGM3	12166	Bank of Tokyo-MITS		09/27/2017	250,000.00	250,000.00	250,000.00	2.070	P-1	A-1	2.099	09/25/2019
06417GUE6	12127	Bank of Nova Scotia Hous		04/06/2017	10,000,000.00	9,963,800.00	10,000,000.00	1.910			1.910	04/05/2019
65558LWA6	12109	Nordea Bank Finland NY		12/05/2016	17,500,000.00	17,510,850.00	17,500,000.00	1.760	Aa3	AA-	1.760	11/30/2018
83050FXT3	12141	Skandinaviska Enskilda Banken		08/04/2017	14,000,000.00	13,938,540.00	13,996,340.00	1.840	P-1	A-1	1.860	08/02/2019
87019U6D6	12172	Swedbank		11/17/2017	18,000,000.00	17,902,800.00	18,000,000.00	2.270			2.270	11/16/2020
Subtotal and Average			74,146,006.25		59,750,000.00	59,565,990.00	59,746,340.00				1.963	
Commercial Paper Disc.- GC 53601(h)												
06538CJE2	12178	Bank of Tokyo-MITS		02/28/2018	25,000,000.00	24,742,930.56	24,742,930.56	2.230	P-1	A-1	2.304	09/14/2018
09659CGA0	12167	BNP Paribas NY		11/01/2017	25,000,000.00	24,757,250.00	24,888,888.89	1.600	P-1	A-1	1.632	07/10/2018
22533UJE4	12177	Credit Agricole CIB NY		02/28/2018	25,000,000.00	24,748,694.44	24,748,694.44	2.180	P-1	A-1	2.252	09/14/2018
4497W1H90	12171	ING		11/17/2017	24,000,000.00	23,721,120.00	23,853,533.33	1.690	P-1	A-1	1.726	08/09/2018
46640QGH8	12168	J P Morgan Securities Inc		11/01/2017	30,000,000.00	29,697,900.00	29,854,658.33		P-1	A-1	1.664	07/17/2018
89233HG57	12169	Toyota Motor Corporation		11/01/2017	25,000,000.00	24,763,500.00	24,895,104.17		P-1	A-1+	1.621	07/05/2018
Subtotal and Average			125,925,875.84		154,000,000.00	152,431,395.00	152,983,809.72				1.860	
Fed Agcy Coupon Sec - GC 53601(f)												
3133EEMA5	12011	Federal Farm Credit Bank		01/30/2015	10,000,000.00	9,901,800.00	10,003,340.45	1.500	Aaa	AA	1.480	12/30/2019
313383A68	11928	Federal Home Loan Bank		06/13/2013	10,000,000.00	9,972,900.00	10,000,000.00	1.080	Aaa	AA	1.080	06/13/2018
3130A8BD4	12082	Federal Home Loan Bank		05/27/2016	32,000,000.00	31,881,600.00	31,990,975.32	0.875	Aaa	AA+	0.992	06/29/2018
3130A8DB6	12084	Federal Home Loan Bank		06/03/2016	16,935,000.00	16,753,118.10	16,932,149.74	1.125	Aaa	AA+	1.139	06/21/2019
3130A8DB6	12090	Federal Home Loan Bank		07/12/2016	26,000,000.00	25,720,760.00	26,102,841.17	1.125	Aaa	AA+	0.797	06/21/2019
3130A8PK3	12097	Federal Home Loan Bank		08/15/2016	18,000,000.00	17,888,760.00	17,985,793.15	0.625	Aaa	AA+	0.853	08/07/2018
3130A8BD4	12099	Federal Home Loan Bank		08/15/2016	15,250,000.00	15,193,575.00	15,250,439.23	0.875	Aaa	AA+	0.863	06/29/2018
3130A9AE1	12101	Federal Home Loan Bank		08/29/2016	17,500,000.00	17,383,625.00	17,497,039.38	0.875	Aaa	AA+	0.909	10/01/2018
3130AAXX1	12125	Federal Home Loan Bank		03/17/2017	10,000,000.00	9,942,200.00	9,992,107.07	1.375	Aaa	AA+	1.458	03/18/2019
313383HU8	12144	Federal Home Loan Bank		08/16/2017	1,200,000.00	1,205,446.69	1,205,446.69	1.750	Aaa	AA+	1.538	06/12/2020
3137EADZ9	12100	Federal Home Loan Mtg Corp		08/29/2016	17,500,000.00	17,339,875.00	17,530,234.30	1.125	Aaa	AA+	0.956	04/15/2019
3137EADZ9	12103	Federal Home Loan Mtg Corp		09/16/2016	10,150,000.00	10,079,762.00	10,148,882.55	0.875	Aaa	AA+	0.896	10/12/2018
3137EAE81	12114	Federal Home Loan Mtg Corp		12/19/2016	20,000,000.00	19,687,200.00	19,825,783.23	0.875	Aaa	AA+	1.561	07/19/2019

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Fed Agcy Coupon Sec - GC 53601(f)												
3137EAE5	12139	Federal Home Loan Mtg Corp		08/07/2017	1,200,000.00	1,200,184.99	1,200,184.99	1.500	Aaa	AA+	1.491	01/17/2020
3135G0XA6	11924	Federal National Mtg Assn		05/21/2013	10,000,000.00	9,979,700.00	10,000,000.00	1.030	Aaa	AA	1.030	05/21/2018
3135G0XK4	11927	Federal National Mtg Assn		05/30/2013	10,000,000.00	9,979,600.00	10,000,000.00	1.050	Aaa	AA	1.050	05/25/2018
3135G0WJ8	11929	Federal National Mtg Assn		05/28/2013	10,000,000.00	9,973,800.00	9,997,704.96	0.875	Aaa	AA	1.045	05/21/2018
3136FTS67	12013	Federal National Mtg Assn		02/03/2015	10,000,000.00	9,984,300.00	10,047,875.68	1.700	Aaa	AA	1.157	02/27/2019
3135G0YM9	12033	Federal National Mtg Assn		04/23/2015	10,000,000.00	10,008,700.00	10,037,030.38	1.875	Aaa	AA+	1.060	09/18/2018
3135G0J53	12069	Federal National Mtg Assn		02/23/2016	21,150,000.00	20,950,132.50	21,135,021.19	1.000	Aaa	AA+	1.080	02/26/2019
3135G0N33	12094	Federal National Mtg Assn		08/08/2016	18,675,000.00	18,375,639.75	18,655,512.45	0.875	Aaa	AA+	0.954	08/02/2019
3135G0J53	12096	Federal National Mtg Assn		08/09/2016	7,900,000.00	7,825,345.00	7,906,803.74	1.000	Aaa	AA+	0.903	02/26/2019
3135G0T29	12123	Federal National Mtg Assn		02/28/2017	12,600,000.00	12,469,212.00	12,594,870.40	1.500	Aaa	AA+	1.522	02/28/2020
3135G0ZA4	12134	Federal National Mtg Assn		04/07/2017	20,000,000.00	20,005,200.00	20,100,321.43	1.875	Aaa	AA	1.298	02/19/2019
3135G0T60	12140	Federal National Mtg Assn		08/07/2017	1,200,000.00	1,197,926.35	1,197,926.35	1.500	Aaa	AA+	1.576	07/30/2020
3135G0T29	12142	Federal National Mtg Assn		08/16/2017	1,200,000.00	1,187,544.00	1,200,334.46	1.500	Aaa	AA+	1.485	02/28/2020
Subtotal and Average			367,668,398.95		338,460,000.00	336,087,906.38	338,538,618.31				1.084	
US Treasury Note-GC 53601(b)												
912828A34	12042B	U.S. Treasury		11/10/2015	5,290,000.00	5,264,184.80	5,290,000.00	1.250	Aaa	AA	1.250	11/30/2018
912828VE7	12045	U.S. Treasury		11/16/2015	17,000,000.00	16,965,490.00	16,998,194.78	1.000	Aaa	AA+	1.066	05/31/2018
912828A34	12052	U.S. Treasury		11/25/2015	10,000,000.00	9,951,200.00	10,000,517.29	1.250	Aaa	AA	1.242	11/30/2018
912828WD8	12056	U.S. Treasury		12/22/2015	40,000,000.00	39,840,800.00	40,003,187.86	1.250	Aaa	AA+	1.236	10/31/2018
912828VE7	12062	U.S. Treasury		12/22/2015	20,000,000.00	19,959,400.00	19,994,633.84	1.000	Aaa	AA+	1.166	05/31/2018
912828S68	12113	U.S. Treasury		12/19/2016	20,000,000.00	19,901,600.00	19,970,469.02	0.750	Aaa		1.200	07/31/2018
912828RE2	12115	U.S. Treasury		12/19/2016	20,000,000.00	19,975,000.00	20,023,366.94	1.500	Aaa		1.215	08/31/2018
912828H52	12116A	U.S. Treasury		12/21/2016	12,400,000.00	12,235,824.00	12,323,438.05	1.250	Aaa		1.596	01/31/2020
912828T42	12117	U.S. Treasury		12/21/2016	25,000,000.00	24,822,250.00	24,942,949.46	0.750	Aaa		1.214	09/30/2018
912828SD3	12119	U.S. Treasury		12/21/2016	25,000,000.00	24,843,750.00	24,989,955.72	1.250	Aaa		1.299	01/31/2019
912828N63	12122	U.S. Treasury		01/24/2017	20,000,000.00	19,854,600.00	19,993,737.00	1.125	Aaa		1.165	01/15/2019
912828UZ1	12135	U.S. Treasury		04/28/2017	50,080,000.00	49,950,793.60	50,061,141.11	0.625	Aaa		1.103	04/30/2018
912828XV7	12143	U.S. Treasury		08/16/2017	2,500,000.00	2,498,503.70	2,498,503.70	1.250			1.299	06/30/2019
912828N63	12145	U.S. Treasury		08/16/2017	2,500,000.00	2,481,825.00	2,497,106.77	1.125	Aaa		1.273	01/15/2019
912828K5	12147	U.S. Treasury		08/16/2017	1,200,000.00	1,201,212.45	1,201,212.45	1.375			1.298	07/31/2019
912828H86	12160	U.S. Treasury		08/18/2017	2,000,000.00	1,983,921.76	1,983,921.76	1.500	Aaa		1.719	01/31/2022
912828T67	12161	U.S. Treasury		08/18/2017	2,000,000.00	1,970,019.85	1,970,019.85	1.250	Aaa		1.685	10/31/2021
912828Q78	12162	U.S. Treasury		08/18/2017	2,000,000.00	1,986,143.08	1,986,143.08	1.375			1.607	04/30/2021
912828L99	12163	U.S. Treasury		08/18/2017	2,000,000.00	1,992,877.14	1,992,877.14	1.375	Aaa		1.517	10/31/2020

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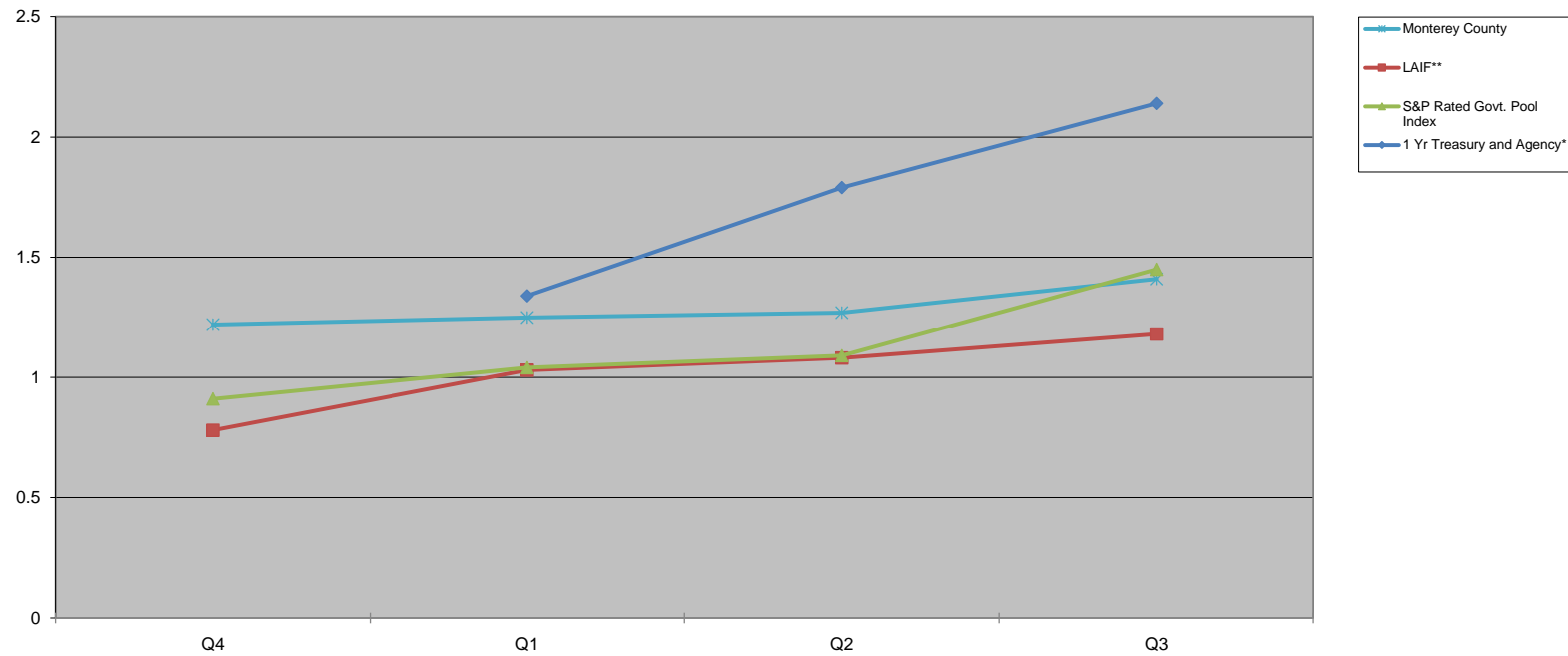
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
US Treasury Note-GC 53601(b)												
912828U99	12173	U.S. Treasury		12/21/2017	20,000,000.00	19,889,000.00	19,920,654.17	1.250			1.786	12/31/2018
912828S43	12174	U.S. Treasury		12/21/2017	20,000,000.00	19,663,200.00	19,719,625.66	0.750	Aaa		1.857	07/15/2019
912828SX9	12175	U.S. Treasury		12/21/2017	20,000,000.00	19,800,000.00	19,842,190.47	1.125	Aaa		1.814	05/31/2019
9128282T6	12176	U.S. Treasury		01/31/2018	25,000,000.00	24,721,745.70	24,721,745.70	1.250			2.054	08/31/2019
9128282P4	12179	U.S. Treasury		03/12/2018	1,250,000.00	1,212,244.89	1,212,244.89	1.875	Aaa		2.617	07/31/2022
912828U73	12184	U.S. Treasury		03/12/2018	20,000,000.00	19,710,845.16	19,710,845.16	1.375			2.243	12/15/2019
Subtotal and Average			401,502,434.48		385,220,000.00	382,676,431.13	383,848,681.87				1.423	
Total and Average			1,516,515,497.65		1,516,664,506.96	1,509,587,099.98	1,514,749,011.70				1.479	

Exhibit C

Monterey County Historical Yields vs. Benchmarks



Quarterly Yield	FY 16/17				FY 17/18			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Monterey County	1.54	1.07	1.18	1.22	1.25	1.27	1.41	
1 - 3 Yr Treasury and Agency	0.79	1.18	1.28	1.41	n/a	n/a	n/a	
1 Yr Treasury and Agency*					1.34	1.79	2.14	
LAIF**	0.55	0.61	0.68	0.78	1.03	1.08	1.18	
S&P Rated Govt. Pool Index	0.45	0.54	0.72	0.91	1.04	1.09	1.45	

The S&P Index yields are obtained from Bloomberg

The 1-3 Yr Treasury and Agency yields are obtained from the B of A Merrill Lynch Global Bond Indices/Bloomberg

The 1-Yr Treasury and Agency yields are obtained from the B of A Merrill Lynch Global Bond Indices/Bloomberg

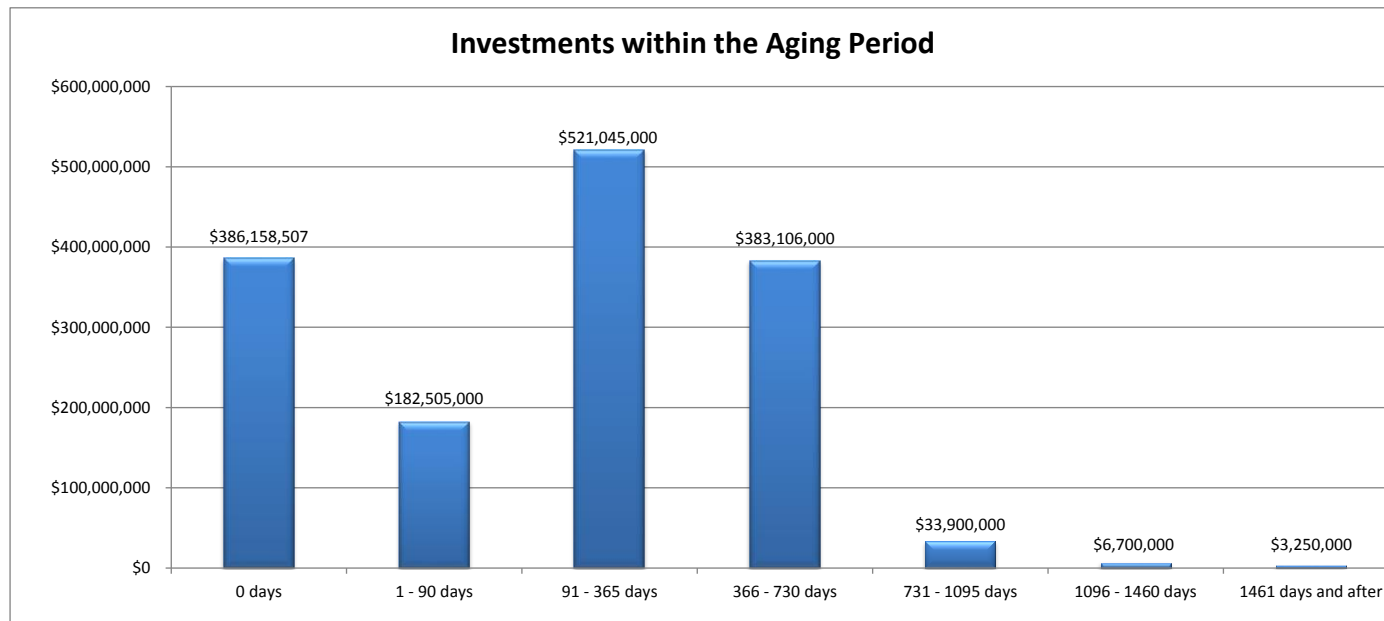
* benchmark changed to reflect current portfolio

**LAIF - results for the month preceding quarter end



Exhibit D
Monterey County
Aging Report
By Maturity Date
As of April 1, 2018

				Maturity Par Value	Percent of Portfolio	Current Book Value	Current Market Value
Aging Interval:	0 days	(04/01/2018 - 04/01/2018)	11 Maturities	386,158,506.96	25.46%	386,158,506.96	386,158,506.96
Aging Interval:	1 - 90 days	(04/02/2018 - 06/30/2018)	10 Maturities	182,505,000.00	12.03%	182,471,755.76	182,031,858.60
Aging Interval:	91 - 365 days	(07/01/2018 - 04/01/2019)	34 Maturities	521,045,000.00	34.36%	520,025,354.94	517,784,580.25
Aging Interval:	366 - 730 days	(04/02/2019 - 03/31/2020)	38 Maturities	383,106,000.00	25.26%	382,302,003.53	379,977,560.92
Aging Interval:	731 - 1095 days	(04/01/2020 - 03/31/2021)	11 Maturities	33,900,000.00	2.24%	33,928,735.24	33,771,937.98
Aging Interval:	1096 - 1460 days	(04/01/2021 - 03/31/2022)	6 Maturities	6,700,000.00	0.44%	6,654,859.45	6,654,859.45
Aging Interval:	1461 days and after	(04/01/2022 -)	9 Maturities	3,250,000.00	0.21%	3,207,795.82	3,207,795.82
Total for 119 Investments				1,516,664,506.96	100.00	1,514,749,011.70	1,509,587,099.98



SUBJECT: Cash Receipts Report No. 4

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of March 29, 2018 through May 9, 2018.

INFORMATION:

The receipt and deposit of the identified funds were conducted consistent with District policies and procedures within the appropriate revenue accounts.

CASH RECEIPTS BOARD REPORT # 4

March 29, 2018 - May 9, 2018

Date	Num	Name	Account	Amount
Mar 29 - May 9, '18				
3/30/2018	19034	RETIREE INSURANCE	RETIREE INSURANCE	326.40
3/30/2018	19035	BASRP-RD	BASRP	2,972.88
3/30/2018	19036	Facilitron	SPECIAL RESERVE	767.80
3/30/2018	19037	BASRP-FG	BASRP	8,105.50
3/30/2018	19038	BASRP-RD	BASRP	1,127.25
3/30/2018	19039	BASRP-FG	BASRP	5,848.50
4/6/2018	19041	PGMS	DONATION	813.75
4/6/2018	19042	PG MUSIC BOOSTERS	DONATION	4,500.00
4/6/2018	19043	PGMS	DONATION	680.00
4/6/2018	19044	PGMS	DONATION	100.00
4/6/2018	19045	Forest Grove Elementary	FIELD TRIP	158.00
4/6/2018	19046	Forest Grove Elementary	FIELD TRIP	27.50
4/6/2018	19047	Forest Grove Elementary	FIELD TRIP	27.50
4/6/2018	19048	PGMS	FIELD TRIP	780.00
4/6/2018	19049	Intercare Holding Insurance	WORKERSCOMP	1,067.78
4/6/2018	19050	PGHS LIBRARY	LIBRARY FINES/FEES	285.52
4/6/2018	19051	Robert Down Elementary	DONATION	65.00
4/6/2018	19052	Fran Castorina	INS PAYMENT	211.21
4/6/2018	19053	Kayla Naylor	INS PAYMENT	267.66
4/6/2018	19054	PGMS	FIELD TRIP	1,925.00
4/6/2018	19055	PGMS	FIELD TRIP	9,200.00
4/6/2018	19056	PGMS	FIELD TRIP	1,280.00
4/6/2018	19057	Robert Down Elementary	FIELD TRIP	1,170.00
4/6/2018	19058	PG PRIDE	GRANT	664.00
4/6/2018	19059	ADULT EDUCATION	ADULT EDUCATION	1,697.00
4/6/2018	19060	RETIREE INSURANCE	RETIREE INSURANCE	2,704.82
4/6/2018	19040	VOID	VOID	
4/17/2018	19061	MERMA	Safety Grant	121,608.00
4/17/2018	19062	MCOE	PRESCHOOL	2,230.41
4/17/2018	19063	Intercare Holding Insurance	WORKERSCOMP	2,023.68
4/17/2018	19064	Intercare Holding Insurance	WORKERSCOMP	868.05
4/17/2018	19065	MBCS/Monterey Bay Charter School	UTILITIES	1,653.04
4/17/2018	19066	Calvary High School	SPECIAL RESERVE	500.00
4/17/2018	19067	STATE OF CALIFORNIA	SP ED	385.36
4/17/2018	19068	Robert Down Elementary	DONATION	715.00
4/17/2018	19069	Robert Down Elementary	DONATION	260.00
4/17/2018	19070	Robert Down Elementary	DONATION	130.00
4/17/2018	19071	Robert Down Elementary	DONATION	910.00
4/17/2018	19072	Intercare Holding Insurance	WORKERSCOMP	1,067.78
4/17/2018	19073	Intercare Holding Insurance	WORKERSCOMP	2,023.68
4/17/2018	19074	ADULT EDUCATION	ADULT EDUCATION	2,165.00
4/17/2018	19075	ADULT EDUCATION	ADULT EDUCATION	200.00
4/17/2018	19076	PGMS	FIELD TRIP	200.00
4/17/2018	19077	PGMS	FIELD TRIP	3,405.00
4/17/2018	19078	PGMS	FIELD TRIP	2,330.00
4/17/2018	19079	PGMS	FIELD TRIP	1,440.00
4/17/2018	19080	RETIREE INSURANCE	RETIREE INSURANCE	4,536.34
4/17/2018	19081	BASRP-RD	BASRP	10,005.49
4/17/2018	19082	BASRP-FG	BASRP	4,245.50
4/30/2018	19083	ASE - After School Enrichment	Class Fees	685.00
4/30/2018	19084	PGMS	FIELD TRIP	540.00
4/30/2018	19085	PGHS	DONATION	3,800.00
4/30/2018	19086	PGMS	FIELD TRIP	30.00
4/30/2018	19087	PGMS	FIELD TRIP	490.00
4/30/2018	19088	STATE OF CALIFORNIA	CAFETERIA	22,290.21
4/30/2018	19089	Facilitron	SPECIAL RESERVE	1,099.10
4/30/2018	19090	CHS	DONATION	25.00
4/30/2018	19091	Robert Down Elementary	DONATION	1,610.00
4/30/2018	19092	Kayla Naylor	INS PAYMENT	6,396.00
4/30/2018	19093	PGMS	FIELD TRIP	1,400.00
4/30/2018	19094	STATE OF CALIFORNIA	PRESCHOOL	8,441.00
4/30/2018	19095	STATE OF CALIFORNIA	CAFETERIA	1,527.04
4/30/2018	19096	RETIREE INSURANCE	RETIREE INSURANCE	1,831.22
4/30/2018	19097	Monterey Peninsula Foundation	GRANT	2,000.00
4/30/2018	19098	Intercare Holding Insurance	WORKERSCOMP	1,067.78
4/30/2018	19099	Lindsey Terry	INS PAYMENT	465.87
4/30/2018	19100	Fran Castorina	INS PAYMENT	211.21
4/30/2018	19101	Forest Grove Elementary	FIELD TRIP	27.50
4/30/2018	19102	ADULT EDUCATION	ADULT EDUCATION	185.00
4/30/2018	19103	ADULT EDUCATION	ADULT EDUCATION	9,014.21

Date	Num	Name	Account	Amount
4/30/2018	19104	ADULT EDUCATION	ADULT EDUCATION	179.43
4/30/2018	19105	ADULT EDUCATION	ADULT EDUCATION	649.10
4/30/2018	19106	ADULT EDUCATION	CREDIT CARD SALES	44,456.74
4/30/2018	19107	BASRP-RD	BASRP	3,230.24
4/30/2018	19108	BASRP-FG	BASRP	9,561.50
5/9/2018	19109	ADULT EDUCATION	ADULT EDUCATION	2,097.00
5/9/2018	19110	STATE OF CALIFORNIA	SP ED	892.04
5/9/2018	19112	PGMS	FIELD TRIP	80.00
5/9/2018	19113	PGMS	Music Program	70.00
5/9/2018	19114	PGMS	FIELD TRIP	70.00
5/9/2018	19115	ASE - After School Enrichment	Class Fees	90.00
5/9/2018	19116	MBCS/Monterey Bay Charter School	SPECIAL RESERVE	20,899.19
5/9/2018	19117	PGMS	DONATION	8.00
5/9/2018	19118	Robert Down Elementary	DONATION	110.00
5/9/2018	19119	TEXTBOOKS	TEXT BOOK FEES	256.00
5/9/2018	19120	CENTRAL COAST KIDS	REFUND	21,168.00
5/9/2018	19121	KS State Bank	SPECIAL RESERVE	491,241.10
5/9/2018	19122	RETIREE INSURANCE	RETIREE INSURANCE	7,883.82
5/9/2018	19123	BASRP-RD	BASRP	5,437.75
5/9/2018	19124	BASRP-FG	BASRP	4,208.50
5/9/2018	19125	BASRP-RD	BASRP	2,275.50
5/9/2018	19126	BASRP-FG	BASRP	3,818.50
5/9/2018	19111	PGMS PTA	DONATION	0.00
Mar 29 - May 9, '18				<u>891,493.95</u>

SUBJECT: Revolving Cash Report No. 4

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.

BACKGROUND:

The attached listing identifies payments made from the Revolving Cash Fund during the period from March 28, 2018 through May 9, 2018.

INFORMATION:

Prior to the approval of the identified payments, appropriate District procedures were followed and authorizations obtained.

REVOLVING CASH BOARD REPORT # 4

March 28, 2018 - May 9, 2018

Date	Num	Name	Account	Amount
Mar 28 - May 9, '18				
3/28/2018	5261	Alan Rossing	ADULT EDUCATION	-25.00
3/28/2018	5262	Linda McMahon	ADULT EDUCATION	-90.00
3/28/2018	5263	Michael Hale	ADULT EDUCATION	-150.00
3/28/2018	5264	Wendy Bartz	ADULT EDUCATION	-150.00
3/28/2018	5265	Garth Borman	TEXT BOOK FEES	-6.00
3/29/2018	5266	Pacific Grove Unified Sch...	GENERAL	-173.10
3/31/2018		ANALYSIS CHARGE	none	-255.47
4/2/2018	5267	Jordan, James	RETIREE INSURANCE	-14.50
4/6/2018		DEPOSIT	none	4,836.42
4/19/2018	5268	Jessica Lightsey	BASRP	-27.00
4/19/2018	5269	Beverly Shafter	ADULT EDUCATION	-55.00
4/19/2018	5270	Clare Lindberg	ADULT EDUCATION	-50.00
4/19/2018	5271	Daylin West	ADULT EDUCATION	0.00
4/19/2018	5272	Lisa St. Mary	ADULT EDUCATION	-150.00
4/19/2018	5273	Phung Truong	TEXT BOOK FEES	-10.00
4/23/2018	5274	Rick Miller	CAFETERIA	-41.75
4/24/2018	5275	Marlene Buchnik	ADULT EDUCATION	-55.00
4/30/2018		ANALYSIS CHARGE	none	-597.44
Mar 28 - May 9, '18				<u>2,986.16</u>

SUBJECT: Robert H. Down Elementary 2018-19 School Single Plan for Student Achievement

PERSON (S) RESPONSIBLE: Linda Williams, Principal
Robert H. Down Elementary School Site Council
Johanna Kroenlein-Chairperson

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2018-19 Robert H. Down Single Plan for Student Achievement (SPSA) and related budget items.

BACKGROUND:

The Robert Down School Site Council has reviewed the student achievement of Robert Down students, received input from staff, parents, students, district personnel, and designed goals for the 2018-19 school year. These goals and related budget items are written into the Single Plan for School Achievement. The RHD site council approved the plan on April 17, 2018.

INFORMATION:

PGUSD generously provides our school with an outstanding staff, materials, and supplies which support all of our students. In addition, it is the aim of the RHD 2018-19 SPSA to give additional support for all students performing below grade level, to promote events which increase parental involvement, and to support the enriching activities which bring opportunities to students beyond the core program, enhances the school climate, and allow our students to flourish in our school.

FISCAL IMPACT:

Site Budget Items:

- Garden Coordinator- \$4600
- ROV - \$1500
- STEM Club- \$500
- Chorus- \$500
- Intervention Materials- \$1200
- Jen Hinton Field Arch & Plaque- \$1400
- Re-programming bells to music- \$1000
- Family Literacy, Math, Art Nights- \$500
- Parent Education Nights- \$500

** Single Plan for Student Achievement (SPSA) located as Appendix A in Board Packet.*

SUBJECT: Forest Grove Elementary School 2018-19 Single Plan for Student Achievement

PERSON(S) RESPONSIBLE: Buck Roggeman, Principal

RECOMMENDATION:

The Administration recommends that the Board review and approve the Forest Grove Elementary Single Plan for Student Achievement (SPSA) for the 2018-19 school year.

BACKGROUND:

At its Tuesday, May 1, 2018, School Site Council meeting, the members approved the proposed plan for the 2018-19 school year. Parents and staff had input into the plan.

INFORMATION:

Forest Grove has set five goals for the 2018-19 school year. To maintain program continuity, three of the goals are similar to the previous year's goals. The other two grew out of feedback from our School Safety Night and an analysis of data from our counselor referrals from 2017-18. The goals were established working in collaboration with staff, parents, and students.

Our three continuing goals:

1. Improve student performance in English Language Arts.
2. Improve students' performance in math.
3. Implement the visual and performing arts in support of English Language Arts, Math, Science, and Social Studies.

Our two new goals are:

4. Improve peer relationships and reduce stress/anxiety among students.
5. Improve school safety by running a robust "See Something, Say Something" campaign.

All of these goals will be pursued with an emphasis on serving the needs of our English Language Learners, our socioeconomically disadvantaged youth, and our Hispanic/Latino students.

FISCAL IMPACT:

The proposed plan and budget keep expenditures at Forest Grove Elementary School within the school's site allocation. Other possible impact from translation service increase to be determined.

** Single Plan for Student Achievement (SPSA) located as Appendix B in Board Packet.*

SUBJECT: Pacific Grove Middle School Single Plan for Student Achievement for 2018-19

PERSON(S) RESPONSIBLE: Sean Roach, Principal

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for the 2018-19 school year.

BACKGROUND:

Pacific Grove Middle School's Single School Plan for Student Achievement identifies three main focuses for 2018-19. The areas of emphasis are addressing achievement gap among our English Learner students in particular while maintaining positive growth for our Low Income student populations, and students with disabilities. We intend to continue to implement and track the progress of students taking Math 180, as well as our Transitional ELA/Math Intervention classes while continue to maintain a school culture emphasizing quality relationships and service to others.

Our data analysis has shown that our Students with Disabilities and Low Income students made strong gains and actually closed the achievement gap on the Smarter Balanced Summative Assessments in ELA and Math. Further data analysis has shown that our English Learner student group was the lone group that lost ground when compared to the school's overall achievement scores. Further data analysis shows the continued need to monitor and support our Intervention programs as we implement the Common Core State Standards at PGMS. We will continue directed funds to support our intervention program(s). Because many of our technology needs are being met through Measure A funds, PGMS is able to redirect more of its site allocation to classroom supplies. All our site allocation funds will be directed toward supporting the three goals identified in our plan.

INFORMATION:

The School Site Council has a budget of \$64.505 for 2018-19. Funds have been allocated to support our three areas of emphasis- closing the achievement gap for English Learners, and maintaining positive growth for our Low Income students and our Special Education students, tracking the success of our Intervention classes (Math 180, Read 180, Transitional ELA and Transitional Math), and maintaining a positive culture at PGMS.

FISCAL IMPACT:

The proposed plan and budget keep expenditures at Pacific Grove Middle School within the school's site allocation.

** Single Plan for Student Achievement (SPSA) located as Appendix C in Board Packet.*

SUBJECT: Pacific Grove High School Single Plan for Student Achievement for 2018-19

PERSON(S) RESPONSIBLE: Matt Bell, Principal

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for the 2018-19 school year.

BACKGROUND:

The Site Council has met monthly since the beginning of the school year reviewing the plan, receiving reports, and creating a needs plan based on data and survey information. They approved the Single Plan for Student Achievement (SPSA) at their April 23 meeting.

INFORMATION:

Perhaps the largest change in the Single Plan for Student Achievement revolved around the recent WASC accreditation work done by the school. The Plan now includes the critical needs recommendations made by the visiting accreditation team as well as our School-wide Learning Objectives (SLO's). As the critical needs were in line with action plans already in the Plan, The Single Plan for the 2018-19 year took on only some minor changes with respect to the 2017-18 SPSA other than noted below. The main foci are:

- Goals 1 and 2 reflect LCAP and Board objectives in supporting academics (adding additional layers of support for struggling and targeted students) and cultural (drug use and emotional health) issues.
- School Goal #1 – 80% of all students will show college and career readiness at graduation as measured by meeting the “Prepared Level” the California Department of Education College and Career Indicator. Low socio-economic, ELL students and Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.
 - Strategy 2 (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) has been deepened so that every teacher will emphasize and explicitly teach note-taking skills.
 - Strategy 5 (Create tutoring center that will include tutoring for all courses four days per week using community members to come as tutors along with advanced students.
 - Strategy 6 (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) will be a primary focus of our new targeted student counselor.
- School Goal #2 – 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.
 - Strategy 4 (Special topical movie nights (sexual assault, death, depression, drug abuse/addiction, etc) will also be a primary focus of our new targeted student counselor.

FISCAL IMPACT:

The proposed plan budget is within the projected funding available at the site.

** Single Plan for Student Achievement (SPSA) located as Appendix D in Board Packet.*

SUBJECT: Pacific Grove Community High School Single Plan for Student Achievement 2018-2019

PERSON(S) RESPONSIBLE: Matt Bell, Principal

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for the 2018-19 school year.

BACKGROUND:

Pacific Grove Community High School (PGCHS) and the School Site Council (SSC) have reviewed PGCHS student achievement; received input from staff, parents, and students; and designed goals for the 2018-2019 school year. In alignment with the PGUSD LCAP, the WASC Committee Report, and the 2017-2018 SPSA, goals and related budget items have been written into the 2018-2019 Single Plan for Student Achievement (SPSA). This plan was approved by the SSC on April 24, 2018.

INFORMATION:

Pacific Grove Community High School's SSC developed a spending plan for the 2018-2019 SPSA funding. The Council incorporated the goals from the WASC Self-Study Report, the California Healthy Kids Survey (2016 and 2017), teacher-made site surveys, and the PGUSD LCAP into our SPSA objectives. Data collected to measure student achievement will come from a variety of sources, including summative and formative assessments, follow-up surveys, teacher-made rubrics, Individual Learning Plans, and goal-based checklists. PGCHS will continue to provide academic and logistical support to PGCHS students so that they are career/college ready upon graduation. We will also continue to promote and support healthy and positive lifestyle choices for our students and families.

FUNDING:

Site funding
Title I funding

** Single Plan for Student Achievement (SPSA) located as Appendix E in Board Packet.*

SUBJECT: Special Education Contract for Speech Therapy Services for Extended School Year

PERSON(S) RESPONSIBLE: Clare Davies, Director of Student Services

RECOMMENDATION:

The District Administration recommends that the Board review and approve the contract for Speech and Language Therapy services for Extended School Year.

BACKGROUND:

Some students on Individualized Education Plans (IEPs) are recommended by their IEP teams to receive Extended School Year (ESY) instruction and services. The IEP teams recommend the continuation of services such as Speech Therapy to continue during ESY.

INFORMATION:

The district was not able to procure a district Speech Therapist to provide services for ESY. The district identified a contracted Speech Therapist to provide these services so as to be in legal compliance with students' IEPs.

FISCAL IMPACT:

4.5 hours a day for 20 days @ \$80.00 totaling \$7,200

435 Hillcrest Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

(To be used for provision of services involving **no** potential for liability exposure for District)

This contract is an agreement between the Pacific Grove Unified School District and

Christine Ward, SLP for services rendered as specified below.

1. Scope of Service:

To provide: Speech and Language Therapy Services for students on Individualized Education Plans for Extended School Year.

2. Evaluation and/or expected outcome(s)

A qualified Speech and Language Therapist will provide Speech therapy services as per students' Individualized Education Plans.

3. Length of the Contract:

June 4-June 29, 2018

4. Financial Consideration:

Up to 4 hours a day @ \$80.00 an hour for 20 days of service totaling \$7,200
School Funding Source: 01-6500-0-5770-1130-5800-00-000-2645-0740

Consultant: Christine Ward, SLP

Address: 512 Fountain Avenue, Pacific Grove, CA 93950

Signed _____ Date _____
Independent Consultant *

Signed _____ Date _____
Site/Program Administrator – (Check appropriate box below)

☐ Contracted work was assigned using District's normal employment recruitment process.

☐ Contracted work was not assigned using District's normal employment recruitment process. Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

***Independent Consultant must sign and submit a W-9 to District prior to providing service**

Contract for Services Criteria

District/Site Administrator – Please circle criteria that apply and sign below.

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

SUBJECT: Pacific Grove Adult Education Childcare Center Bid For Joseph R. Renda Construction Services

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities & Transportation

RECOMMENDATION:

The District Administration requests that the Board review and approve the bid for Joseph R. Renda Construction Services, Inc. for \$4,100.

BACKGROUND:

In 2015, the governor of California signed into law AB104, which defined the expectations for the Adult Education Block Grant. Currently, we are in the second year of the three-year guaranteed grant with the intention of it remaining ongoing in the future. The grant expectations require Adult Education and Community Colleges to work together to fill the gaps in services and strengthen programs. PGAE was awarded \$1,136,641 to support and build programs in seven designated areas of adult education. The Monterey Peninsula Adult Education Consortium was allocated \$750,000 from the state to provide services and to support those programs. Of that \$750,000, \$278,650 was allocated to Pacific Grove Adult School.

The Monterey Peninsula Adult Education Consortium held expert team meetings and community meetings with students, teachers, and staff members to identify barriers to enrollment and success of students in Adult Education. One of the barriers identified through the community meetings was the need for childcare services.

Monterey Adult School and Monterey Peninsula College offer limited childcare services, but both programs are at capacity. Identified in the Monterey Adult Education Consortium Regional Plan, 2,837 households in the Monterey Peninsula Region have children under the age of 6, and single mothers make up 15.6% of those households. Mothers with young children have higher unemployment rates than the general population (14.3% versus 10.3%), indicating this population is a strong candidate for Adult Education. Childcare services could support this population in successfully enrolling in and completing Adult Education courses.

Using allocated AEBG funds from the Monterey Adult Education Consortia, Pacific Grove Adult Education has created a plan to offer childcare services to district employees and community members beginning in the 2018-2019 school year.

INFORMATION:

This is for In Plant inspections while the portable is being built at the portable manufacturer's facility. This is a requirement by DSA

FISCAL IMPACT:

There is no fiscal impact to the general fund. The cost of renovating the classroom, purchasing furniture and equipment, and staffing will be paid through the consortia allocation to Pacific Grove Adult Education.

SUBJECT: Pacific Grove Adult Education Childcare Center Bid For Earth Systems

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities & Transportation

RECOMMENDATION:

The District Administration requests that the Board review and approve the bid for Earth Systems for \$9,711.40.

BACKGROUND:

In 2015, the governor of California signed into law AB104, which defined the expectations for the Adult Education Block Grant. Currently, we are in the second year of the three-year guaranteed grant with the intention of it remaining ongoing in the future. The grant expectations require Adult Education and Community Colleges to work together to fill the gaps in services and strengthen programs. PGAE was awarded \$1,136,641 to support and build programs in seven designated areas of adult education. The Monterey Peninsula Adult Education Consortium was allocated \$750,000 from the state to provide services and to support those programs. Of that \$750,000, \$278,650 was allocated to Pacific Grove Adult School.

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Using allocated AEBG funds from the Monterey Adult Education Consortia, Pacific Grove Adult Education has created a plan to offer childcare services to district employees and community members beginning in the 2018-2019 school year.

INFORMATION:

This is for soils testing and inspection during construction required by DSA. They will be testing subgrade compaction, trench compaction, and providing a soil analysis.

FISCAL IMPACT:

There is no fiscal impact to the general fund. The cost of renovating the classroom, purchasing furniture and equipment, and staffing will be paid through the consortia allocation to Pacific Grove Adult Education.

SUBJECT: Pacific Grove Adult Education Childcare Center Bid For Don Leatherman, Architect Inspector

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities & Transportation

RECOMMENDATION:

The District Administration requests that the Board review and approve the bid for Don Leatherman, Architect Inspector for \$4,000.

BACKGROUND:

In 2015, the governor of California signed into law AB104, which defined the expectations for the Adult Education Block Grant. Currently, we are in the second year of the three-year guaranteed grant with the intention of it remaining ongoing in the future. The grant expectations require Adult Education and Community Colleges to work together to fill the gaps in services and strengthen programs. PGAE was awarded \$1,136,641 to support and build programs in seven designated areas of adult education. The Monterey Peninsula Adult Education Consortium was allocated \$750,000 from the state to provide services and to support those programs. Of that \$750,000, \$278,650 was allocated to Pacific Grove Adult School.

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Using allocated AEBG funds from the Monterey Adult Education Consortia, Pacific Grove Adult Education has created a plan to offer childcare services to district employees and community members beginning in the 2018-2019 school year.

INFORMATION:

This is our DSA Inspector of Record (IOR) for the project. DSA requires that the District hires an IOR directly to assure project certification.

FISCAL IMPACT:

There is no fiscal impact to the general fund. The cost of renovating the classroom, purchasing furniture and equipment, and staffing will be paid through the consortia allocation to Pacific Grove Adult Education.

SUBJECT: Pacific Grove High School California Interscholastic Federation (CIF) School Representatives

PERSON(S) RESPONSIBLE: Matt Bell, Principal

RECOMMENDATION:

The Administration recommends that the Board review and approve Principal Matt Bell, Athletic Director Todd Buller, Assistant Principal Shane Steinback as the 2018-19 CIF representatives for Pacific Grove High School.

BACKGROUND:

The California Interscholastic Federation (CIF) requires each year that each school send a list of employees that can represent the school for official CIF business such as league meetings, section meetings, and State meetings.

INFORMATION:

This form lists the following personnel as representatives for PGHS:

Matthew J. Bell

Todd Buller

Shane Steinback

FISCAL IMPACT:

There is no cost associated with this form.

2018-2019 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2018.**

Pacific Grove Unified School District/Governing Board at its May 24, 2018 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2018-2019 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Pacific Grove High School
NAME OF REPRESENTATIVE Matthew Bell POSITION Principal
ADDRESS 615 Sunset Drive CITY Pacific Grove ZIP 93950
PHONE 831-646-6590 FAX 831-646-6660 E-MAIL mbell@pgusd.org

NAME OF SCHOOL Pacific Grove High School
NAME OF REPRESENTATIVE Todd Buller POSITION Athletic Director
ADDRESS 615 Sunset Drive CITY Pacific Grove ZIP 93950
PHONE 831-646-6590 FAX 831-646-6660 E-MAIL tbuller@pgusd.org

NAME OF SCHOOL Pacific Grove High School
NAME OF REPRESENTATIVE Shane Steinback POSITION Assistant Principal
ADDRESS 615 Sunset Drive CITY Pacific Grove ZIP 93950
PHONE 831-646-6590 FAX 831-646-6660 E-MAIL ssteinback@pgusd.org

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Matthew J. Bell Signature 
Address 615 Sunset Drive City Pacific Grove Zip 93950
Phone 831-646-6590, ext. 273 Fax 831-646-6660

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033

CIF OAKLAND SECTION

Alphonso Powell, Commissioner
900 High Street
Oakland, CA 94601
Phone: (510) 434-2218
Fax: (510) 434-3351

CIF CENTRAL COAST SECTION

Duane Morgan, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Fax: (408) 224-0476

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Fax: (209) 334-0300

CIF LOS ANGELES SECTION

John Aguirre, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Fax: (818) 767-0802

CIF SAN DIEGO SECTION

Jerry Schniepp, Commissioner
3636 Camino Del Rio North #200
San Diego, CA 92108
Phone: (858) 292-8165
Fax: (858) 292-1375

CIF NORTH COAST SECTION

Gil Lemmon, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Fax: (925) 263-2120

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Fax: (530) 343-5619

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Fax: (562) 493-6266

SUBJECT: Public Hearing for District Budget for 2018-19

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration presents the final draft of the District Budget for 2018-19 for Board review and Public Hearing.

BACKGROUND:

The District budget is a reflection of the educational programs of the District expressed in terms of the allocation of financial resources. This budget includes anticipated revenues and the distribution of those revenues among educational programs and support services. Assumptions are developed to ensure that the final budget document is a complete and accurate reflection of the intent of the Board.

INFORMATION:

The attached budget document includes the most recent set of assumptions regarding enrollment, property tax revenue, staffing and other factors that were used to prepare the final draft of the 2018-19 District Budget. Below are a few key components:

- 1) Enrollment (page 5-6) – District enrollment in October is expected to be 2,094 students, an increase of 6 students from 2017-18.
- 2) Property Taxes (page 52) – Property Tax revenue for 2018-19 is expected to be \$26,683,162, an increase of \$1,745,628, or 7.00%.
- 3) Categorical Funding (page 3) – In 2013-14, all of the state categoricals were combined into one LCFF line item, which was then reduced by the Fair Share deduction. This change made it appear that categorical funding dropped from \$3,015,012 to \$1,635,368. What is left is the Federal categoricals, Mandated Costs and Lottery funding.
- 4) Budget Surplus and Reserves (bottom of page 86) – The budget surplus for 2018-19 is expected to be \$160,059, which will maintain reserve levels above the 10.0% level. As always, there will be unspent budget dollars at year end (about \$300,000) which will provide an increase to both the budgeted surplus and reserve levels once the books are closed.
- 5) Mandated Cost Reimbursement – The Governor is still committed to paying off the debt from unpaid Mandated Cost claims. In 2015-16, the District received its first installment of \$1,000,000. Additional debt payments, if any, will be announced at the Governor's May Revise.
- 6) Salaries and Benefits – Salary negotiations have been settled with all employee groups. In 2018-19, all groups received a 3.20% salary schedule increase. The teachers received an additional 0.80% for the extra day that was added to their work year.

FISCAL IMPACT:

This item is for review only.



www.pgusd.org

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue Pacific Grove, CA 93950

Dr. Ralph Gómez Porras

Superintendent

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Rick Miller

Assistant Superintendent

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PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 24, 2018 regarding

ADOPTION OF THE 2018/19 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning May 21, 2018 through May 24, 2018 at the District Office. For more information, please contact Ralph Porras, Superintendent at 646-6520.

Posted: May 10, 2018

Pacific Grove Unified School District

District Budget

2018-19



May 16, 2018

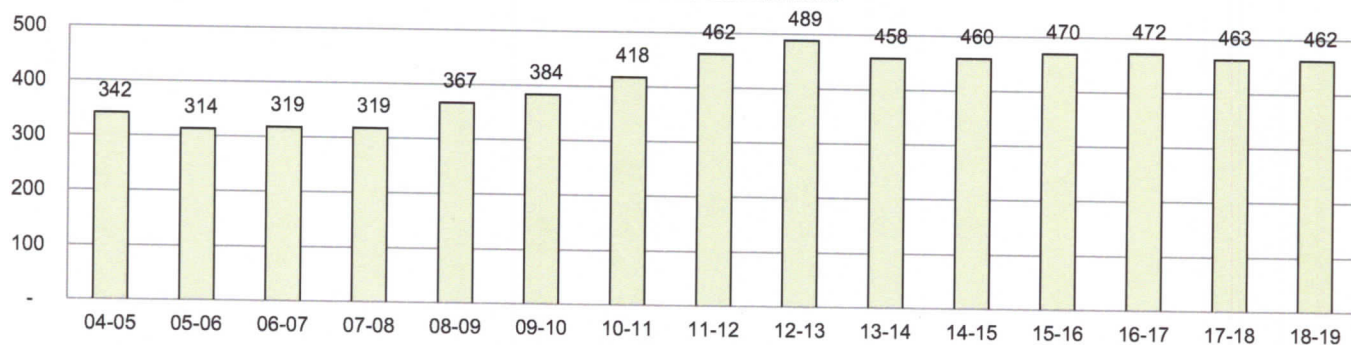
435 Hillcrest Avenue, Pacific Grove, California 93950 - (831) 646-6510 - www.pgusd.org

Pacific Grove Unified School District

Enrollment - CBEDS

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	actual		actual		actual		actual		actual		actual		actual		estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
Forest Grove																
TK					22		27		26		28		27		27	
K	78		74		64		78		78		85		65		65	
1	72	0.0%	77	-1.3%	68	-8.1%	64	0.0%	82	5.1%	73	-6.4%	86	1.2%	65	0.0%
2	77	10.0%	78	8.3%	71	-7.8%	69	1.5%	66	3.1%	80	-2.4%	66	-9.6%	86	0.0%
3	80	17.6%	81	5.2%	67	-14.1%	69	-2.8%	70	1.4%	72	9.1%	77	-3.8%	66	0.0%
4	80	12.7%	86	7.5%	89	9.9%	75	11.9%	71	2.9%	68	-2.9%	76	5.6%	77	0.0%
5	75	11.9%	93	16.3%	77	-10.5%	78	-12.4%	77	2.7%	66	-7.0%	66	-2.9%	76	0.0%
Total	462		489		458		460		470		472		463		462	
change	44	10.5%	27	5.8%	(31)	-6.3%	2	0.4%	10	2.2%	2	0.4%	(9)	-1.9%	(1)	-0.2%

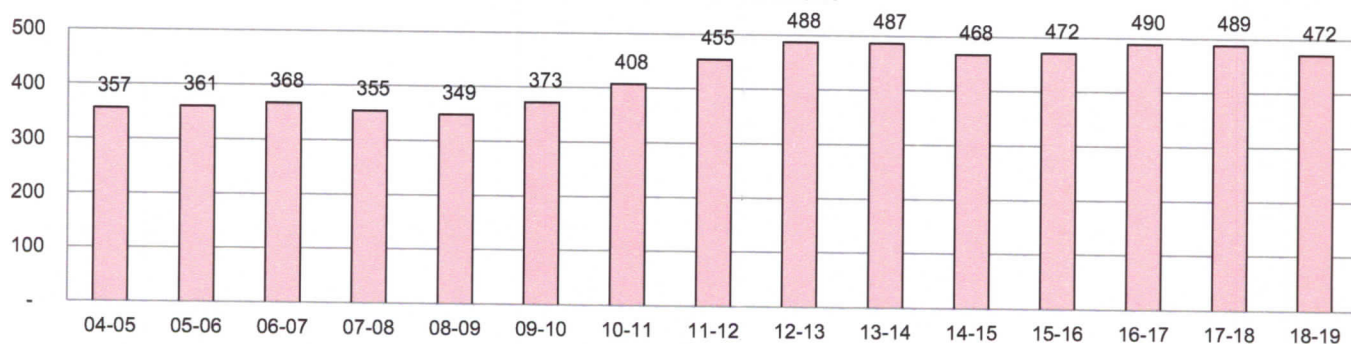
Forest Grove Enrollment



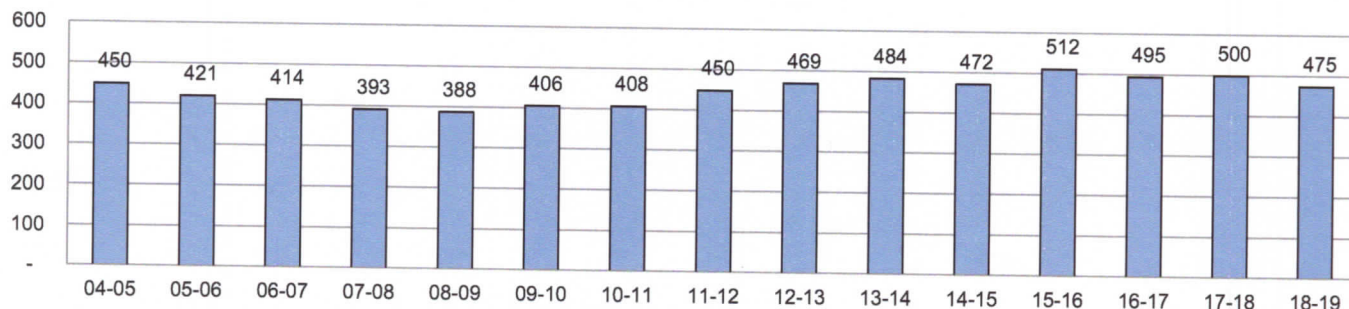
Robert Down

K	86		88		70		76		68		87		76		76	
1	80	8.1%	86	0.0%	91	3.4%	72	2.9%	83	9.2%	78	14.7%	90	3.4%	76	0.0%
2	79	11.3%	84	5.0%	90	4.7%	79	-13.2%	79	9.7%	78	-6.0%	81	3.8%	90	0.0%
3	76	15.2%	81	2.5%	72	-14.3%	85	-5.6%	87	10.1%	73	-7.6%	76	-2.6%	81	0.0%
4	72	2.9%	78	2.6%	87	7.4%	72	0.0%	86	1.2%	93	6.9%	73	0.0%	76	0.0%
5	62	1.6%	71	-1.4%	77	-1.3%	84	-3.4%	69	-4.2%	81	-5.8%	93	0.0%	73	0.0%
Total	455		488		487		468		472		490		489		472	
change	47	11.5%	33	7.3%	(1)	-0.2%	(19)	-3.9%	4	0.9%	18	3.8%	(1)	-0.2%	(17)	-3.5%

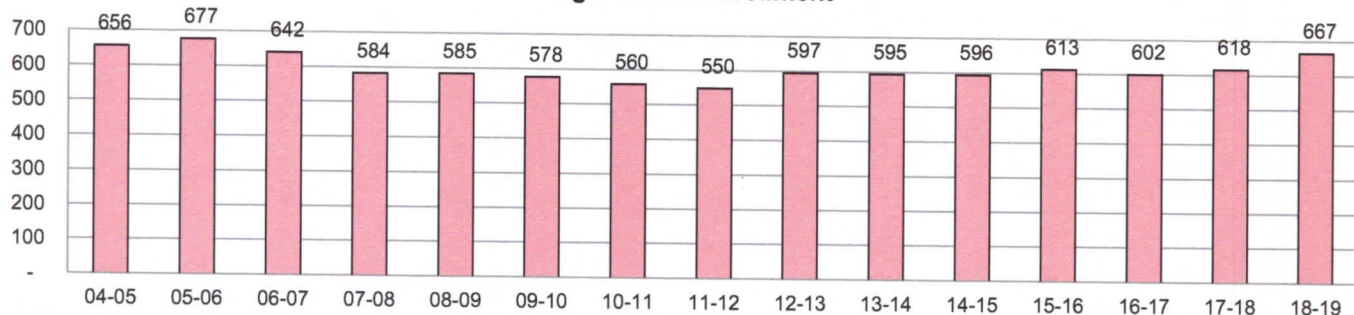
Robert Down Enrollment



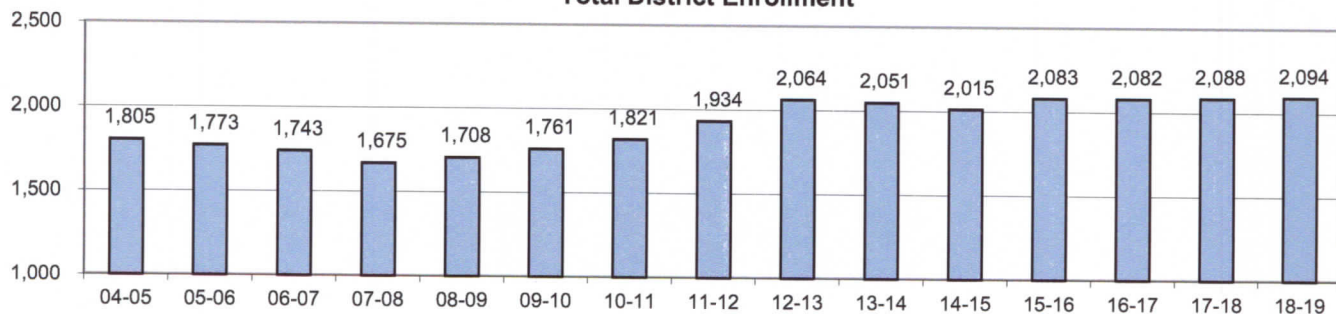
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	actual		actual		actual		actual		actual		actual		actual		estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
Middle School																
6	150	10.3%	150	9.5%	174	6.1%	153	-0.6%	188	16.0%	151	3.4%	155	5.4%	159	0.0%
7	148	17.5%	162	8.0%	162	8.0%	163	-6.3%	164	7.2%	186	-1.1%	161	6.6%	155	0.0%
8	152	5.6%	157	6.1%	148	-8.6%	156	-3.7%	160	-1.8%	158	-3.7%	184	-1.1%	161	0.0%
Total	450	10.3%	469	4.2%	484	3.2%	472	-2.5%	512	8.5%	495	-3.3%	500	1.0%	475	-5.0%
change	42	10.3%	19	4.2%	15	3.2%	(12)	-2.5%	40	8.5%	(17)	-3.3%	5	1.0%	(25)	-5.0%

Middle School Enrollment**High School**

9	146	5.8%	173	13.8%	153	-2.5%	160	8.1%	164	5.1%	170	6.3%	169	7.0%	184	0.0%
10	151	0.7%	155	6.2%	167	-3.5%	151	-1.3%	155	-3.1%	152	-7.3%	170	0.0%	169	0.0%
11	128	-6.6%	153	1.3%	140	-9.7%	151	-9.6%	147	-2.6%	138	-11.0%	144	-5.3%	170	0.0%
12	125	-5.3%	116	-9.4%	135	-11.8%	134	-4.3%	147	-2.6%	142	-3.4%	135	-2.2%	144	0.0%
Total	550		597		595		596		613		602		618		667	
change	(10)	-1.8%	47	8.5%	(2)	-0.3%	1	0.2%	17	2.9%	(11)	-1.8%	16	2.7%	49	7.9%

High School Enrollment

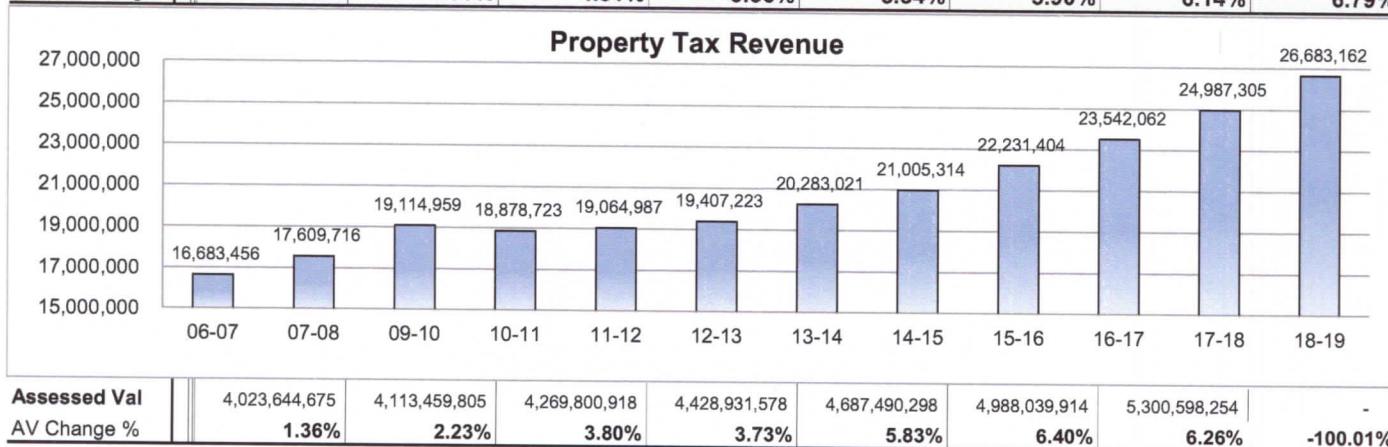
CHS	17	21	27	19	16	23	18	18
District	1,934	2,064	2,051	2,015	2,083	2,082	2,088	2,094
change	113	130	(13)	(36)	68	(1)	6	6
	6.2%	6.7%	-0.6%	-1.8%	3.4%	0.0%	0.3%	0.3%

Total District Enrollment

Pacific Grove Unified School District

Property Tax Revenue

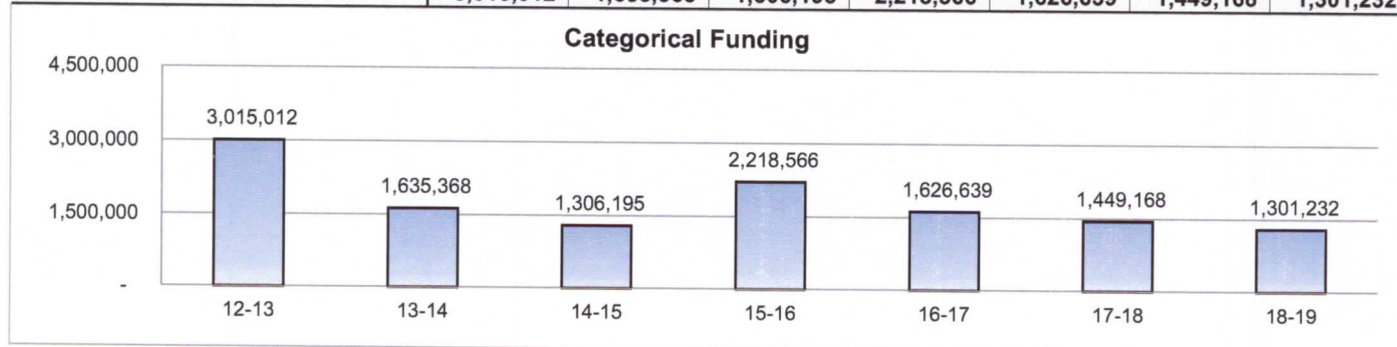
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	actual	actual	actual	actual	actual	actual	act/est	estimate
July	122,225	-	-	-	-	-	-	-
Year-to-Date	122,225	-	-	-	-	-	-	-
August		-	-	-	-	-	-	-
Year-to-Date	122,225	-	-	-	-	-	-	-
September	186,941	31,323	73,572	68,361	75,436	49,319	56,920	60,335
Year-to-Date	309,167	31,323	73,572	68,361	75,436	49,319	56,920	60,335
October		94,193	-	-	768,510	792,168	818,005	867,085
Year-to-Date	309,167	125,516	73,572	68,361	843,946	841,486	874,925	927,421
November	87,757	779,423	759,221	48,234	49,334	42,682	46,407	49,191
Year-to-Date	396,924	904,939	832,793	116,595	893,280	884,168	921,332	976,612
December	10,298,015	10,054,597	10,552,240	11,957,966	11,634,319	12,688,993	13,648,659	14,467,578
Year-to-Date	10,694,939	10,959,537	11,385,033	12,074,561	12,527,599	13,573,161	14,569,991	15,444,190
percent change	-0.08%	2.47%	3.88%	6.06%	3.75%	8.35%	7.34%	6.00%
January	235,324	162,549	350,363	209,642	527,542	307,376	755,156	800,466
Year-to-Date	10,930,263	11,122,086	11,735,396	12,284,203	13,055,141	13,880,538	15,325,147	16,244,656
percent change	-0.77%	1.75%	5.51%	4.68%	6.28%	6.32%	10.41%	6.00%
February	445,020	492,852	512,416	532,513	555,779	601,451	1,459,505	1,547,075
Year-to-Date	11,375,283	11,614,938	12,247,812	12,816,716	13,610,920	14,481,989	16,784,652	17,791,731
percent change	-0.30%	2.11%	5.45%	4.64%	6.20%	6.40%	15.90%	6.00%
March	404,979	375,214	409,741	414,021	519,125	502,464	5,135	5,443
Year-to-Date	11,780,263	11,990,152	12,657,553	13,230,737	14,130,045	14,984,452	16,789,787	17,797,175
percent change	0.42%	1.78%	5.57%	4.53%	6.80%	6.05%	12.05%	6.00%
April	6,686,251	6,941,147	7,152,350	7,278,329	7,632,400	8,041,076	7,680,984	8,141,843
Year-to-Date	18,466,514	18,931,299	19,809,903	20,509,066	21,762,445	23,025,529	24,470,772	25,939,018
percent change	0.28%	2.52%	4.64%	3.53%	6.11%	5.80%	6.28%	6.00%
May	203,386	219,514	253,210	77,114	58,025	83,677	83,677	88,697
Year-to-Date	18,669,900	19,150,812	20,063,112	20,586,180	21,820,470	23,109,205	24,554,448	26,027,715
percent change	0.00%	2.58%	4.76%	2.61%	6.00%	5.91%	6.25%	6.00%
June	395,087	256,411	219,909	419,134	410,934	432,856	432,856	655,447
Year-to-Date	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,542,062	24,987,305	26,683,162
percent change	0.99%	1.80%	4.51%	3.56%	5.84%	5.90%	6.14%	6.79%
Total	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,542,062	24,987,305	26,683,162
Inc (Dec)	186,264	342,236	875,798	722,293	1,226,089	1,310,658	1,445,243	1,695,858
percent change	0.99%	1.80%	4.51%	3.56%	5.84%	5.90%	6.14%	6.79%



Pacific Grove Unified School District

Categoricals

Title	Obj-Res	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
1 Special Ed	8181-3310	316,413	327,168	328,715	333,219	341,069	355,104	356,880
2 MAA	8290-0000	13,647	-	54,428	68,197	16,518	50,000	50,000
3 Title I	8290-3010	95,910	101,468	113,159	112,668	128,253	167,417	169,091
4 VEA	8290-3550	19,934	14,284	26,551	24,913	21,511	19,335	19,528
5 Title II Teacher Quality	8290-4035	55,047	52,900	53,043	52,436	53,221	32,918	33,247
6 Title II Principal Training	8290-4036	2,425	3,050	-	-	-	-	-
7 Title III Immigrant								15,053
8 Title III Limited English	8290-4201	19,443	23,312	26,741	19,246	19,473	43,297	28,677
9 EIA	8311-7090	89,015	-	-	-	-	-	-
10 Transportation	8311-7230	-	-	7,849	-	-	-	-
11 Mandated Costs	8550-0000	59,186	71,314	133,812	1,033,242	445,293	292,305	250,000
12 Lottery - Rest	8560-6300	89,821	119,306	93,150	134,633	102,785	90,000	90,180
13 Lottery - Unrest	8560-1100	371,256	436,720	391,230	333,877	310,578	288,000	288,576
14 Fair Share	8590-0000	(923,918)	-	-	-	-	-	-
16 STAR	8590-0060	3,408	-	-	-	-	-	0
17 School Counselor	8590-0080	62,198	-	-	-	-	-	0
18 CSR 9-12	8590-0120	35,166	-	-	-	-	-	0
19 K-3 Class Size Reductio	8590-0130	385,724	-	-	-	-	-	0
20 GATE	8590-0140	10,746	-	-	-	-	-	0
21 Instructional Materials	8590-0156	92,682	-	-	-	-	-	0
22 PAR	8590-0271	9,799	-	-	-	-	-	0
23 CBET	8590-0285	2,062	-	-	-	-	-	0
24 Math and Reading	8590-0294	8,017	-	-	-	-	-	0
25 Math and Reading	8590-0296	2,003	-	-	-	-	-	0
26 Adminstrator Training	8590-0325	2,425	-	-	-	-	-	0
27 ROP (CTE)	8590-0350	337,540	-	-	-	-	-	0
28 Adult Education	8590-0390	1,460,707	-	-	-	-	-	0
29 Prof Development	8590-0393	71,458	-	-	-	-	-	0
30 TIIG	8590-0394	74,525	-	-	-	-	-	0
31 SIP	8590-0395	186,475	-	-	-	-	-	0
32 School Safety	8590-0405	14,178	-	-	-	-	-	0
33 Pupil Retention	8590-0739	3,764	-	-	-	-	-	0
34 CAHSEE	8590-0755	8,279	-	-	-	-	-	0
35 Art and Music Grant	8590-0760	24,607	-	-	-	-	-	0
36 Prop 39 Energy Efficiency	8590-6230	-	106,132	75,210	105,119	111,244	105,886	-
37 TUPE	8590-6690	-	652	2,307	1,016	1,694	4,906	-
38 Common Core	8590-7405	-	379,062	-	-	75,000	-	-
Total		3,015,012	1,635,368	1,306,195	2,218,566	1,626,639	1,449,168	1,301,232



Pacific Grove Unified School District

Budget Details

	2011-12 actual	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 actual	2016-17 actual	2017-18 budgeted	2018-19 budgeted
Categorical Funding	3,576,056	3,015,012	1,635,368	1,306,195	2,218,566	1,626,639	1,449,168	1,301,232
change	(642,414)	(561,044)	(1,379,644)	(329,173)	912,371	(591,927)	(177,471)	(147,935)
Enrollment (CBEDS)	1,934	2,064	2,051	2,015	2,083	2,082	2,088	2,094
change	113	130	(13)	(36)	68	(1)	6	6
Staffing	196.7	200.3	212.6	211.4	221.8	230.1	230.1	230.1
change	13.7	3.6	12.3	(1.2)	10.4	8.3	-	-
Class Size	21.6	22.8	21.6	20.4	21.4	20.9	20.5	20.5
change		1.2	(1.3)	(1.1)	0.9	(0.5)	(0.4)	-
Step-and-Column Costs	(13,000)	137,714	31,741	39,483	54,999	147,368	100,911	100,911
change	(86,000)	150,714	(105,973)	7,742	15,516	92,369	(46,457)	-
Health Care Plan (single)	493.70	573.67	679.28	692.87	727.51	749.00	801.43	841.50
change	-2.0%	16.2%	18.4%	2.0%	5.0%	3.0%	7.0%	5.0%
Site Allocations	258,644	270,840	272,030	265,750	273,990	285,670	295,920	287,857
change	(29,615)	12,196	1,190	(6,280)	8,240	11,680	10,250	(8,063)
Property Tax Revenue	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,542,062	24,987,305	26,683,162
change	186,264	342,236	875,798	722,293	1,226,089	1,310,658	1,445,243	1,695,858
Contrib to Rest. Program	5,079,999	4,485,081	4,321,146	3,773,938	3,845,174	4,236,292	4,236,292	4,236,292
change	1,069,405	(594,918)	(163,935)	(547,208)	71,236	391,118	-	-
Mandated Costs	33,824	59,186	71,314	133,812	1,033,242	445,293	292,305	250,000
change	(138,947)	25,362	12,128	62,498	899,430	(587,949)	(152,988)	(42,305)
Bus Ridership	298	291	299	288	326	233	226	226
change	13	(7)	8	(11)	38	(93)	(7)	-
Meals Served	96,224	107,209	111,579	111,672	123,629	122,102	124,544	127,035
change	14,397	10,985	4,370	93	11,957	(1,527)	2,442	2,491
Free and Reduced Meals	19.9%	20.8%	18.0%	19.8%	19.3%	16.5%	20.0%	20.0%
change	2.9%	0.9%	-2.8%	1.8%	-0.5%	-2.9%	3.5%	0.0%
General Fund Reserve %	18.4%	13.3%	12.4%	12.5%	16.7%	17.4%	10.7%	11.1%
change	-3.3%	-5.0%	-1.0%	0.1%	4.2%	0.7%	-6.8%	0.5%
Surplus (Deficit)	(253,580)	(870,946)	262,613	241,697	1,607,862	58,291	(1,366,382)	219,670
change	(1,819,987)	(617,367)	1,133,559	(20,916)	1,366,165	(1,549,571)	(1,424,673)	1,586,053
Ongoing Salary Increases	0.70%	2.00%	2.25%	2.25%	3.50%	3.50%	3.50%	3.20%
One-time Salary Increases		2.00%						
STRS Employer %	8.00%	8.00%	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%
Cost	1,106,450	1,023,443	1,077,240	1,127,512	2,575,674	2,961,704	3,503,735	3,714,282
change	164,662	(83,007)	53,797	50,272	1,448,162	386,031	542,030	210,547
PERS Employer %	10.92%	11.42%	11.44%	11.77%	11.80%	13.90%	15.80%	17.70%
Cost	633,761	661,554	456,473	478,676	544,430	673,279	822,523	910,083
change	39,102	27,792	(205,081)	22,203	65,754	128,849	149,244	87,560
Ending Fund Balances								
Fund 01 - General Fund	4,488,171	3,387,141	3,538,700	3,686,012	5,240,889	5,387,880	3,977,153	4,212,188
Fund 11 - Adult Education	43,567	-	78,414	34,670	774,914	1,693,433	1,695,602	1,870,641
Fund 12 - Child Development	145,627	232,638	279	4,590	63,531	83,284	4,344	47,865
Fund 13 - Cafeteria Fund	8,511	28,937	7,613	8,785	8,680	9,929	10,505	10,505
Fund 14 - Deferred Maintenance	944,568	958,347	883,527	462,580	380,180	94,526	9,668	14,040
Fund 20 - Post Employment	96,985	116,929	136,761	156,788	177,493	199,078	4,678	4,703
Fund 21 - Building Fund	5,512,963	3,558,778	730,364	2,060,698	542,106	1,864,324	1,014,280	369,280
Fund 40 - Capital Projects	1,298,435	1,177,586	548,627	636,191	571,955	376,097	42,677	42,677
Total Ending Fund Balance	12,538,827	9,460,356	5,924,287	7,050,315	7,759,749	9,708,550	6,758,907	6,571,899

Fund 1 - General Fund

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance - Restr	11,164	9,233	318,582	269,777	498,525	724,568	429,276
Beginning Fund Balance - Unres	4,418,268	3,377,908	3,220,119	3,416,235	4,742,364	4,663,312	3,622,853
Beginning Fund Balance	4,429,433	3,387,141	3,538,701	3,686,011	5,240,889	5,387,880	4,052,129
Revenues:							
LCFF Sources 8000	19,720,016	20,629,518	23,195,795	24,906,372	25,912,303	27,516,725	29,336,220
Federal Sources 8100	524,382	542,987	645,550	654,521	614,403	698,674	703,385
State Sources 8300	2,490,411	3,056,544	772,054	2,961,248	2,354,635	2,225,396	2,120,903
Local Sources 8600	1,520,750	1,584,081	1,406,262	1,361,147	1,612,235	1,202,819	1,202,819
Total Revenues	24,255,560	25,813,130	26,019,661	29,883,289	30,493,576	31,643,614	33,363,327
percent change	0.9%	6.4%	0.8%	14.8%	2.0%	3.8%	5.4%
Expenditures:							
Certificated Salaries 1000	12,659,739	12,875,372	13,132,603	14,068,329	15,120,421	15,993,975	16,437,363
Classified Salaries 2000	4,216,422	4,586,236	4,674,971	5,060,143	5,478,317	5,672,050	6,069,867
Employee Benefits 3000	3,641,615	3,266,328	3,504,505	4,993,957	5,649,084	6,201,406	6,444,716
Books and Supplies 4000	1,081,470	967,149	901,729	1,059,566	1,098,576	1,847,759	1,174,500
Services and Other 5000	3,234,837	3,293,006	2,566,753	2,353,384	2,659,667	3,024,479	2,869,312
Capital Outlay 6000	4,113	16,643	42,806	56,843	178,164	12,529	12,529
Other Outgo 7000	288,310	545,782	954,598	683,204	251,056	257,799	135,370
Total Expenditures	25,126,506	25,550,516	25,777,964	28,275,427	30,435,285	33,009,996	33,143,657
percent change	3.4%	1.7%	0.9%	9.7%	7.6%	8.5%	0.4%
Surplus (Deficit)	(870,946)	262,613	241,697	1,607,862	58,291	(1,366,382)	219,670
Transfers In (Out)							
Fund 11 - Adult Education	(151,919)	(50,000)					
Fund 12 - Child Development		(2,437)		-			
Fund 13 - Cafeteria		(39,191)	(74,960)	(33,558)	(50,285)	(44,344)	(59,611)
Fund 14 - Deferred Maintenance							
Fund 20 - Postemployment B	(19,426)	(19,426)	(19,426)	(19,426)	(19,426)		
Other Sources (Uses) Bus					158,410		
Net Transfers In (Out)	(171,345)	(111,054)	(94,386)	(52,984)	88,699	(44,344)	(59,611)
Ending Fund Balance	3,387,141	3,538,700	3,686,012	5,240,889	5,387,880	3,977,153	4,212,188

Components of Ending Fund Balance

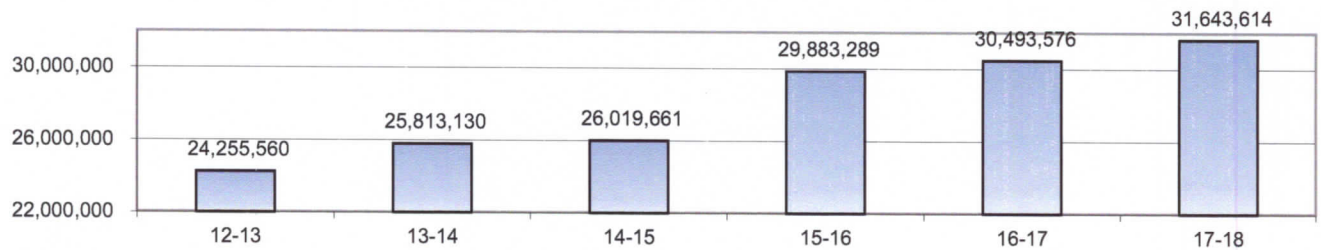
a Nonspendable - Revolving C	5,000	5,000	5,000	5,000	5,000	5,000	5,000
b Restricted (restricted carryov	9,233	359,587	269,777	498,525	91,810	440,299	509,808
c Committed			181,342				
d Assigned							
Prop Tax Reserve (0.50%)				109,018	157,551	151,589	151,589
Basic Aid Reserve (3.00%)				790,340	945,304	909,532	909,532
Sick Leave Incentive Reserv	60,000	60,000	60,000	40,000	40,000	40,000	40,000
Deferred Maintenance Reserve				2,975,150		783,097	780,097
STRS/PERS Reserve 2020-21					3,221,392	654,102	818,276
e 3% Resv for Econ Uncertain	758,936	769,847	776,171	822,855	926,824	993,534	997,886
Unassigned/Unappropriated	2,553,971	2,344,266	2,393,723				
subtotal Unrestricted Reserve	3,372,907	3,174,113	3,229,893	4,737,363	5,291,070	3,531,854	3,697,380
Undesignated Resv Percent	13.3%	12.4%	12.5%	16.7%	17.4%	10.7%	11.1%
Ending Fund Balance	3,387,141	3,538,700	3,686,012	5,240,889	5,387,880	3,977,153	4,212,188

Revenues - 8000

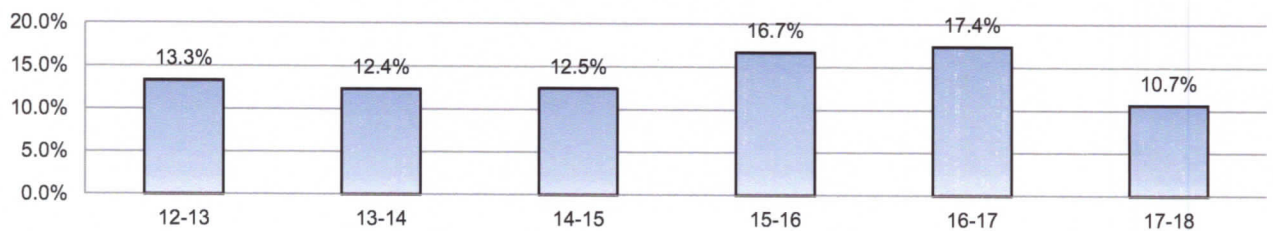
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
LCFF Sources: 8000							
U LCFF - Current Year 8011	(24,191)		2,472,525	2,505,456	2,505,456	2,505,456	2,505,456
U Prop 30 EPA (thru 18-19 8012	393,250	402,226	410,631	416,272	383,760	402,596	396,438
U Revenue Limit - Prior Y 8019	-	-	-	-	(196)	-	-
Prop 30/Rev Limit subtotal	369,059	402,226	2,883,156	2,921,728	2,889,020	2,908,052	2,901,894
U Home Owners Exempti 8021	121,600	120,614	116,877	115,843	118,059	125,143	133,903
U Secured Tax Roll 8041	18,125,665	19,055,007	19,769,890	20,985,501	22,375,109	23,763,099	25,426,516
U Unsecured Tax Roll 8042	743,509	740,746	788,765	807,516	832,094	882,019	943,760
U Prior Years Taxes 8043	308,783	259,551	229,329	226,717	157,805	167,273	178,982
U Delinquent Taxes 8048	107,666	107,103	100,452	95,827	58,995	-	-
Property Tax subtotal	19,407,223	20,283,021	21,005,314	22,231,404	23,542,061	24,937,534	26,683,161
U Transfer-Funds 11&14 8091			(674,428)	(236,905)	(437,552)	(277,899)	(222,372)
U Transfers to Charter Sc 8096	(56,266)	(55,729)	(18,247)	(9,854)	(81,226)	(50,962)	(26,463)
Total LCFF Sources	19,720,016	20,629,518	23,195,795	24,906,372	25,912,303	27,516,725	29,336,220
percent change	3.8%	4.6%	12.4%	7.4%	4.0%	6.2%	6.6%
Federal Sources: 8100							
R Special Education-per l 8181	316,413	327,168	328,715	333,219	341,069	355,104	356,880
U Medical Adm Act (MAA 8290	13,647		54,428	68,197	16,518	50,000	50,000
R Title I 3010	95,910	101,468	113,159	112,668	128,253	167,417	169,091
R VEA 3550	19,934	14,284	26,551	24,913	21,511	19,335	19,528
R Drug Free Schools 3710	1,564		-			-	-
R Title II Teacher Quality 4035	55,047	52,900	53,043	52,436	53,221	32,918	33,247
R Title II Principal Trainin 4036	2,425	3,050	-			-	-
R Title III Immigrant Educ 4201	7,500	2,831	9,295	5,452	7,606	14,904	15,053
R Title III Limited English 4203	11,943	20,482	17,446	13,794	11,867	28,393	28,677
R Medi-Cal Billing		20,805	42,913	43,843	34,358	30,603	30,909
Total Federal Sources	524,382	542,987	645,550	654,521	614,403	698,674	703,385
percent change	-30.2%	3.5%	18.9%	1.4%	-6.1%	13.7%	0.7%
State Sources: 8300							
U EIA 8311	89,015					-	-
U Transportation 8311			7,849			-	-
U Mandated Costs 8550	59,186	71,314	133,812	1,033,242	445,293	292,305	250,000
R State Lottery - Restrict 8560	89,821	119,306	93,150	134,633	102,785	90,000	90,180
R STRS on Behalf 7690				1,109,519	1,093,580	1,230,984	1,492,147
U State Lottery - Unrestric 8560	371,256	436,720	391,230	333,877	310,578	288,000	288,576
R Prop 39 Energy Efficien 6230		106,132	75,210	105,119	111,244	105,886	-
R CTE Incentive Grant 6387					133,299	132,152	-
R Educator Effectiveness 6264				178,038		-	-
R Mental Health Sped 6512		145,877	68,496	65,804	81,163	81,163	-
R TUPE 6690	(54)	652	2,307	1,016	1,694	4,906	-
R CC/CRBG 7338		379,062	-		75,000	-	-
Total State Sources	2,490,411	3,056,544	772,054	2,961,248	2,354,635	2,225,396	2,120,903
percent change	-11.8%	22.7%	-74.7%	283.6%	-20.5%	-5.5%	-4.7%

Revenues (continued)	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Local Sources: 8600							
U Parcel Taxes 8621	270,405	267,824	3,951	2,377	1,004	-	-
U Sale of Equipment 8631	313	180	363	281	511	-	-
U Leases and Rentals 8650	39,644	33,419	4,240			-	-
R Interest - Restricted 8660	(29)		4	412		-	-
U Interest - Unrestricted 8660	41,973	29,573	28,354	53,642	97,178	25,000	25,000
U Gain or Loss on Investr 8662		9,464	-	7,370		-	-
U Transportation Fees 8675	21,736	10,880	13,884	16,413	15,438	15,000	15,000
R Interagency Fees betw 8677			-			-	-
U Other Fees and Contra 8689	6,550	6,130	6,130	11,350	16,989	-	-
R Other Local Revenue - 8699		-	-	-		104,730	104,730
U Local Rev (grants,dona 8699	336,815	290,284	471,955	334,349	291,791	259,458	259,458
U ACSA Stipend 7500					103,128	-	-
R Transfers-COE Sped 8792	803,342	936,327	877,381	934,953	1,086,196	798,631	798,631
U Proceeds from 8972						-	-
Total Local Sources	1,520,750	1,584,081	1,406,262	1,361,147	1,612,235	1,202,819	1,202,819
percent change	3.2%	4.2%	-11.2%	-3.2%	18.4%	-25.4%	0.0%
Total Revenues - Restricted	1,403,815	2,230,343	1,707,670	3,115,819	3,282,845	3,197,126	3,139,073
Total Revenues - Unrestricted	22,851,744	23,582,787	24,311,990	26,767,470	27,210,731	28,446,488	30,224,254
Total Revenues	24,255,560	25,813,130	26,019,661	29,883,289	30,493,576	31,643,614	33,363,327
percent change	0.9%	6.4%	0.8%	14.8%	2.0%	3.8%	5.4%

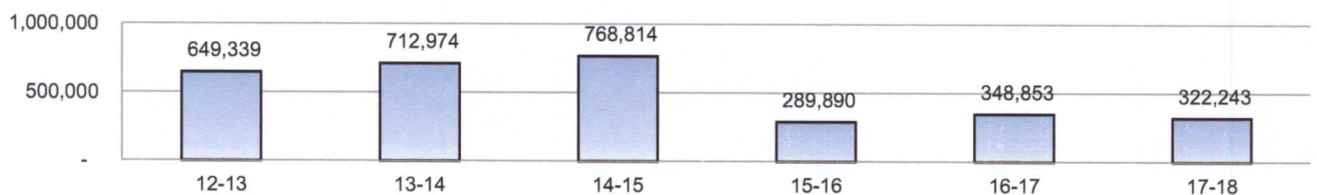
General Fund Revenues



Unrestricted Reserve Levels



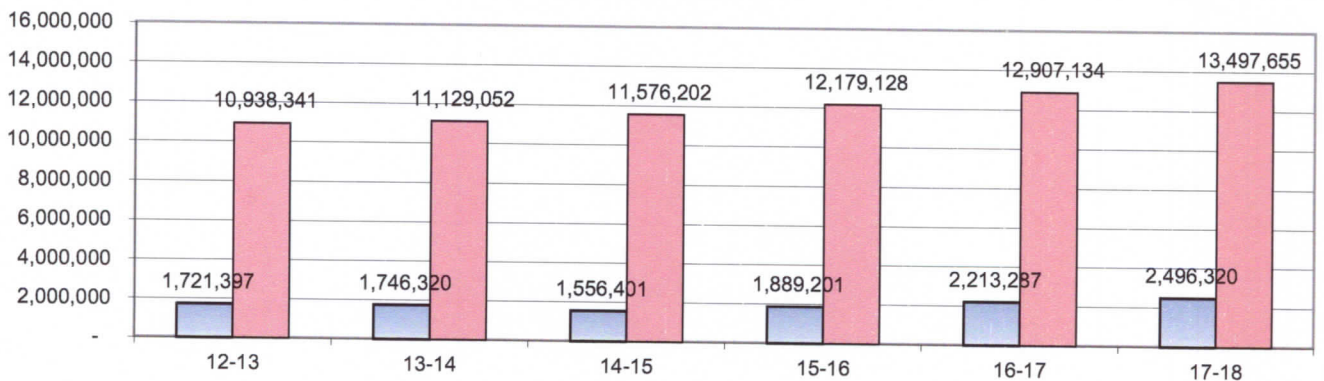
Transfers Out of General Fund



Certificated Salaries - 1000

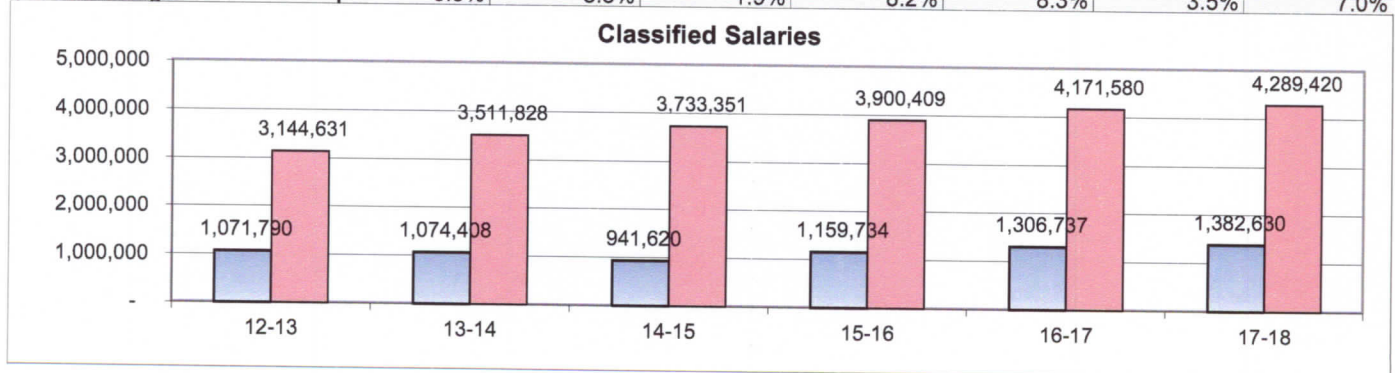
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Teacher Salaries 1100							
Restricted	1,246,904	1,248,080	1,168,516	1,389,699	1,659,208	1,997,236	1,917,876
Unrestricted	8,483,593	8,736,535	9,187,768	9,724,369	10,079,516	10,651,161	11,013,431
Total Teacher Salaries	9,730,497	9,984,615	10,356,283	11,114,068	11,738,725	12,648,397	12,931,307
Substitute Teachers 1110							
Restricted	39,379	49,909	17,896	25,167	51,444	25,707	25,836
Unrestricted	172,928	131,134	100,978	63,537	217,733	147,390	168,152
Total Substitute Teachers	212,308	181,043	118,873	88,704	269,177	173,098	193,988
Teachers Hourly 1130							
Restricted	49,451	14,053	25,880	41,197	10,900	25,017	18,000
Unrestricted	87,814	47,701	77,486	70,795	77,522	67,108	67,108
Total Teachers Hourly	137,265	61,754	103,366	111,991	88,422	92,125	85,108
Teachers Stipends 1160							
Restricted	800	24,060	16,000	26,000	54,202	28,206	-
Unrestricted	178,383	118,530	125,129	103,091	110,472	139,019	142,819
Total Teachers Stipends	179,183	142,590	141,129	129,091	164,674	167,224	142,819
Pupil Support 1200							
Restricted	326,818	350,671	263,012	336,702	363,040	341,824	396,695
Unrestricted	721,399	760,494	756,824	794,985	840,939	869,992	925,187
Total Pupil Support	1,048,217	1,111,165	1,019,836	1,131,687	1,203,979	1,211,816	1,321,882
Pupil Support Hourly 1230							
Restricted	-	-	-	-	-	-	-
Unrestricted	2,652	-	3,208	2,375	-	3,415	-
Total Pupil Support Hourly	2,652	-	3,208	2,375	-	3,415	-
Supervisors and Administration							
Restricted 1300	58,044	59,547	65,099	70,437	74,492	78,329	83,479
Unrestricted	1,290,911	1,333,905	1,324,810	1,419,975	1,580,951	1,619,571	1,678,780
Total Supervisors and Admin	1,348,955	1,393,452	1,389,908	1,490,412	1,655,443	1,697,899	1,762,259
Other Certificated							
Restricted 1900	-	-	-	-	-	-	-
Unrestricted	662	754	-	-	-	-	-
Total Other Certificated	662	754	-	-	-	-	-
Total Restricted	1,721,397	1,746,320	1,556,401	1,889,201	2,213,287	2,496,320	2,441,886
Total Unrestricted	10,938,341	11,129,052	11,576,202	12,179,128	12,907,134	13,497,655	13,995,477
Total Certificated Salaries	12,659,739	12,875,372	13,132,603	14,068,329	15,120,421	15,993,975	16,437,363
percent change	5.7%	1.7%	2.0%	7.1%	7.5%	5.8%	2.8%

Certificated Salaries



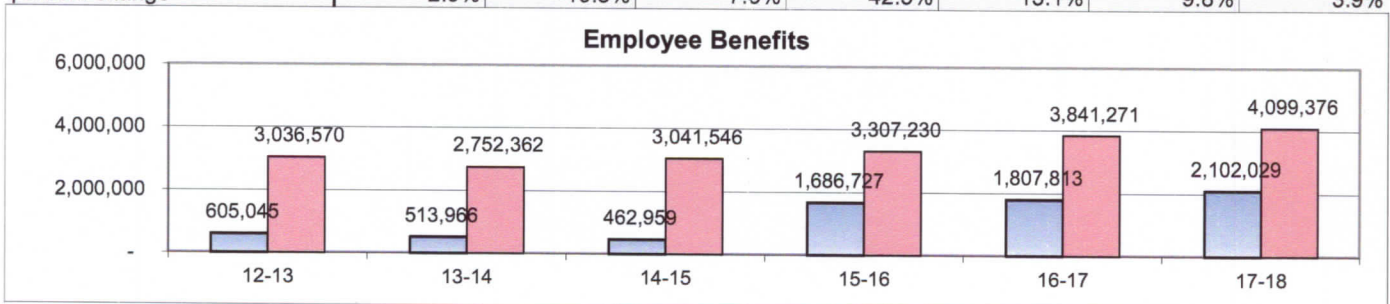
Classified Salaries - 2000

		2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Instructional Aides	2000							
Restricted	2100	382,388	345,012	365,795	368,284	398,946	368,809	384,478
Unrestricted		369,963	552,230	579,872	595,021	672,718	663,384	748,355
Total Instructional Aides		752,351	897,242	945,667	963,306	1,071,665	1,032,192	1,132,833
Support Salaries								
Restricted	2200	540,975	582,640	495,709	612,643	735,789	808,567	864,780
Unrestricted		858,787	969,727	1,139,499	1,188,853	1,272,583	1,329,473	1,589,862
Total Support Salaries		1,399,763	1,552,366	1,635,208	1,801,497	2,008,372	2,138,039	2,454,642
Support Substitutes								
Restricted	2210	4,826	3,898	-		1,687	1,637	-
Unrestricted		26,783	28,510	32,296	27,328	37,112	39,447	32,000
Total Support Substitutes		31,609	32,409	32,296	27,328	38,799	41,084	32,000
Support Overtime								
Restricted	2250	21,494	29,249	-	19,191	22,489	38,099	-
Unrestricted		18,564	22,909	55,431	58,863	35,111	114,792	73,000
Total Support Overtime		40,058	52,158	55,431	78,053	57,600	152,892	73,000
Supervisors & Administrators								
Restricted	2300			-			-	-
Unrestricted		408,226	433,414	444,419	462,601	510,983	530,537	532,490
Total Supervisors & Administ		408,226	433,414	444,419	462,601	510,983	530,537	532,490
Board of Trustees								
Restricted	2360			-			-	-
Unrestricted		5,640	7,680	7,200	7,200	24,440	42,283	42,284
Total Board of Trustees		5,640	7,680	7,200	7,200	24,440	42,283	42,284
Clerical & Office								
Restricted	2400	3,766		-			-	-
Unrestricted		1,304,084	1,288,347	1,246,519	1,327,777	1,374,109	1,388,826	1,426,269
Total Clerical & Office		1,307,850	1,288,347	1,246,519	1,327,777	1,374,109	1,388,826	1,426,269
Clerical & Office Hourly/Overtime								
Restricted	2450						-	-
Unrestricted		27,052			4,540	9,917	13,863	-
Total Clerical & Office Hourly		27,052	-	-	4,540	9,917	13,863	-
Other Classified Salaries								
Restricted	2900	118,341	113,609	80,115	159,616	147,827	165,518	173,356
Unrestricted		125,532	209,011	228,116	228,225	234,605	166,815	202,993
Total Other Classified Salaries		243,873	322,620	308,231	387,840	382,432	332,333	376,349
Total Restricted		1,071,790	1,074,408	941,620	1,159,734	1,306,737	1,382,630	1,422,614
Total Unrestricted		3,144,631	3,511,828	3,733,351	3,900,409	4,171,580	4,289,420	4,647,253
Total Classified Salaries		4,216,422	4,586,236	4,674,971	5,060,143	5,478,317	5,672,050	6,069,867
percent change		6.5%	8.8%	1.9%	8.2%	8.3%	3.5%	7.0%



Employee Benefits - 3000

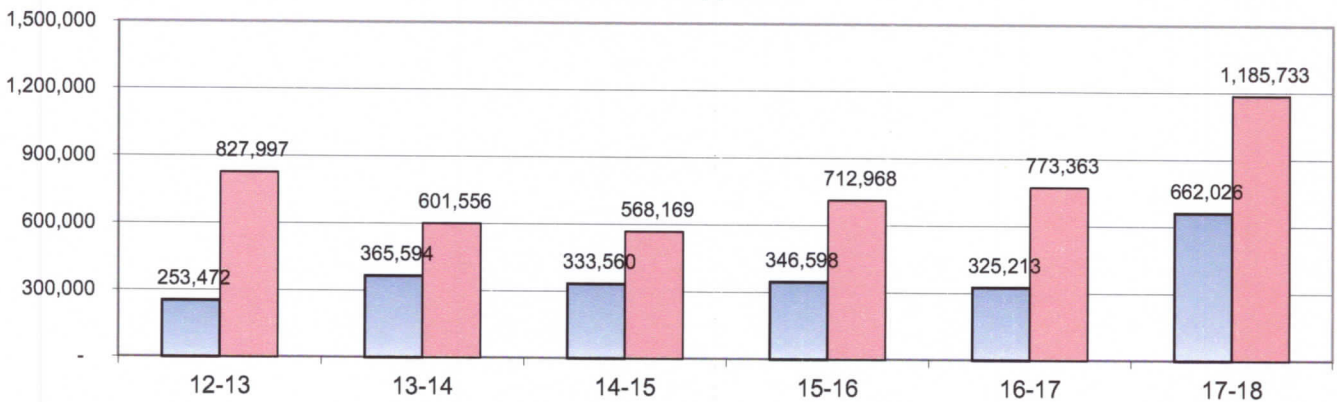
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
STRS							
Restricted 3100	138,940	153,649	138,040	1,314,117	1,370,050	1,599,622	1,752,340
Unrestricted	884,503	923,592	989,473	1,261,557	1,591,654	1,904,113	1,961,942
Total STRS	1,023,443	1,077,240	1,127,512	2,575,674	2,961,704	3,503,735	3,714,282
Employee - STRS	8.00%	8.00%	8.14%	9.20%	9.20%	9.20%	9.20%
Employer - STRS	8.00%	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%
PERS							
Restricted 3200	192,819	108,701	98,523	123,436	165,453	203,488	214,374
Unrestricted	468,735	347,772	380,153	420,994	507,825	619,035	695,709
Total PERS	661,554	456,473	478,676	544,430	673,279	822,523	910,083
Employee - PERS	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%
Employer - PERS	11.417%	11.442%	11.771%	11.800%	13.900%	15.800%	17.700%
Social Security - Medicare							
Restricted 3300	105,494	95,108	86,289	105,809	121,960	132,680	132,700
Unrestricted	347,029	369,916	392,188	420,778	443,737	457,837	456,893
Total Social Security - Medicare	452,523	465,024	478,477	526,587	565,697	590,518	589,593
Employee - FICA		4.20%	4.20%	4.20%	4.20%	4.20%	4.20%
Employer - FICA	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Employer/Employee - Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
Health and Welfare							
Restricted 3400	93,515	89,699	75,147	81,248	90,890	94,530	93,557
Unrestricted	966,246	755,941	873,671	867,967	1,003,054	771,782	738,359
Total Health and Welfare	1,059,761	845,640	948,819	949,215	1,093,944	866,312	831,916
SUI							
Restricted 3500	27,140	1,406	1,249	1,522	1,755	2,538	1,943
Unrestricted	136,024	7,307	7,547	8,024	9,036	18,946	8,784
Total SUI	163,165	8,713	8,796	9,545	10,791	21,484	10,727
Employee - SUI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Employer - SUI	1.10%	1.10%	1.10%	1.10%	1.10%	1.10%	1.10%
Workers Comp							
Restricted 3600	47,137	64,862	62,620	59,020	56,052	67,385	66,181
Unrestricted	234,033	333,857	384,382	312,401	271,660	312,108	304,589
Total Workers Comp	281,170	398,719	447,002	371,422	327,712	379,493	370,770
Experience Mod Rate	1.258	1.070	0.935	0.935	0.935	0.935	0.935
Other Benefits							
Restricted 3900		541	1,090	1,575	1,652	1,787	1,787
Unrestricted		13,978	14,132	15,509	14,305	15,555	15,558
Total Workers Comp	-	14,518	15,222	17,084	15,957	17,342	17,345
Total Restricted	605,045	513,966	462,959	1,686,727	1,807,813	2,102,029	2,262,882
Total Unrestricted	3,036,570	2,752,362	3,041,546	3,307,230	3,841,271	4,099,376	4,181,834
Total Employee Benefits	3,641,615	3,266,328	3,504,505	4,993,957	5,649,084	6,201,406	6,444,716
percent change	-2.9%	-10.3%	7.3%	42.5%	13.1%	9.8%	3.9%



Books and Supplies - 4000

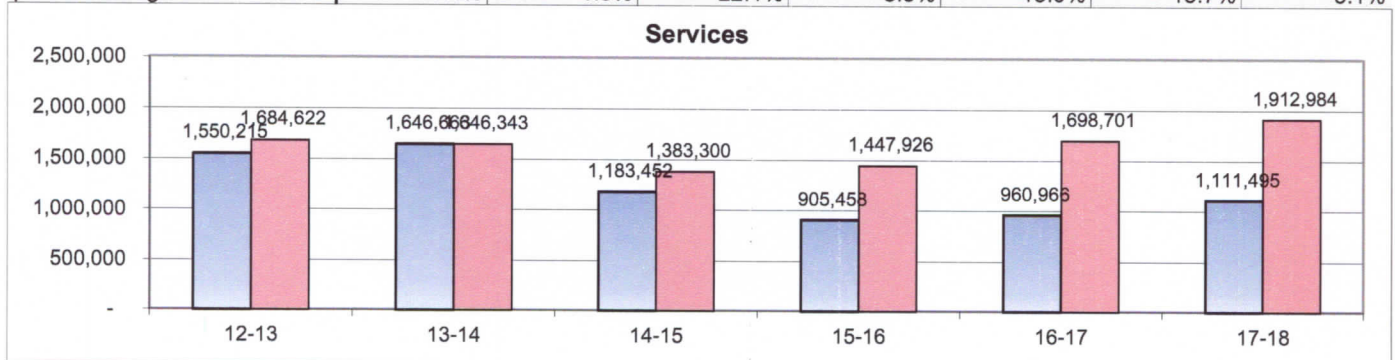
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Books and Supplies							
Restricted 4100	89,792	87,097	212,167	182,723	118,666	100,195	90,180
Unrestricted	228,269			78,257	125,897	202,395	203,407
Total Books and Supplies	318,061	87,097	212,167	260,980	244,562	302,590	293,587
Books and Reference Materials							
Restricted 4200						-	-
Unrestricted	18,414		18,369	22,712	25,693	97,225	20,921
Total Books and Reference Materials	18,414	-	18,369	22,712	25,693	97,225	20,921
Materials and Supplies							
Restricted 4300	163,681	278,342	121,393	163,875	206,548	561,831	179,606
Unrestricted	527,630	586,905	536,645	607,050	607,615	826,774	673,286
Total Materials and Supplies	691,310	865,247	658,038	770,925	814,162	1,388,605	852,892
Noncapitalized Equipment							
Restricted 4400		155	-			-	-
Unrestricted	53,686	14,651	13,155	4,950	14,159	59,340	7,100
Total Noncapitalized Equipment	53,686	14,806	13,155	4,950	14,159	59,340	7,100
Total Restricted	253,472	365,594	333,560	346,598	325,213	662,026	269,786
Total Unrestricted	827,997	601,556	568,169	712,968	773,363	1,185,733	904,714
Total Books and Supplies	1,081,470	967,149	901,729	1,059,566	1,098,576	1,847,759	1,174,500
percent change	4.4%	-10.6%	-6.8%	17.5%	3.7%	68.2%	-36.4%

Books and Supplies



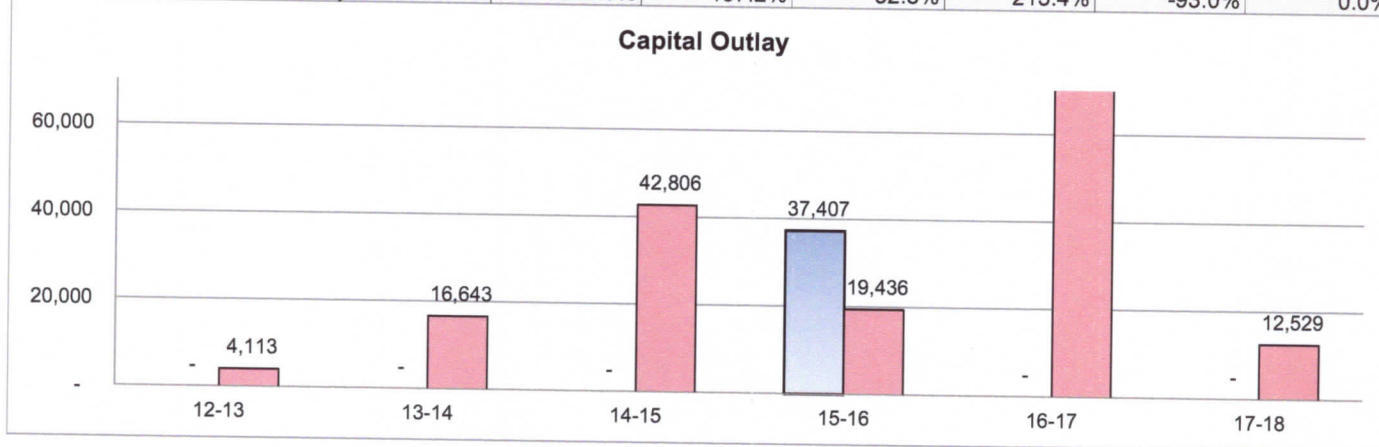
Services and Other - 5000

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Travel and Conferences							
Restricted 5200	8,409	15,439	3,747	5,242	30,749	58,296	18,199
Unrestricted	27,368	34,477	44,470	59,174	63,819	59,263	50,825
Total Travel and Conferences	35,777	49,916	48,217	64,416	94,568	117,559	69,024
Dues and Memberships							
Restricted 5300			-			-	-
Unrestricted	9,373	17,538	21,710	20,771	36,793	17,715	16,220
Total Dues and Memberships	9,373	17,538	21,710	20,771	36,793	17,715	16,220
Insurance							
Restricted 5450			-			-	-
Unrestricted	148,199	157,006	172,409	194,076	197,508	204,617	205,640
Total Insurance	148,199	157,006	172,409	194,076	197,508	204,617	205,640
Utilities							
Restricted 5500			-			-	-
Unrestricted	612,145	735,278	568,865	602,090	712,695	777,257	781,143
Total Utilities	612,145	735,278	568,865	602,090	712,695	777,257	781,143
Rentals, Leases & Repairs							
Restricted 5600	99,440	82,863	35,752	98,967	80,151	79,408	79,805
Unrestricted	45,638	44,869	87,206	81,446	100,245	101,836	103,372
Total Rental Leases & Repairs	145,078	127,732	122,958	180,413	180,396	181,243	183,177
Direct Costs							
Restricted 5710	(38,439)	(22,889)				-	-
Unrestricted	38,439	22,889	-	-	-	-	-
Total Direct Costs	-	-	-	-	-	-	-
Professional/Consulting Services							
Restricted 5800	1,480,329	1,571,169	1,143,303	800,469	849,286	972,260	942,177
Unrestricted	756,134	593,261	459,513	456,495	529,362	680,949	594,175
Total Professional/Consulting	2,236,463	2,164,430	1,602,816	1,256,964	1,378,648	1,653,209	1,536,352
Communications							
Restricted 5900	475	80	650	780	780	1,531	1,560
Unrestricted	34,804	27,780	16,037	21,068	45,073	54,077	58,925
Total Communications	35,279	27,860	16,687	21,848	45,853	55,608	60,485
Postage							
Restricted 5930			-			-	-
Unrestricted	12,522	13,246	13,090	12,806	13,207	17,271	17,271
Total Postage	12,522	13,246	13,090	12,806	13,207	17,271	17,271
Total Restricted	1,550,215	1,646,663	1,183,452	905,458	960,966	1,111,495	1,041,741
Total Unrestricted	1,684,622	1,646,343	1,383,300	1,447,926	1,698,701	1,912,984	1,827,571
Total Services and Other	3,234,837	3,293,006	2,566,753	2,353,384	2,659,667	3,024,479	2,869,312
percent change	-1.4%	1.8%	-22.1%	-8.3%	13.0%	13.7%	-5.1%



Capital Outlay - 6000

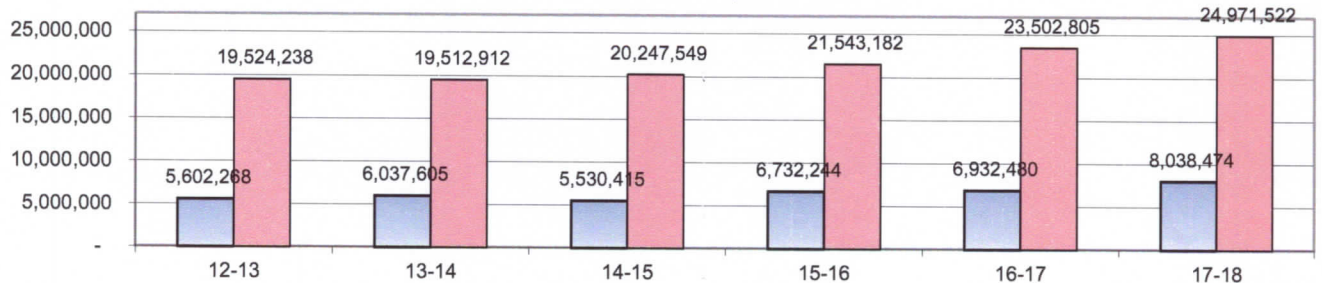
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Capital Outlay 6400							
Restricted	-			37,407		-	-
Unrestricted	4,113	16,643	42,806	6,907	165,635		
Total Capital Outlay	4,113	16,643	42,806	44,314	165,635	-	-
Other Capital 6500							
Restricted						-	-
Unrestricted				12,529	12,529	12,529	12,529
Total Other Capital	-	-	-	12,529	12,529	12,529	12,529
Total Restricted	-	-	-	37,407	-	-	-
Total Unrestricted	4,113	16,643	42,806	19,436	178,164	12,529	12,529
Total Capital Outlay	4,113	16,643	42,806	56,843	178,164	12,529	12,529
percent change	0.0%	304.6%	157.2%	32.8%	213.4%	-93.0%	0.0%



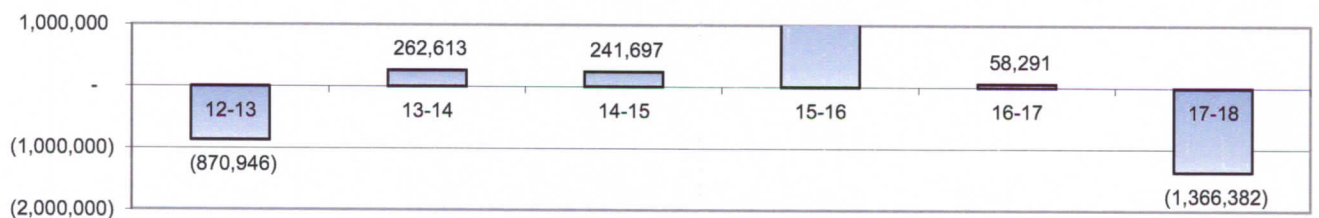
Other Outgo - 7000

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
State Special Schools							
Restricted 7130			-			-	-
Unrestricted	26,955	7,049	-	-		-	-
Total	26,955	7,049	-	-	-	-	-
Other Tuition							
Restricted 7142	276,592	560,405	923,856	663,739	206,587	217,584	149,891
Unrestricted			52,414	41,137	11,971	7,716	7,151
Total	276,592	560,405	976,270	704,876	218,558	225,300	157,042
Indirect Costs							
Restricted 7310	117,321	130,249	128,567	43,380	111,876	66,390	97,384
Unrestricted	(117,321)	(130,249)	(128,567)	(43,380)	(111,876)	(66,390)	(97,384)
Total	-	-	-	-	-	-	-
Indirect Costs							
Restricted 7350			-			-	-
Unrestricted	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)
Total	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)
Debt Service - Interest							
Restricted 7439	6,435	-	-			-	-
Unrestricted		-	-		54,170	2,510	-
Total	6,435	-	-	-	54,170	2,510	-
Debt Service - Principal							
Restricted 7600		-	-			-	-
Unrestricted			-			51,661	-
Total	-	-	-	-	-	51,661	-
Total Restricted	400,348	690,654	1,052,423	707,119	318,463	283,974	247,275
Total Unrestricted	(112,038)	(144,872)	(97,825)	(23,915)	(67,407)	(26,175)	(111,905)
Total Other Outgo	288,310	545,782	954,598	683,204	251,056	257,799	135,370
TOTAL EXPENDITURES	25,126,506	25,550,516	25,777,964	28,275,427	30,435,285	33,009,996	33,143,657

Total General Fund Expenditures



Surplus (Deficit) Spending



Pacific Grove Unified School District

Fund 11 - Adult Education Fund

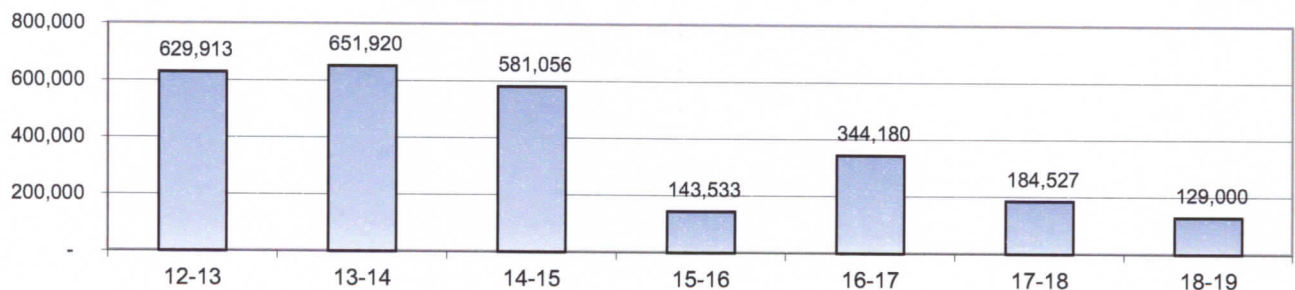
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	(4,597)	-	78,414	34,670	774,914	1,693,433	1,695,602
Revenues:							
Revenue Limit Sources 8000			581,056	143,533	344,180	184,527	129,000
Federal Revenue 8200	38,260	59,928	51,820	56,853	34,558	25,722	24,000
Other State Revenue 8091	477,994	601,920		1,174,241	1,354,433	1,509,245	1,137,000
Other Local Revenue 8600	473,064	461,691	441,702	504,988	546,770	557,677	550,000
Total Revenues	989,318	1,123,539	1,074,578	1,879,616	2,279,942	2,277,171	1,840,000
Expenditures:							
Certificated Salaries 1000	644,217	585,490	552,841	527,700	597,180	630,920	577,284
Classified Salaries 2000	238,896	277,685	326,129	318,428	351,803	407,543	424,862
Employee Benefits 3000	180,590	146,062	154,288	189,355	209,514	307,949	192,835
Books and Supplies 4000	39,218	58,372	46,140	51,860	165,189	289,301	310,852
Services & Other Oper 5000	33,720	27,515	38,924	43,803	37,736	258,662	159,128
Capital Outlay 6000				8,226		385,117	
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	1,136,641	1,095,124	1,118,322	1,139,372	1,361,423	2,279,492	1,664,961
Surplus (Deficit)	(147,323)	28,414	(43,744)	740,244	918,518	(2,321)	175,039
Transfers In - Fund 1 8900	151,919	50,000					
Ending Fund Balance	-	78,414	34,670	774,914	1,693,433	1,695,602	1,870,641

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted - Donations 9740					1,188,902	1,300,302	1,545,861
c) Committed 9750							
d) Assigned 9780					504,531	390,810	324,779
e) Unassigned/Unappropri 9790		78,414	34,670	774,914			
Ending Fund Balance	-	78,414	34,670	774,914	1,693,433	1,695,602	1,870,640

Fund 11 accounts for all the transactions related to the District's Adult Education program. The state has changed the way Adult Ed posts the apportionments, making it difficult to compare across years. Prior to 2008-09, Adult Ed received their apportionment directly from the state. In 2009-10, it became a Transfer-In from the General Fund. Then, in 2011-12, it was not transferred in, but posted from the General Fund into their Other State Revenue line item. In 2015-16, funding is posted directly to Fund 11.

Fund 11 - Transfers In From General Fund



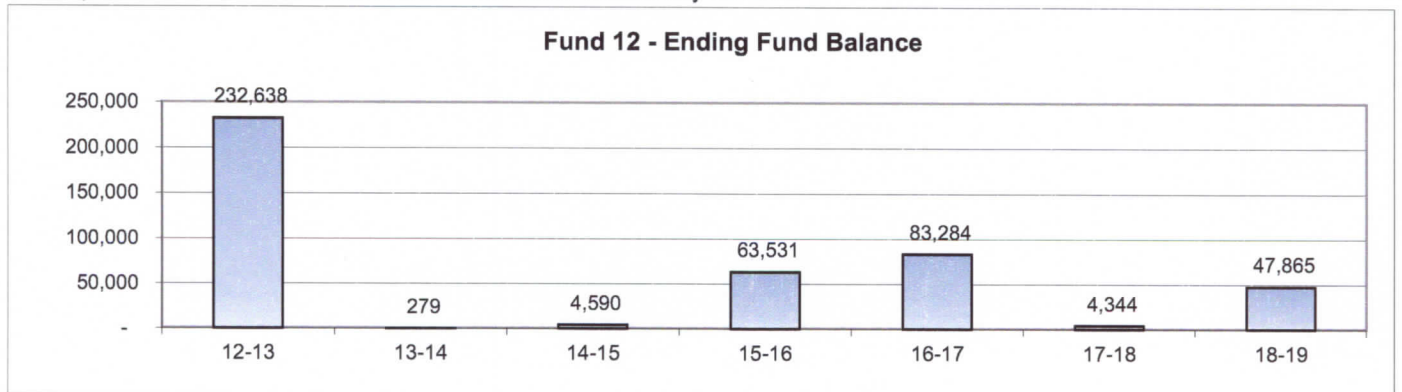
Pacific Grove Unified School District

Fund 12 - Child Development Fund

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	145,627	232,638	279	4,590	63,531	83,284	4,344
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
State Revenue (Presch 8500	101,722	100,323	57,688	110,772	99,383	99,541	99,000
Local Revenue (BASRF 8600	395,144	358,484	351,578	381,508	418,184	379,895	430,000
Total Revenues	496,865	458,807	409,266	492,280	517,567	479,436	529,000
Expenditures:							
Certificated Salaries 1000	48,131	48,622	47,609	61,308	57,887	58,868	60,171
Classified Salaries 2000	229,282	240,802	244,552	257,864	263,017	259,673	266,506
Employee Benefits 3000	87,526	74,758	80,430	86,244	93,776	96,908	96,130
Books and Supplies 4000	4,978	7,750	8,365	5,327	6,667	17,925	17,000
Services & Other Oper 5000	943	2,812	2,326	925	50,293	14,165	14,000
Capital Outlay 6000	17,323	297,188			4,503	10,000	10,000
Other Outgo 7100							
Indirect Costs 7300	21,672	21,672	21,672	21,672	21,672	21,672	21,672
Total Expenditures	409,854	693,604	404,955	433,340	497,814	479,211	485,479
Surplus (Deficit)	87,011	(234,796)	4,311	58,941	19,753	225	43,521
Transfers In from Fund 8900		2,437	-	-	-	-	-
Ending Fund Balance	232,638	279	4,590	63,531	83,284	4,344	47,865

Components of Ending Fund Balance:							
a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780					83,284	83,509	47,865
e) Unassigned-Res for Ec 9789							
Unassigned/Unappropri 9790	232,641	279	4,590	63,531			
Ending Fund Balance	232,641	279	4,590	63,531	83,284	4,344	47,865

Fund 12 accounts for all the transactions related to the State Preschool program and the Before and After School Recreation Program (BASRP). In 2011-12, fees were raised which allowed the Fund to operate at a surplus. In 2013-14, Fund 12 paid for a new portable classroom to be located at Forest Grove Elementary School.



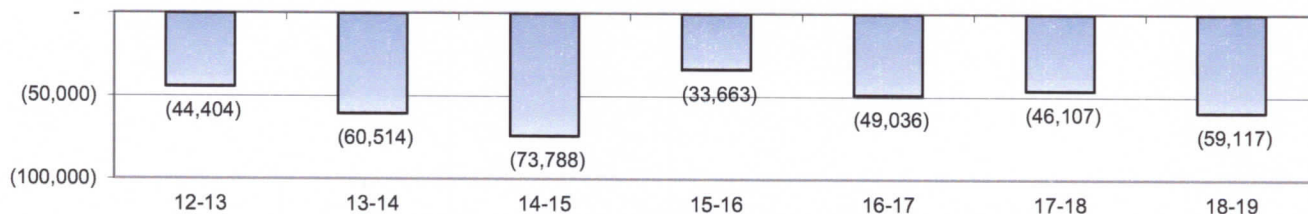
Pacific Grove Unified School District

Fund 13 - Cafeteria Fund

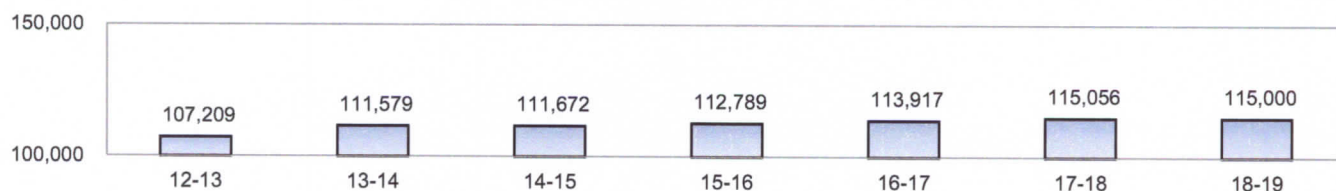
	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	73,341	28,936	7,613	8,785	8,680	9,929	10,505
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8200	168,653	176,708	175,993	191,656	180,311	180,000	180,000
Other State Revenue 8500	15,136	13,499	14,030	14,314	12,680	28,326	28,326
Other Local Revenue 8600	320,592	320,781	329,385	367,914	393,762	390,000	390,000
Total Revenues	504,382	510,988	519,408	573,884	586,753	598,326	598,326
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000	223,631	241,199	255,853	257,521	270,631	274,877	284,138
Employee Benefits 3000	56,386	52,736	57,674	55,952	60,640	71,381	76,249
Supplies 4000	260,782	270,784	265,365	287,097	295,336	283,411	283,325
Services 5000	7,987	6,783	14,304	6,977	9,182	14,764	14,225
Capital Outlay 6000							
Other Outgo 7100							
Total Expenditures	548,786	571,502	593,197	607,547	635,789	644,433	657,937
Surplus (Deficit)	(44,404)	(60,514)	(73,788)	(33,663)	(49,036)	(46,107)	(59,117)
Transfers In - General F 8900		39,191	74,960	33,558	50,285	44,344	59,611
Ending Fund Balance	28,937	7,613	8,785	8,680	9,929	10,505	10,505

Components of Ending Fund Balance:							
a) Nonspendable - Stores 9711	8,271	7,614	6,821	7,613	9,929	7,614	10,505
b) Restricted 9740	17,501			642			
c) Committed							
d) Assigned				425		552	
e) Unassigned/Unappropri 9790	3,164	-	1,964				
Ending Fund Balance	28,937	7,614	8,785	8,680	9,929	10,505	10,505

Fund 13 - Surplus (Deficit)



Meals Served

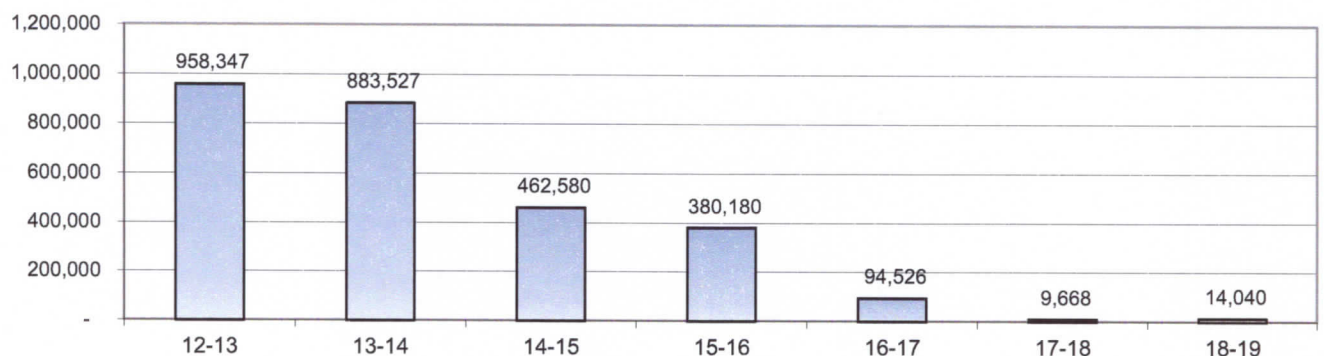


Pacific Grove Unified School District

Fund 14 - Deferred Maintenance Fund

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	944,568	958,347	883,527	462,580	380,180	94,526	9,668
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8590	94,713	93,372	93,372	93,372	93,372	93,372	93,372
Other Local Revenue 8660	4,957	3,290	3,262	3,372	2,948	1,500	1,000
Total Revenues	99,670	96,662	96,634	96,744	96,320	94,872	94,372
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4300	45,067	30,572	50,424	29,421	31,640	21,138	20,000
Services 5800	40,823	140,910	467,157	149,723	350,335	158,592	70,000
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	85,891	171,482	517,581	179,144	381,975	179,730	90,000
Surplus (Deficit)	13,779	(74,820)	(420,947)	(82,400)	(285,655)	(84,858)	4,372
Transfers In (Out) - to G 8900							
Ending Fund Balance	958,347	883,527	462,580	380,180	94,526	9,668	14,040

Components of Ending Fund Balance:							
a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780							
e) Unassigned-Reserve fc 9789					94,526	9,668	14,040
Unassigned/Unappropri 9790	958,347	883,527	462,580	380,180			
Ending Fund Balance	958,347	883,527	462,580	380,180	94,526	9,668	14,040

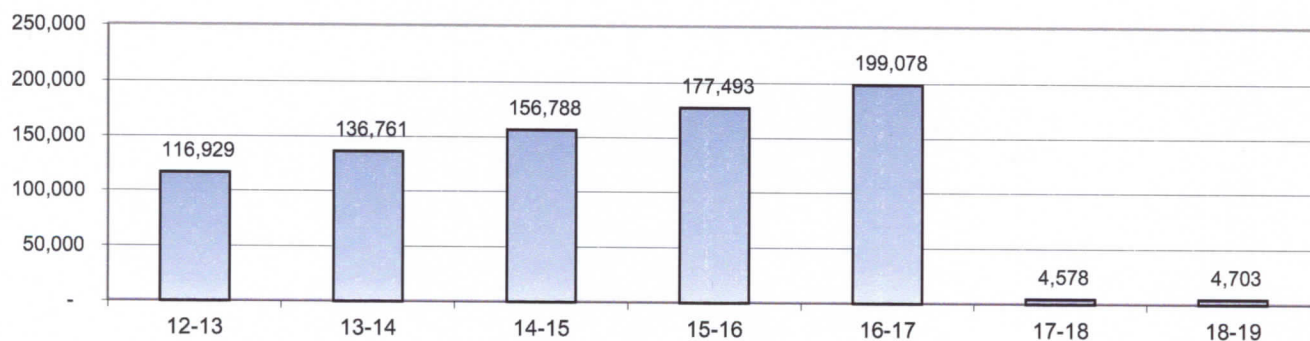
Fund 14 - Ending Fund Balance

Pacific Grove Unified School District

Fund 20 - Postemployment Benefits Fund

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	96,985	116,928	136,761	156,788	177,493	199,078	4,678
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	518	407	600	1,279	2,160	500	25
Total Revenues	518	407	600	1,279	2,160	500	25
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000							
Services 5000							
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	-	-	-	-	-	-	-
Surplus (Deficit)	518	407	600	1,279	2,160	500	25
Transfers In (Out) - from 8900	19,426	19,426	19,426	19,426	19,426	(195,000)	
Ending Fund Balance	116,929	136,761	156,788	177,493	199,078	4,678	4,703

Components of Ending Fund Balance:							
a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned - Medigap 9780					199,078	4,578	4,703
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790	116,929	136,761	156,788	177,493			
Ending Fund Balance	116,929	136,761	156,788	177,493	199,078	4,578	4,703

Fund 20 - Ending Fund Balance

Pacific Grove Unified School District

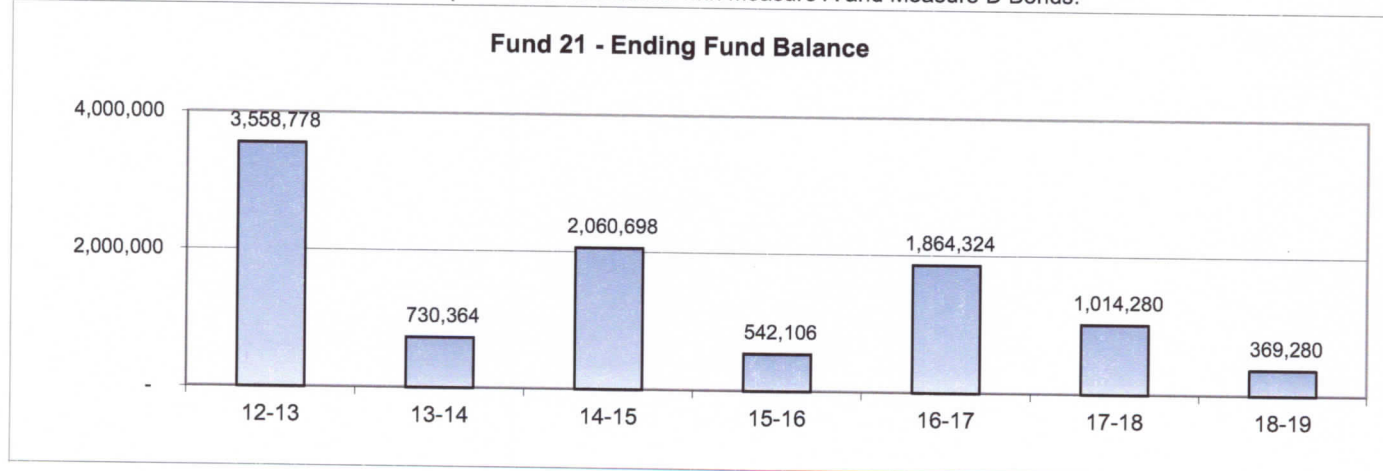
Fund 21 - Building Fund (Education Technology)

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	5,512,963	3,558,778	730,364	2,060,698	542,106	1,864,324	1,014,280
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	23,886	9,261	2,332,337	11,805	2,076,395	12,122	5,000
Total Revenues	23,886	9,261	2,332,337	11,805	2,076,395	12,122	5,000
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4400	252,385	101,593		884,678	161,231	603,371	450,000
Services 5800	35,666	31,805	7,200	178,721	134,492	158,794	100,000
Capital Outlay 6000	1,690,021	2,704,276	994,803	466,999	458,454	100,000	100,000
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	1,978,072	2,837,675	1,002,003	1,530,398	754,177	862,166	650,000
Surplus (Deficit)	(1,954,186)	(2,828,413)	1,330,334	(1,518,592)	1,322,218	(850,044)	(645,000)
Transfers In (Out) 8900							
Ending Fund Balance	3,558,778	730,364	2,060,698	542,106	1,864,324	1,014,280	369,280

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780					1,864,324	1,014,280	369,280
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790	3,558,778	730,364	2,060,698	542,107			
Ending Fund Balance	3,558,778	730,364	2,060,698	542,107	1,864,324	1,014,280	369,280

Fund 21 accounts for the revenues and expenditures associated with Measure A and Measure D Bonds.



Pacific Grove Unified School District

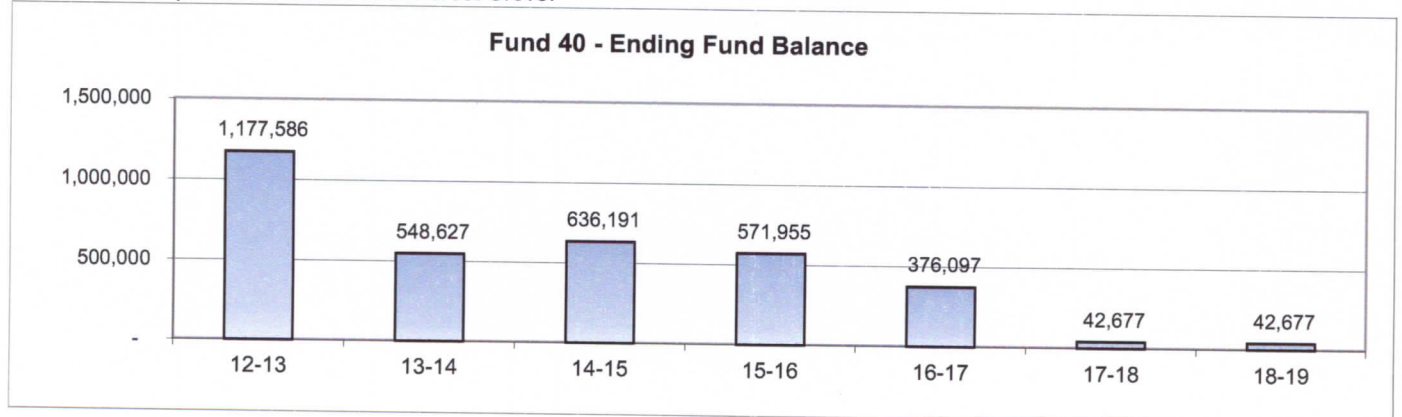
Fund 40 - Capital Outlay Projects Fund

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Estimate
Beginning Fund Balance	1,298,435	1,177,586	548,627	636,191	571,955	376,097	42,677
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	244,036	345,477	229,409	276,678	285,922	829,537	215,000
Total Revenues	244,036	345,477	229,409	276,678	285,922	829,537	215,000
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000	66,596	58,424	69,241	117,813	124,197	104,854	655
Services 5000	125,949	51,282	12,945	4,450	91,094	716,598	64,654
Capital Outlay - Equiprr 6000	172,341	864,730	59,660	189,215	237,355	433,032	32,654
Other Outgo 7100							
Indirect Costs 7300				29,435	29,135	135,105	117,037
Total Expenditures	364,886	974,435	141,846	340,914	481,781	1,389,589	215,000
Surplus (Deficit)	(120,849)	(628,958)	87,564	(64,236)	(195,858)	(560,053)	-
Transfers In (Out) 8900						195,000	
Ending Fund Balance	1,177,586	548,627	636,191	571,955	376,097	42,677	42,677

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780					376,097	42,677	42,677
e) Unassigned/Unappropri 9790	1,177,586	548,627	636,191	571,955			
Ending Fund Balance	1,177,586	548,627	636,191	571,955	376,097	42,677	42,677

Fund 40 includes revenues collected from David Avenue leases, expenditures authorized by the Board, and maintenance department expenses in excess of the program 6220 allocation. The Board approved \$500,000 to help with the cost of construction of the High School swimming pool. In 2017-18, Fund 40 was used to fund the construction of three portable classrooms at Robert Down, and two portable classrooms at Forest Grove.



SUBJECT: Public Hearing for the Local Control Accountability Plan

PERSON(S) RESPONSIBLE: Ana Silva, Director Curriculum/Special Projects

RECOMMENDATION:

The District Administration will present the final draft of the 2018-2019 LCAP for Board review and Public Hearing.

BACKGROUND:

Pursuant to Education Code 42103, the Pacific Grove Unified School District will conduct a public hearing regarding the Local Control Accountability Plan (LCAP). Copies of the LCAP will be available for public viewing beginning May 21- May 24, 2018.

INFORMATION:

By July 1, 2017, the governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for three years with annual updates. The LCAP consists of the Plan Summary, Annual Update, Stakeholder Engagement, Goals, Actions, and Services, and the Demonstration of Increased or Improved Services for Unduplicated Pupils. It includes the district's annual goals for all pupils and for each target student group identified according to the State and local performance indicators included in the Local Control Funding Formula (LCFF) Evaluation Rubrics. The Evaluation Rubrics are aligned to the eight state priorities listed below.

The LCAP template is aligned to the State Accountability System: California Schools Dashboard and the District 5 by 5 District/School Placement Report. The Plan Summary enables the district to highlight the following:

- The Story: A description of how the District serves the students and the community
- LCAP Highlights: A summary of the key features of this year's LCAP
- District's Greatest Progress
- District's Greatest Needs
- Performance Gaps identified in the California School Dashboard and how the district will increase or improve services for low-income students, English learners, and foster youth.
- Budget Summary

This year the District's LCAP is 2nd year of a three year implementation plan that began in 2017-2018 and consists of three goals in an effort to capture the commitment to all students and the student target groups identified with achievement gaps in Mathematics and English Language arts. The first goal is designed to capture our base program, what we do to provide a quality educational program for ALL students in our TK-12 grade program. The second and third goal are written to specifically address the academic gaps for

targeted student groups in the areas of mathematics and English Language arts. The three LCAP goals are listed below:

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 upon graduation.
2. All English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.
3. All English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

The California Eight State Priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students has access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

FISCAL IMPACT: See LCAP for fiscal details



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PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 24, 2018 regarding

ADOPTION OF THE 2018/19 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning May 21, 2018 through May 24, 2018 at the District Office. For more information, please contact Ralph Porras, Superintendent at 646-6520.

Posted: May 10, 2018

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Pacific Grove Unified School District

Contact Name and Title

Ana Silva
Director of Curriculum & Special Projects

Email and Phone

asilva@pgusd.org
831 646-6526

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Pacific Grove Unified School District (PGUSD) offers a public education to students in grades transitional kindergarten through twelfth grade who reside in the City of Pacific Grove and a portion of Pebble Beach. There are two elementary schools – Robert Down and Forest Grove, one middle school – PG Middle School, one comprehensive high school-PG High School, and one alternative high school – PG Community High School. The District serves a diverse student population with a total enrollment of 2,086 comprised of 61.4% white, 17.2% Hispanic, 10.5% Asian, 7% two or more , 1.6% African American, 0.6 Pacific Islander, 0.3% American Indian, 1.4% not reported, 7% English learners, 16.5% Socio Economically disadvantaged.

All students in Pacific Grove Unified are taught by highly qualified and appropriately assigned teachers with instructional materials that support the implementation of the California State Standards for all core content areas. In addition to our instructional base program, all students receive physical education and a robust music program that includes vocal and instrumental instruction in grades TK-12 with appropriately assigned teachers. In order for students to thrive academically, we also address their social and emotional needs through a variety of programs at all of the school sites. We provide counseling services and school psychologists to ensure students social and emotional needs are met. Our district is dedicated to reducing class sizes especially in the primary grades and plans to add 5 additional portables at the elementary level to achieve this goal in the next 2 years. With deep gratitude to our community for the passage of the technology bond Measure A, we offer one to one devices for all students in grades 3-12 as well as sets of IPADS in grades k-2 and fully functioning computer labs at all sites.

Our district is dedicated to preparing students for college and careers with 21st century skills. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in al content areas. The middle school builds on this foundation with content area

instruction and further developing students abilities to effectively communicate orally and in writing, think critically, collaborate, and extend learning through creativity and innovation. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G, a variety of Advanced Placement courses and dual enrollment courses with Monterey Peninsula College.

Students who are learning the English language are supported by staff with the appropriate credential to support the various language levels of our students. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plans process. Currently our district serves 10% Students with Disabilities, .4% Foster, and .2% homeless. We strive to ensure all students receive the appropriate supports to ensure college and career readiness upon high school graduation.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year our district plan, as exemplified in the first LCAP goal, will continue to focus on ensuring all students are prepared for college and career upon high school graduation. Our base program ensures student success through systems of support that address the whole child's well being socially, emotionally and academically. Students are all taught by highly qualified teachers in safe and supporting environments in facilities that are clean and maintained to the highest standards. Students and parents are encouraged to provide input in the educational programs at each of the sites. We continue to enhance our technology infrastructure and provide digital citizenship learning opportunities for students and continue to support educational technology supports to staff through our Director of Educational Technology. Our focus on providing a safe place where students and staff is a top priority and we will continue to ensure all sites are following safety protocols in the event of an emergency.

In addition to our base program, this year we will be focusing on closing the achievement gaps for our targeted student groups such as English learners, socio economically disadvantaged students, students with disabilities and foster youth. Our focus will be in the areas of mathematics (Goal 2) and English language arts (Goal 3) as well as any social or emotional supports to ensure these students thrive in school. We will provide intervention supports at all levels. Elementary interventions will consist of classroom supports through flexible grouping models, instructional aide supports, as well as pull out programs for more targeted and intensive instruction. Targeted instruction will be based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly. To support rigorous mathematics instruction at the conceptual level, we will be continuing with the math coach to support teachers in grades k-8. Additional support classes are offered at the middle and high school to close the achievement gap for students who are identified in the areas of English Language Arts and Math based on common formative assessments as well as other local indicators.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Pacific Grove Unified School District continues to be proud of our ability to maintain very high graduation rates at 96.2% (2012-13 cohort graduating class of 2015-2016) and for 2016-2017 maintained a high status at 92.6% for all students including target student groups. Upon graduation the majority of students go on to post secondary schools with a few enlisting in the armed forces. As listed in the California Schools Dashboard, we showed significant increases in the area of mathematics with a High (green) status increasing 14.7 points as compared to last year. Target student groups also showed significant growth in 2016-2017: English learners increased by 6.3 points, special needs students increased significantly by 19.9, economically challenged increased significantly by 17 points and Hispanic students increased significantly by 21.6 points. In English Language Arts, we also showed significant increases overall with a High (green) status. Other state indicators we are proud of are our English learner progress towards language proficiency (high-green) 77%. We are also very happy that our English Learners who were reclassified as English Language Proficient continue to make gains in the Smarter Balanced Assessments for English Language arts and Math maintaining high (green) status.

Our parent community is integral to the educational success of students and to the success of our district programs. According to an annual parent survey 2016-2017: 83% and 2017-2018: 84% of parents indicated schools encouraged parent input and contributions. In 2016-2017: 90%, 2017-2018: 91% indicated they attended school and class events and in 2016-2017: 94%, 2017-2018 96% attend general school meetings. 94% (2016-2017 & 2017-2018) agree the schools promote academic success for all students. In 2016-2017: 95%, 2017-2018 96% indicated the schools were clean with well maintained facilities and properties.

Students also have opportunities to provide input through local student surveys and focus groups. According to the California Healthy Kids Survey representing students in grades 7, 9, and 11 indicated that 92% (2016-2017 & 2017-2018), felt connected to school, 82% (2016-2017), 78% (2017-2018) are academically motivated, 81% (2016-2017), 75% (2018-2019) felt safe at school, and 94% (2016-2017 & 2017-2018) said there were high expectations from adults at school and 91% (2016-2017), 90% (2017-2018) said there were caring adults at school.

Providing support to all our teachers is imperative to impact student achievement. Additional professional learning opportunities on new curriculum and on instruction is provided to every teacher. Our teachers and administrators engage in the work of Professional learning communities to look at student work and formative assessment data to identify student strengths and areas of need. Teachers and administrators work closely together to design model practices to close achievement gaps for targeted students and extend the learning for those who are ready. They also analyze data to identify areas of professional growth required to impact student learning. By implementing Cycles of Professional Learning, teachers identify research based practices, engage in peer observations, and then determine if it is impacting student learning. Our teachers and site administrators are committed to ensuring ALL students are achieving at the highest levels ensuring they are prepared for college or career upon high school graduation.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although our target student groups have been increasing percentage points over the last two years in English Language Arts and Math, as we dig deeper into our local formative assessments, analysis of student work and the California School Dashboard, student growth in mathematics and English language is not at the rate we would like for the following targeted student groups: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. For this reason we are writing specific goals and actions to meet the needs of these targeted groups. We would also like to see the scores in English Language Arts continue to increase especially for our English language learners.

In order to further close the achievement gap, a greater emphasis will be placed on teacher professional development with the math coach in grades k-8 and the implementation of integrated English language development for all content areas. Collaboration time will focus on lesson studies, student error analysis, and targeted instruction based on the analysis of common formative assessment data.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the LCFF Evaluation Rubrics we are focused on addressing the needs of the following student target groups In Mathematics:

English Learners, which includes students who were reclassified as Fluent English Proficient in the last four years: 2016-2017 Green- Medium 16.9 points below meeting standard and increased 6.3 points, (2015-2016) Orange-Medium 23.2 points below meeting standard and declined -9.5 points from last year. Students who were reclassified as English language proficient in the last 4 years scored (2016-2017) 11.9 below meeting standard and maintained by .2 points. (2015-2016)12.1 points below meeting standard and declined significantly by 16.4 points. English learners scored 2016-2017 Medium 21.2 points below standard and increased 9.8 points . (2015-2016) low at 31 points below meeting standard and declined -9.5 points.

Socioeconomically Disadvantaged: (2016-2017) Yellow-low 39.6 points below standard and increased significantly 17 points. (2015-2016) Orange -low 56.7 points below meeting standard and declined -7.2 points

Students with Disabilities: (2016-2017) Yellow-low 63.6 below meeting standard and increased significantly 19.9 points. (2015-2016) Orange-low 83.5 points below meeting standard and declined -8.9 points

Hispanic: 2016-2017 Green-Medium 6 points below and increased significantly 21.6 points. (2015-2016) Orange-low 27.6 points below meeting standard and declined -2.5 points

To address this need we are continuing to support our teachers with an academic math coach to work with grades K-8 to increase math vocabulary instruction with the use of sentence frames, increase student use of the 8 mathematical practices along with an increase in visual conceptual representation with manipulatives during math instruction. Furthermore, teacher and administrators will engage in Professional Learning Communities (PLC) process to analyze common formative assessments and identify conceptual and skill gaps for students. Teachers will also engage in lesson studies and peer observation to determine the impact of best practice on student learning for these targeted groups.

Student target groups in English language arts:

Overall English Learners: Yellow-Medium 6.2 points above standard and maintained +.1
 Reclassified English learners: High 17.8 points above standard and declined by 7.4 points
 English Learners: Medium 3.9 points below standard and increased by 3.5 points

Socioeconomically Disadvantaged: Yellow-Low 6.7 points below standard and increased by 9.5 points

Students with Disabilities: Yellow-Low 34.6 points below standard and increased by 10 points

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Pacific Grove Unified School District's is committed to ensuring all students succeed academically. Students who are challenged in any way receive additional supports to ensure equity in achieving academic goals. The district uses the funds district wide through intervention programs to meet the unique needs of our targeted student populations. The district fully funds all intervention programs TK-12 grade through a variety of programs such as: Summer School, before/after school tutoring, English Language Arts and Mathematics intervention programs through the Response to Intervention model, while making full use of all resources and staff to meet the needs of any student who is needing additional assistance academically to meet the California State Standards. Pacific Grove Unified has a total of 2,051 students, 7.2 % are English Learners, 22.4 % are Socioeconomically challenged, .4% are Foster Youth, and 11.92% are Special Education students.

Targeted instruction for identified student groups will be based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$33,203,268.
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$32,602,843.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

"Basic aid" districts will receive limited LCFF state aid dollars because in a minority of districts such as Pacific Grove USD, property taxes exceed the target established for state aid. The district keeps the "excess" property tax but receives only limited state funding, historically restricted for specific purposes. These districts are called "excess property tax" or "Basic Aid" districts. They get more funding from local property taxes than they would from the formula. They comprise about one in nine of the state's nearly 1,000 districts, a number that varies from year to year. Many are wealthy districts with high residential property values. However, basic aid districts must still comply with the state's new accountability requirements, including completion of an annual Local Control and Accountability Plan. And they must spend supplemental and concentration dollars on high-needs students equal to the amount they theoretically would have received had they been funded by the state through the funding formula and not by local property taxes. For example, the Total Projected LCFF Revenues for 2018-2019 LCAP year in the amount of \$29,336,220 includes \$2,901,894 the district receives from the State of California.

Additional General Fund Budget Expenditures that are not included in the LCAP are: Adult Education Fund-11 \$1,664,961 , Child Development Fund-12 \$485,479 , Cafeteria Fund-13 \$657,937, Deferred Maintenance Fund-14 \$90,000, Special Reserve Fund-20 \$0, Building Fund-21 \$650,000, Special Reserve Fund-40 \$215,000

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$29,336,220

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

see appendix A : all local indicators template

See appendix A: all SBA 2016-2017 scores and Interim formative assessments

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

PGUSD

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The base program includes:	The base program includes:	Teachers and Adminstrators 1000-1999: Certificated Personnel Salaries General Fund \$14,556,650	Teachers and Adminstrators 1000-1999: Certificated Personnel Salaries General Fund \$15,458,026
1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.	1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.	Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund \$5,254,117	Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund \$5,730,563
2. Classified staff and administrators in each job alike support student learning, health, and safety.	2. Classified staff and administrators in each job alike support student learning, health, and safety.	Certificated and Classified staff 3000-3999: Employee Benefits General Fund \$5,798,117.	Certificated and Classified staff 3000-3999: Employee Benefits General Fund \$6,193,143
3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)	3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)	All instructional materials, supplies and new adoptions (Middle school: ELA, HS: AP World Geography), 4000-4999: Books And Supplies General Fund \$995,790.	All instructional materials, supplies and new adoptions (Middle school: ELA, HS: AP World Geography), 4000-4999: Books And Supplies General Fund \$1,397,483
4. 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 areas.	4. 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 areas.	travel/conferences, Professional/Consulting 5000-5999: Services And Other Operating Expenditures General Fund \$1,452,413	travel/conferences, Professional/Consulting 5000-5999: Services And Other Operating Expenditures General Fund \$1,705,146
5. Instructional delivery of all core content areas with standards aligned instructional materials.	5. Instructional delivery of all core content areas with standards aligned instructional materials.	Technology hardware, infrastructure, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 \$400,000.	Technology hardware, infrastructure, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 \$374,612.
6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.	Elementary schools are looking to pilot identified math programs and make a decision for 2019-2020 school year for a new math adoption.	Five Elementary Portables fund 40 6000-6999: Capital Outlay Other \$600,000.	Five Elementary Portables Fund 40 6000-6999: Capital Outlay Other \$1,134,561.
7. Formative and summative assessment achievement results	6. Teachers and support staff are trained on any new purchases and		

for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and enhance technology infrastructure based on ongoing needs and purchase digital curriculum and instructional programs. (Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services)

11. Expand facilities to reduce class size in the elementary grades and maintain the integrity of essential programs.

adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and enhance technology infrastructure based on ongoing needs and purchase digital curriculum and instructional programs. (Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services).

Extra measures are put in place for 2017-2018 and 2018-2019 to ensure all schools are safe and following safety protocols.

11. Expand facilities to reduce class size in the elementary grades and maintain the integrity of essential programs. The cost of the portables and the cost of installation exceeded the \$600,000 based on an increase in construction costs and installation fees.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district was able to accomplish all of its goals in regards to the actions/services provided for all students to ensure they were college and career ready upon graduation. To accomplish the goal, the district staff (certificated and classified) along with parent and student input provide quality educational programs, in positive safe environments so that ALL students thrive. The district is also committed to providing facilities to reduce class size at the elementary schools hence the purchase of additional classroom portables at Robert Down and Forest Grove. Safety was also an area of focus for all sites with growing concerns around school shootings and how to ensure students and staff new the protocols in the event of an active shooter. Several parent meetings were held to inform and

gather ideas around school safety and the measures that were already in place as well as new measures such as the ordering of door locks and possible fencing for the sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district's overall effectiveness was measured by positive parent feedback on the annual parent survey as well as student progress on district Interim Formative Assessments. We established a consistent practice of using Illuminate item bank formative assessments at the elementary level and moving towards consistency at the Middle and High School. We anticipate this practice to be embedded at all sites and the information used to target instructional needs for student target groups on an individual basis for differentiation. Our district responded to our community, parents, students, and staff when it came to the emotional/social well being of our students by adding additional counseling hours for both elementary schools, middle, and high school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year all certificated teachers and administrators and classified staff and administrators received a salary increase hence the increase in salary. We also had an increase to the budget for travel/conferences and professional consulting as extra training was required for the Illuminate whole system integration to include the student information system as well as an increase in legal fees. We also had an increase in class sizes which led to the purchase of additional core textbooks for elementary and high school. The cost of the portables and the cost of installation exceeded the \$600,000 based on an increase in construction costs and installation fees out of fund 40.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal. However due to the district's commitment to ensuring a safe environment for students and staff we will be implementing the following actions for next school year with ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.

Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.

Install all exterior district doors with "Lock Blok" device to prevent hostile intruders entry to classrooms.

Update emergency safety supplies at each campus.

Continue Contract for service with District SRO and Canine Narcotic Unit.

Provide community members access to relevant resources related to school safety that is posted on our district website.

The action to purchase and install 5 new portables was accomplished in the 2017-2018 school year.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Mathematics

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Measures:

Smarter Balanced Assessments (SBA) grades 3-8 and 11.

Local Measures:

Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.

Actual

State measures: Smarter balanced Assessments (SBA) grades 3-8 and 11: please see appendix for 2016-2017 SBA scores. According to the CA Schools Dashboard, the district is in Green status (high) and increased by 14.7 points.

Local Measures:

Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments were consistent at the elementary level and were given 3 times per year in English Language Arts and Math as well as the DIBELS in grades k-3. SRI (Scholastic Reading Inventory) and SMI (Scholastic Math Inventory) were also administered at the elementary, middle, and HS.

SBA Math Performance - Grades 3-8 and 11:

Expected

17-18

SBA Math Performance - Grades 3-8 and 11:

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

IFA Performance in Math - All Grade Levels:

IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Baseline

2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement.
See Appendix A for 2015-2016 SBA results

Actual

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) did increase by more than 5 percentage points. English learners overall increased 6.3, SED increased significantly 17 points, SWD increased significantly 19.9 points, and Hispanics increased significantly by 21.6 points.

IFA Performance in Math - All Grade Levels: Please see the appendix for grade level formative assessment results to include all student target groups. IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively showed growth throughout the school year by employing targeted and systematic academic intervention for students in need.

Baseline: 2015-2016 SBA Results compared to 2016-2017 and current CA Accountability Model and School Dashboard placement.
See Appendix A for 2015-2016 and 2016-2017 SBA results

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: All site Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson	Action 1: All site Instructional Leadership teams (ILT) teams worked to support the PLC work at the sites focusing on targeted instruction based on data and analysis of common formative assessments and other local measures. Grade level teams met with the math instructional coach k-8 to analyze student work and	Stipends for Site Instructional Leadership Teams 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$19,200.	Stipends for Site Instructional Leadership Teams 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$19,200

studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

-

IFA data to identify target skill areas for reteaching. During the PLC process teachers shared best practices to meet the needs of identified student groups based on student data. Teachers also shared and implemented best practices to meet the needs. In order to further meet student needs, small group instruction was identified as an instructional practice more teachers needed to implement.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2: Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.</p>	<p>Action 2: This year the 5th grade math teachers joined the middle school math department to discuss the priority standards students need to have mastered in 5th grade to be successful at the middle school. A 5th grade end of year placement test was designed and shared with 5th grade teachers to properly place students in the various math classes in 6th grade. Teachers at the elementary, middle, and high school also articulated within their own grade spans to identify student strengths and weakness regarding math skills, procedures, and deeper conceptual understanding. Unfortunately, the High school math department was not able to attend the elementary/middle articulation day. We anticipate this</p>	<p>Substitute costs for articulation 1000-1999: Certificated Personnel Salaries General Fund \$5,500.</p>	<p>Substitute costs for articulation 1000-1999: Certificated Personnel Salaries General Fund \$6,000.</p>

will happen early in the fall as students are properly placed in the high school 9th grade math classes per the 8th grade math placement given this year.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3: Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.	Action 3: Math Coach worked with elementary and middle school math departments to support math teachers in the PLC cycle. They focused on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus was on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers. Another important addition were number talks examples and demonstrations by the math coach for all grades k-8.	Math coach contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$38,880	Math coach contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$38,880

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support	Action 4: Students who struggle in math did receive multiple levels of support. Elementary math teachers worked with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers supported	General education MS: 2 math 180, HS Fundamentals of math 1000-1999: Certificated Personnel Salaries Supplemental \$96,467. Special education transitions Math A & B at middle school 1000-1999: Certificated	General education MS: 2 math 180, HS Fundamentals of math 1000-1999: Certificated Personnel Salaries Supplemental \$93,341 Special education transitions Math A & B at middle school 1000-1999: Certificated

students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of two general education and two for special education. (The addition of the 2nd Math 180 class for special education is new for 2017-2018). A math transition class is being added for students on IEP's that are exiting Math 180. New classes will be developed for math 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class.

students through leveled targeted interventions in the classroom with push in and pull out interventions.

Middle School: For students two or more grade levels behind were placed in Math 180 courses beginning in grade six for a total of two general education and two for special education. (The addition of the 2nd Math 180 class for special education was new for 2017-2018). A math transition class was added for students on IEP's that exited Math 180 last year. A new math 7 replaced a regular 7 like the math 8 which offered a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle attended the Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class was offered during 8th period where students could attend to deepen their understanding through tutorial and retake exams to improve their grades. This class was very successful and motivated students to focus on learning and mastery of skills in math. The other class offered was the Fundamental of math class designed for students not ready to be successful in the Integrated Math 1 as freshmen.

Personnel Salaries General Fund
\$44,325.

Personnel Salaries General Fund
\$40,912.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 10th grade AVID section.	Action 5: Supported AVID implementation at the middle school and high school. Maintained one section of 8th grade AVID and one section for AVID District Director. Also maintained a High School 9th grade AVID section and add one section that included students in grades 10-12.	2 AVID sections: 8th and 9th grade and one section for District AVID director 1000-1999: Certificated Personnel Salaries Supplemental \$80,000. AVID membership fees 4000-4999: Books And Supplies General Fund \$8636. 10th grade AVID section paid by College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other \$20,000	2 AVID sections: 8th and 9th grade and one section for District AVID director 1000-1999: Certificated Personnel Salaries Supplemental \$78,635. AVID membership fees 4000-4999: Books And Supplies General Fund \$8636. 10th-12th grade AVID section paid by College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other \$16,526

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.	A .2 FTE counselor was hired to specifically meet with targeted students groups who were not on track to meet A to G requirements as well as provide services (academic, social-emotional) to targeted students at Community High School and PGHS.	.2 FTE counselor College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other \$20,000.	.2 FTE HS Counselor College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other \$18,039.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall the actions set for in this year's LCAP to support targeted students in attaining math proficiency was successful. All actions were able to be implemented as planned to provide additional services for our most challenged students in math.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The AVID classes at the HS and MS were successful in supporting students with methodologies to keep students persevering in learning math concepts at deeper levels. The math coach was instrumental in working with teachers to analyze student work and instructional strategies to effectively respond to student learning needs. Math transition classes at the MS were equally effective as students needed support moving from Math 180 to the grade level math class. The 2 general education math 180 classes were successful that next year, we will only need one math 180 class for grades 6-7. The RTI math 7 and 8 were also very successful in meeting student needs. The fundamentals of math class at the high school was revamped and Integrated 1 math curriculum was embedded with the Math 180 curriculum to ensure students would be ready for moving into Integrated Math 1 successfully.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences that were significant

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to the goal. However, some of the actions for next year will be adjusted to better meet student needs. At the Middle School, there will now be one general education Math 180 class for students in grades 6-7. Due to the success of the RTI math 7 and 8, a math 6 RTI will be added for next year. The fundamentals of math class will not become a math support class for students who are concurrently enrolled in Integrated Math 1 as freshmen. Students who are struggling in Math 8 at the middle school will be enrolled in the math support class. The .2 counselor will continue to support students and this position was expanded to a .8 partly through the 2017-2018 school year to support students at Community High School as well as provide social/emotional supports to target students at PG High School.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

English Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Measures:

Smarter Balanced Assessments (SBA) grades 3-8 and 11.

CELDT

Local Measures:

Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.

17-18

SBA ELA Performance - Grades 3-8 and 11:

SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

IFA Performance in ELA - All Grade Levels:

IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Actual

State Measures:

Smarter Balanced Assessments (SBA) grades 3-8 and 11. (Please see appendix for district wide All students English Language Arts scores): Overall Green- High (status) 44.8 points above standard and increased by 6.7 points.

2016-2017 SBA scores for each target student group

Overall English Learners (combination of EL and RFEP: Medium (status) yellow 6.2 points above standard met and maintained +.1 points

Reclassified Fluent English Proficient (RFEP): High (status) 17.8 points above standard met and decreased by 7.4 points

English Learner only: Medium (status) 3.9 points below standard and increased by 3.5 points

Socio-economic disadvantaged: Yellow-Low (status) 6.7 points below standard and increased by 9.5 points.

Students with Disabilities: Yellow-Low (status) 34.6 points below 3 and increased by 10 points.

District formative assessments overall show target students making growth but not at the same level as their peers. We will continue to refine our intervention programs and focus more on supporting students in the classroom with tier one interventions.

CELDT: 43% attaining English Language Proficiency and 77% made progress towards English Proficiency. Reclassification rate for English Learners: 20%

Expected

Actual

Baseline

2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. Please see Appendix A for 2015-2016 SBA results.

2016-2017 CELDT

68% Making annual progress in learning English
47% Attained English Proficiency level on CELDT
Reclassification rate for English Learners: 21%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures.</p> <p>Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.</p>	<p>Action 1: All ILT teams continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures.</p> <p>Grade level teams also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.</p>	<p>cost reflected in Goal 2 cost reflected in Goal 2</p>	<p>cost reflected in Goal 2</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.	Action 2: Provided ongoing training and practice including conference attendance, webinar and workshop participation for selected teachers, site lab techs, and administrators to facilitate the transition from our current student information system to the Illuminate Student Information System. Teachers were also supported with the Digital Coach at the elementary level to incorporate instructional technology to support students differentiated needs and to administer the Interim Formative Assessments from the Illuminate Inspect Item back 3 times per year. Teachers k-12 were also supported on district technology systems including Illuminate Education Data and Assessment System and Google.	Professional development 5000-5999: Services And Other Operating Expenditures Education Effectiveness Funds \$5,000	Professional development 5000-5999: Services And Other Operating Expenditures Education Effectiveness Funds \$9,036.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. At the middle school a transitions English class will be added as another level of intervention for students on IEP's who cannot access general education English	Action 3: Students who struggle in English Language Arts received multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. At the middle school a transitions English class was added as another level of intervention for students on IEP's who cannot access general	2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries Supplemental \$39,869. Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund \$23,000.	2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries Supplemental \$43,639. Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund \$20,340.

Language arts classes that are exiting the Read 180 program.

education English Language arts classes that are exiting the Read 180 program.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.	Action 4: Elementary ELA intervention programs incorporated certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support. This year, intervention teachers targeted materials that increased access to the grade level core ELA materials used in the classroom to give students greater access.	Certificated salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental \$360,784. Classified salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$144,922.	Certificated salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental \$303,010. Classified salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$159,007.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 5: Professional development on Designated and Integrated English Language Development for all elementary and Middle school teachers and classified instructional aides.	Action 5: This year we were not able to provide the professional development on Designated and Integrated English Language Development for all elementary and Middle school teachers as was intended with the B.E.L.I.E.F modules. We did provide professional development for the Elementary, Middle, and High School ELD teachers on deeper understanding of what ELD	Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other Operating Expenditures Other \$3,500. Substitute costs 1000-1999: Certificated Personnel Salaries Other \$1,000.	Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other Operating Expenditures Other \$2,420. Substitute costs 1000-1999: Certificated Personnel Salaries Other \$1,200.

designated and integrated looks like through the B.E.L.I.E.F modules as well as with the principals. Teachers at the elementary, middle and high school did receive PD on effective instructional strategies from teacher leaders to support English learners in content area classes. We did send instructional aides to PD offered at MCOE to support English learners.

Action 6

Planned Actions/Services

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

Actual Actions/Services

Action 6: Academic intervention class at the middle school focused on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring. Students received support from teachers according to the content area they need support. A specific tutoring opportunity was provided for English learners as part of the academic intervention class after school.

Budgeted Expenditures

Teachers providing after school intervention 1000-1999:
Certificated Personnel Salaries
General Fund \$8000.

Estimated Actual Expenditures

Teachers providing after school intervention 1000-1999:
Certificated Personnel Salaries
General Fund \$8000.

Action 7

Planned Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss

Actual Actions/Services

Designated English Language Development teachers collaborated with general education teachers to ensure English Learners access core programs. Language Review

Budgeted Expenditures

Substitute costs for Language review team days 1000-1999:
Certificated Personnel Salaries
Other \$1,500.

Estimated Actual Expenditures

Substitute costs for Language review team days 1000-1999:
Certificated Personnel Salaries
Other \$1600.

English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

teams at elementary, middle met twice this year and the HS met once this year to discuss English Learners and Reclassified Fluent English Learners' individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.	Offered English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extended the class to include all English Learner parents in the district. The class was intended to begin earlier in the year, however did not begin until after fall break.	Teacher for Parent Education Class 1000-1999: Certificated Personnel Salaries Other \$4,000. Baby sitting through BASRP 2000-2999: Classified Personnel Salaries Other \$1,400.	Teacher for Parent Education Class 1000-1999: Certificated Personnel Salaries Other \$2015. Baby sitting through BASRP 2000-2999: Classified Personnel Salaries Other \$561.85

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	Smarter balanced practice tests with Interim Assessment blocks and Illuminate Interim formative assessments were given to students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	no cost	no cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall we were able to implement all actions and services intended.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Each action was effective and we continue to refine the actions throughout the year. For example, we continue to refine the Middle school's academic intervention class to provide more targeted instructional supports for our most challenged students. We are also adding study halls within the school day next year to provide further supports for grades 6, 7, and 8. At the elementary level, we are continuing to focus on tier one intervention strategies in the classroom with different instructional practices such as small group instruction, student use of academic language through collaboration, as well as incorporating the components of the curriculum that is designed to provide integrated and designated ELD. This practice is also needed at both the middle and the high school as well. We need to focus on tier one intervention strategies at all levels to better support our target student groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for intervention teachers at the elementary was reduced due to a teacher's placement on the salary schedule therefore a reduce cost for the annual salary by \$57,000. The cost for the parent education class for the teacher salary and for babysitting was reduced because the parent education class started later in the year than anticipated (January). The increase of \$4000 in professional development is attributed to an increase of attendees from our district to the Illuminate conference. We felt we needed to bring a larger team that represented all sites that represented certificated teachers, administrators, and classified staff since we are moving to integrate our student information and assessment system to Illuminate Education.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to this goal. We will continue with all actions for next year and provide professional development to deepen PLC work in looking at formative assessments and analyzing student work to differentiate and target instruction. We are looking to providing GLAD training through the county office and support teachers with an instructional practice that will support all students especially English learners, Students with Disabilities, and Economically challenged students. We will also continue to refine our process for monitoring student progress in a more timely fashion so that it informs instruction that will improve student learning.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In an effort to involve a greater number of stakeholders, each site has had multiple meetings with a variety of stakeholder groups to discuss current site plan goals, which are all aligned to the district's LCAP goals and the eight state priorities. During this process, each of the sites shared the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, stakeholders were able to provide specific input and direction for actions to be implemented in this and the following school year. This was done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way. Based on our experiences this year, we found that stakeholders were more interested in offering opinions and ideas that directly affected their respective school sites where their children would be impacted. For this reason, we felt the involvement process needed to be primarily at the site level. In order to reach a broader stakeholder group and provide direction for the district goals, a parent survey from WestEd was also sent out to parents. We received a total of 505 parent surveys an increase of 13% over last years respondents. At the district level, we also had meetings representing both the Teachers and Classified Unions and the District English Language Advisory Committee. We also expanded our Technology Committee to include parents and other community members for input on the future Technology needs of the district as well as the implementation of a three year Technology plan. We also had a district wide discussion at multiple board meetings and site based parent-teacher-student meetings to gather input regarding safety and protocols.

The following are the meeting dates for each of the sites and the stakeholders involved in those meetings:

Pacific Grove High School:

Wasc meetings consisted of faculty, parents, students, and district administration. All stakeholders were involved in the process and developing the School Wide Learning Objectives as well as strengths and critical needs. 8/31/17, 9/5/17, 9/11/17, 9/21/17, 10/2/17, 10/24/17, 11/6/17, 12/4/17, 3/18-3/21/18

Parents:

August 1, 2017 and the first Tuesday of the month: Coffee with the principal, Principal Bell invited parents to attend meetings where parents can openly discuss issues they are concerned about. Student safety was a topic that was discussed at length as well as issues related to student's emotional/mental health

January 2018: Survey of parents about the instructional program as well as addressing other concerns related to past surveys such as student depression.

Students: The California Healthy Kids Survey was administered on November 2017 and a student survey was administered in October 2017 and February 2018 to gather input regards academics and mental health. A student focus group was also surveyed for input on skills needed by every graduate of PGHS.

Site Council consists of five parents, one student, five staff members, and the principal: meeting dates: October 30, 2017 and the the 4th Monday of the month. Discuss areas of need related to student achievement and provide input to develop the site plan. Specific input was given to expand tutoring afterschool and enlisted the help of parent volunteers and community members.

Faculty/Staff: The first Monday of each month. Task force meetings to discuss: Student study skills, reading support, growth mindset, Dot kids, and graduation requirements. Input from all faculty regarding goals for site plan and LCAP district goals.

Community High School:

WASC meetings included faculty, classified staff, parents, students, and district office staff. Input included targeted counseling services, social culture, CTE participation at PGHS and food for students. All input is now reflected in the site plan for 2018-2019. Meeting dates: 8/21/17, 9/11/17, 10/12/17, 11/16/17, 2/25-27 2018.

Faculty/Staff meetings: Weekly meetings each month: topics discussed and input from the staff included student achievement, targeted intervention, behavioral and academic expectations, technology implementation, integration of new State Standards for all content areas, and counseling services.

Students: Weekly meetings in August and monthly meetings in November, January, and February: Students shared the importance of being prepared for the workforce with resumes, cover letters, and interviewing skills. Students said they needed more Career Tech education and interested in attending those offerings at PGHS, and post graduation enrollment in junior college.

School Site Council: 10/23/17, 12/4/17, 4/24/18: Review of the site plan and its goals, outdoor science program, mindfulness, and self-awareness, focus on math credits.

Parents: Multiple meetings throughout the year to inform parents regarding school rules/procedures, student goals, graduation requirements, behavioral expectations.

Pacific Grove Middle School:

PTSA meetings: 7/31/17, 9/20/17, 11/15/17, 1/10/18, 2/21/18, 3/21/18, 4/16/18 Discussions topics included: homework and technology, safety procedures, student data on formative assessments, California Healthy Kids Survey results, California Accountability Dashboard and student groups of concern, social-emotional issues, bullying, and the peer to peer program.

School Site Council: 9/12/17, 11/30/17, 1/24/18, 2/13/18, 5/22/18 Discussion topics included: Academic struggling students, social-emotional programs related to anti-bullying, growth mindset program, formative assessments results, California Accountability Dashboard, California Healthy Kids Survey results, professional development for teachers regarding English learners.

Students: California Healthy Kids Survey November 2017, and two surveys regarding bullying on 10/3/17 and 5/24/18

Parent meetings: : 10/24/17, 4/4/17 Tech Night, 3/27/18 Parent safety night, 4/17/18 Screenagers viewing for parents and students, 10/24/18 Parent meeting regarding students with disabilities and develop workshops for students to increase awareness and understanding.

Staff meetings on a monthly basis to to discuss site goals and formative assessment results, California School Dashboard and targeted student groups, Growth mindset activities, student social-emotional issues. Instructional leadership team meetings: 8/14/17, 10/2/17, 10/27/17, 3/12/18 focus AVID, growth mindset, strategies to support English learners, PLC cycles.

Forest Grove Elementary:

School Site Council Meetings : 9/19/17, 10/10/17, 11/13/17, 12/17/17, 2/13/18, 3/20/18, 4/17/18, 5/1/18: focused on the District Local Control Accountability Plan and School Site plan alignment. The California School Dashboard, Safety, and targeted student groups was also discussed along with actions to meet student needs. At each meeting ideas were gathered for improvement and is reflected in the site plan for 2018-2019. Other discussion items included: Closing the achievement gap and adopting a new math curriculum, school safety and ease of access through the back of campus during the instructional day.

English Language Advisory Committee: 9/19/18, 2/6/18: Topics discussed were the Local Control Accountability Plan and the instructional program for English Learners, ELPAC assessment for language proficiency, parent education classes, and homework/tutorial opportunities for students before and after school, teacher implementation of strategies to support English learners.

Students: Monthly student council meetings: Culture building activities, kindness week, and assembly ideas

Site Governance and Instructional leadership team: Monthly meetings focused on: basic needs, instructional program, parental involvement, school climate, student achievement, and student engagement. Topics discussed also included the reconfiguration of the intervention program to better address student needs at the classroom level and refine the PLC process.

Parent forums: 1/24/18: discussed Site plan, campus culture, math, English language arts, and facilities, consistent use of Benchmark Advance, math information night. 3/20/18 Parent meeting on campus safety. Discussed improved communication and building awareness with "See Something, Say Something Campaign".

Annual Title I Parent Survey May 2018: We had 100% of replies say that their child benefited from the extra help in math and/or reading. We also had 100% of replies that said this is a beneficial program at our school. 92 % said that newsletters and parent conference reports were helpful. The survey was also available in English on one side and Spanish on the other. This enabled more parents to offer their input on the survey.

Annual English Learner Parent feedback: Forest Grove EL parents are enthusiastic about the ELD program. Parents are more comfortable on campus and are showing more involvement, including offering to serve as officers for ELAC meetings. There is strong attendance at the ELAC meetings and the parents are more confident participating and offering suggestions and opinions than in prior years. The parent education classes are offered two days a week and focus on parents acquiring school related English vocabulary, understanding how their children are being taught, and are learning the importance of nutrition, routines and boundaries. The parents that attend the classes consistently are now ready to receive a certificate of completion from the adult school. While the parents are attending classes, childcare is provided for the young children and homework support is given to the school aged children. The children are proud of their parents for attending the classes and are enthusiastic about attending the "Homework Club" where they receive support and nutritious snacks.

There has also been praise for the 2 field trips that we were able to add to our curriculum this year. The older students went to the zoo, most for the first time. Parents reported that the experience was life changing for their children. The primary students went to My Museum, where they were able to pretend they were ambulance drivers and attendants, waiters, actors, Drs., Firemen, golfers, builders, etc. They also explored scientific stations and a craft room.

There has been positive feedback on our Multicultural Assembly where 106 students were honored for being bi-lingual. Parents and teachers have reported that many of the children are motivated to improve their language skills at home and are proud of their first language instead of hiding it. The ELD program has procured 48 backpacks and are filling them with donated books, puzzles, school supplies and educational games that students will be able to check out over the summer so that they have access to materials at their individual levels. The materials have been sorted by levels and the children are selecting items that interest them at their ability level. They are very excited to take the backpacks home and the parents appreciate that the backpacks will be available to them. Parents have also expressed appreciation for the computer loan program that we were able to set up this year so that students have access to work on school projects. We did a parent training to show parents appropriate programs for their students to use to reinforce their academic skills and to the signed a contract that they would monitor their children while they were on the computers.

Robert Down Elementary:

School Site Council: 9/12/17, 11/30/17, 1/24/18, 2/13/18, 4/17/18, 5/8/18: Topics discussed: Local Control Accountability Plan and California School Dashboard, Measure A-Technology Bond, Spanish language instruction, class size and facilities, student designated supports and accommodation for Smarter Balanced testing, after school tutoring, garden program, STEAM and ROV program, English learner needs and support, student group reports, intervention program, parent involvement, pupil engagement, Arts and STEAM, school safety and climate, foreign language program, student social-emotional needs and Toolbox success, parent conference schedule.

English Language Advisory Committee, staff members 9/27/17, 2/6/18: Topics discussed: Local Control Accountability Plan, Smarter Balanced Assessment and ELPAC the new English Language Proficiency test, activities supporting student learning, connecting to the school community, increasing diversity awareness and support and student use of academic language.

Students: 11/21/17, 12/15/17, 2/9/18, 4/27/18, 5/4/18 focus groups to discuss and get input on: Toolbox, Mindfulness, extra time with teachers, more outdoor time, lunch clubs, memorial for Ms. Hinton. Students in 5th grade also took the California Healthy Kids Survey reporting feeling connected to school and being highly motivated.

PTA meetings-parents, teachers and site administrator: 8/28/18, 9/25/17, 10/23/17, 12/4/17, 1/22/18, 1/29/18, 2/26/18, 3/26/18, 4/30/18, 5/28/18 : Topics discussed were school climate, parental involvement, school-home communication, pupil engagement, school safety, STEAM (revamp project room), secure gates and implement "See Something Say Something" campaign.

Parent forums: 4/19/18 Parent Safety Night: discussed safety measures and protocols in place at Robert Down as well as other issues regarding access to the campus.

Faculty/staff monthly meetings: Discussed: Site plan goals, review of student data, district common formative assessments, professional learning communities (PLC) process, among other topics.

Teacher Leadership team meetings: 9/14/17, 10/26/17, 12/6/17, 2/22/18, 3/8/18, 4/5/18 Topics discussed: PLC process with focus on targeted student groups and formative assessments, pupil engagement, access to core curriculum for all students, best practices and innovative strategies.

English Learner Parent Survey: received responses from approximately 75% of our EL families. Results were in general very positive with most of the questions answered with always. Families feel comfortable interacting with the front office and communicating with the principal. Families appear satisfied with the ELD program and services offered. There was little need for translators for meetings or conferences. A topic of a future ELAC may be to make sure all families know how to access parent handbook, and to develop confidence with school-family communication. Approximately one-third of our ELLs participate in the after school tutoring. This service is valued by students and parents. The after school program provides greater outreach and connection to families. Families appear to have a very warm regard for their children's learning experience at our school.

District Meetings:

District English Language Advisory Committee (DELAC) May 9, 2018. English Language Advisory Committee(ELAC) members from both Robert Down and Forest Grove attended. The Local Control Accountability Plan was presented and reviewed with the committee members. There was a presentation of the California Accountability Dashboard and the District goals and action Items as laid out in the LCAP in relation to the identified student groups and their achievement gaps in mathematics and language arts. Information was shared on the district's review of progress towards college and career readiness upon graduation as well as the greatest areas of need.

Parent feedback reflected concerns regarding safety and student's emotional well being related to the impact of stress and anxiety. We discussed how this is being addressed with such programs as Mind-up at Forest Grove and Toolbox Training at Robert Down and similar programs at the middle school. Parents were happy with the increase in hours for elementary counselors. Parents also suggested that ELAC meetings occur in the evenings where families could attend together and make it more of an informal meeting even though information would be disseminated.

Pacific Grove Teachers Association and Classified SEA: May 22, 2018

Teachers and Classified Union leadership went over the annual update for 2017-2018 and the LCAP goals for 2018-20. There was a presentation of the CDE Dashboard and the PGUSD Goals and Action Items as laid out in the LCAP in relation to the Dashboard data. Overall the district is doing well according to all state priorities. Areas of need were discussed regarding targeted student groups in the area of mathematics and English language arts and actions outlined in the 2018-2019 LCAP addressing specific needs. Teacher and classified input will be important as individual sites drill down on site based student data, paying particular attention to student target groups. Units agreed that classified staff, specifically instructional aides needed more opportunities for professional development to better support student needs. There were also ideas discussed for capturing classified staff's input on district related goals such as surveys or quick meetings during the school day. Classified staff need to be invited to staff meetings to engage in conversation for site plans to offer different perspectives. Other ideas were to have the math coach work with the ELD instructors for ideas to support English learners, staff discussion regarding results for California Healthy Kids Survey; include classified staff in trainings and staff development; have specialized principal's meetings to ensure that all staff (even part time staff) are all on the same page; structure the teacher evaluation process more around the LCAP model (example: What did I do this year? Was it successful? What am I doing next year?)

District Public Hearing for the Local Control Accountability Plan is scheduled for May 24, 2018

District Local Control Accountability Plan will be presented to the board for approval on June 7, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on the various stakeholder meetings at the sites, along with the feedback from parents, students, teachers, classified staff, and community members, a majority of participants were satisfied with the goals and action plans the district and sites are implementing to address the District's goals and their alignment to the State's Eight Priorities. Stakeholder feedback supports the district's goals to specifically meet the needs of targeted student groups with achievement gaps in mathematics and English language arts. Stakeholders shared positive comments regarding the district's base program in support of all of California's eight state priorities (Conditions of Learning: basic services provided by the district with its facilities, highly qualified teachers, and instructional materials, Pupil Achievement, Pupil Engagement, Parental Involvement, School Climate)

Themes that emerged from stakeholder feedback reinforce and enhance the district's LCAP goals and actions for 2018-2019. The district will continue its ongoing efforts to provide a quality base program that supports ALL students to graduate from high school prepared for college and/or careers with highly qualified teachers, clean classrooms, in safe, supportive learning environments attending to the whole child academically, socially, and emotionally. Discussions and plans to ensure all campuses are safe will continue with plans in place to improve fencing and new locks for all doors.

To support students at the High School and Community HS, a .8 counselor has been added in 2017-2018 and will continue for the 2018-2019 school year. The focus will be to support target student groups to ensure college and/or career preparation throughout high school and tend to students who require additional counseling for social/emotional needs.

All sites will also continue to implement social/emotional programs to build student resilience, confidence, and social skills as well as address issues related to depression and drug/alcohol use. The results of California Healthy Kids Survey will be shared with the teaching staff and leadership classes at the, Middle and High school to gather ideas on how to best meet areas of need such as depression, alcohol, and drug abuse.

The middle and high school will work to build educational programs to educate and provide systems of supports for students on these issues.

We will continue to support professional development opportunities for certificated and classified instructional staff in support of targeted student groups. We will also continue to build on the work of Instructional Leader Teams with as they engage in the PLC process to analyze student data based on common formative assessment to address the instructional needs of students with achievement gaps. The Professional learning focus will be to refine the process of the analysis and evidence of student learning to

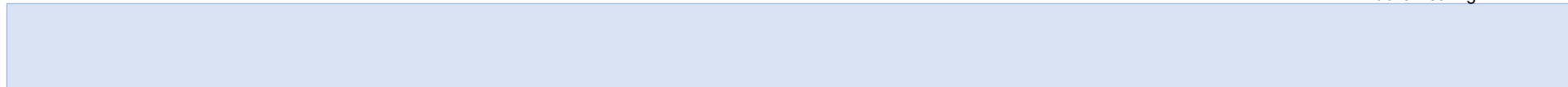
support the learning for all of our students and identifying students who require additional instructional strategies in the classroom and those who require other intervention supports. English learners, economically disadvantaged students, foster youth, and students with disabilities will be closely monitored to ensure they are also supported academically, socially, and emotionally. Students who receive intervention services will be supported with the curriculum used in the classroom that is grade level appropriate and aligned to grade level standards. Teachers will continue to work on providing differentiation to address student needs based on formative assessment practices.

To support Educational Technology and Data Analysis we are integrating our student information system and assessment system into one platform: Illuminate Education. The district will continue to provide a check out system for students to use computing devices at home. More efforts to address issues with Cyber safety and bullying will continue with student and parent forums along with information nights on technology use at home such as google classroom and online instructional programs.

To provide ongoing support for students who require additional support in mathematics and English language arts we will continue to offer support classes at the Middle and High School and continue with transitional math and English classes at the middle school for students exiting the Math and Read 180 programs. For all students who require additional support in all core academic classes, we will continue to provide support classes, study halls, before/after school tutoring, a Summer School program, and specified intervention programs at the sites. We will continue to support teachers with an Instructional Math Coach for grades k-8.

Due to the feedback from our English Learner families and an increase of Hispanic families who represent the largest percentage of our English Language Learners, communication practices will be enhanced to reach out to this and other communities more effectively through personal invitations to site parent meetings and events. English Language Advisory Committee (ELAC) meetings will be held quarterly and discuss the new English language proficiency test (ELPAC) and reclassification criteria. ELAC's at the sites will survey parents to determine when is the best time for meetings so that all families feel welcome. Parents will also be invited to attend the language review team meetings to provide input regarding the reclassification of their students. We will also seek the input from our parents of English learners in an effort to meet their needs and improve the instructional program with an annual survey. After school supports such as homework help and tutoring will be offered to all English learners at all sites. We will also continue the Parent education class offered at Forest Grove for all English learner parents.

All School Site Plans reflect the actions based on the variety of stakeholder meetings listed. Please see school site plans for specific actions related to stakeholder feedback.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In order to adequately prepare students for their future, it is critical that our base program be of high quality. Please see appendix A for a district data representing the 8 state priorities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
see appendix A : all local indicators template PGUSD	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics Regular Meeting of May 24, 2018 Page 37 of 96	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.

2018-19 Actions/Services

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.

2019-20 Actions/Services

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)

4. 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 areas.

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and enhance technology infrastructure based on ongoing needs and purchase digital curriculum and instructional programs. (Measure A Bond program fund 21)

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)

4. 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 areas.

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the

2. Classified staff and administrators in each job alike support student learning, health, and safety.

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7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services)

11. Expand facilities to reduce class size in the elementary grades and maintain the integrity of essential programs.

purchase of digital curriculum and instructional programs.
(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

To promote safe campuses there will be ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

- Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.

purchase of digital curriculum and instructional programs.
(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services)

To promote safe campuses there will be ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

- Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.
- Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.

- Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.
- Install all exterior district doors with "Lock Blok" device to prevent hostile intruders entry to classrooms.
- Update emergency safety supplies at each campus.
- Continue Contract for service with District SRO and Canine Narcotic Unit.
- Provide community members access to relevant resources related to school safety that is posted on our district website.

- Continue Contract for service with District SRO and Canine Narcotic Unit.
- Provide community members access to relevant resources related to school safety that is posted on our district website.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,556,650	\$15,666,431.	\$15,875,304.
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers and Administrators	1000-1999: Certificated Personnel Salaries Teachers and Administrators	1000-1999: Certificated Personnel Salaries Teachers and Administrators
Amount	\$5,254,117	\$6,069,867	\$5,598,362.
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	2000-2999: Classified Personnel Salaries Classified Administrators and Staff

Amount	\$5,798,117.	\$6,444,716	\$7,293,059.
Source	General Fund	General Fund	General Fund
Budget Reference	3000-3999: Employee Benefits Certificated and Classified staff	3000-3999: Employee Benefits Certificated and Classified staff	3000-3999: Employee Benefits Certificated and Classified staff
Amount	\$995,790.	\$1,174,500	\$1,005,773.
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies All instructional materials, supplies and new adoptions (Middle school: ELA, HS: AP World Geography),	4000-4999: Books And Supplies All instructional materials, supplies + new adoptions	4000-4999: Books And Supplies All instructional materials, supplies + new adoptions
Amount	\$1,452,413	\$1,605,376	\$1,453,068.
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting
Amount	\$400,000.	\$600,000.	\$600,000.
Source	Measure A Fund 21	Measure A Fund 21	Measure A Fund 21
Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software	4000-4999: Books And Supplies Technology hardware, infrastructure, Instructional core curriculum software, and instructional software	4000-4999: Books And Supplies Technology hardware, infrastructure, Instructional core curriculum software, and instructional software
Amount	\$600,000.		
Source	General Fund		
Budget Reference	6000-6999: Capital Outlay Five Elementary Portables paid out of fund 40		

Action 2

All

All Schools

OR

Actions/Services**Budgeted Expenditures****Action 3**

OR

Actions/Services**Budgeted Expenditures****Action 4**

OR

Actions/Services**Budgeted Expenditures****Action 5**

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services**Budgeted Expenditures****Action 6**

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Actions/Services**Budgeted Expenditures****Action 7**

All
 Specific Student Groups: Students with dissabilities
 [Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services**Budgeted Expenditures****Action 8**

All
 Specific Student Groups: Students with disabilities
 [Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 9

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 10

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Mathematics

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

According to the CA School Dashboard for the Smarter Balanced Assessment Math indicator, the following targeted student groups are performing at the "orange" level (based on current status and change designations):

EL Overall: Orange-Medium 23.2 points below level 3 Declined 9.5 points (includes EL and students reclassified as Fluent English Proficient-RFEP in the last 4 years)

EL only: Low-Orange; 31 points below meeting standard and declined 4.4 points

RFEP only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points

SED: Low- Orange; 56.7 points below meeting standard, declined 7.2 points

Students with Disabilities: Low-Orange 83.5 points below meeting standard, declined 8.9 points

Hispanic: Low-Orange 27.6 points below meeting standard; declined 2.5 points

According to the CA School Dashboard for the Smarter Balanced Assessment Math indicator students showed remarkable growth for the 2016-2017 results:

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) did increase by more than 5 percentage points. English learners overall increased 6.3, SED increased significantly 17 points, SWD increased significantly 19.9 points, and Hispanics increased significantly by 21.6 points.

IFA Performance in Math - All Grade Levels: Please see the appendix for grade level formative assessment results to include all student target groups.

IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively showed growth throughout the school year by employing targeted and systematic academic intervention for students in need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11.</p> <p>Local Measures: Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.</p>	<p>2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. See Appendix A for 2015-2016 and 2016-2017 SBA results</p>	<p>SBA Math Performance - Grades 3-8 and 11:</p> <p>SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.</p> <p>IFA Performance in Math - All Grade Levels:</p>	<p>SBA Math Performance - Grades 3-8 and 11:</p> <p>SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.</p> <p>IFA Performance in Math - All Grade Levels:</p>	<p>SBA Math Performance - Grades 3-8 and 11:</p> <p>SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.</p> <p>IFA Performance in Math - All Grade Levels:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Modified Action

2017-18 Actions/Services

All site Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

•

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,200.	no cost	no cost
Source	Education Effectiveness Funds		
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Site Instructional Leadership Teams		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2: Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

2018-19 Actions/Services

Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

2019-20 Actions/Services

Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,500.	\$5,500	\$5,500
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for articulation	1000-1999: Certificated Personnel Salaries Substitute costs for articulation	1000-1999: Certificated Personnel Salaries Substitute costs for articulation

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Robert Down Elementary, Forest Grove Elementary, and Pacific Grove Middle School
Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3: Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in

2018-19 Actions/Services

Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work

2019-20 Actions/Services

Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work

student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,880	\$38,880	\$38,880
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Students with disabilities
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of two general education and two for special education.(The addition of the 2nd Math 180 class for special education is new for 2017-2018). A math transition class is being added for students on IEP's that are exiting Math 180. New classes will be developed for math 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students

2018-19 Actions/Services

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and two special education. Continue a math transition class for students on IEP's that are exiting Math 180. Continue with RTI classes for math 6, 7, 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic

2019-20 Actions/Services

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of two general ed and two special education. Continue a math transition class for students on IEP's that are exiting Math 180. . Continue modified classes for math 6, 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic

in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class.

Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class.

Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,467.	\$154,143	\$160,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math	1000-1999: Certificated Personnel Salaries General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes	1000-1999: Certificated Personnel Salaries General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes
Amount	\$44,325.	\$51,973.	\$55,000
Source	General Fund	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school	1000-1999: Certificated Personnel Salaries Special education transitions Math and 1 math 180 Middle School	1000-1999: Certificated Personnel Salaries Special education transitions Math and 1 math 180 Middle school

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pacific Grove Middle school and High School
Specific Grade Spans: grades 8, 9, and 10**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 10th grade AVID section.

2018-19 Actions/Services

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and keep the second section of AVID for grades 10-12.

2019-20 Actions/Services

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 12th grade AVID section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000.	\$90,213.	\$120,000.
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 AVID sections: 8th and 9th grade and one section for District AVID director	1000-1999: Certificated Personnel Salaries 3 AVID sections: 8th, 9th, and one section for District Avid Director	1000-1999: Certificated Personnel Salaries 5 AVID sections: 8th, 9th, 10, 11th, 12th and one section for District AVID Director

Amount	\$8636.	\$8636.	\$8636.
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies AVID membership fees	4000-4999: Books And Supplies AVID membership fees	4000-4999: Books And Supplies AVID membership fees
Amount	\$20,000	\$22,273.	\$23,000
Source	Other	Other	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries 10th grade AVID section paid by College & Career Readiness Block Grant	1000-1999: Certificated Personnel Salaries 10th-12th grade AVID section paid by College & Career Readiness Block Grant	1000-1999: Certificated Personnel Salaries one section for AVID grades 10th- 12th

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pacific Grove High
School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

PGUSD

2018-19 Actions/Services

Regular Meeting of May 24, 2018
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2019-20 Actions/Services

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000.	\$20,400	\$20,808.
Source	Other	Supplemental	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries College and Career College Readiness Block Grant	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

English Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Most recent data 2015-2016 Smarter balanced

Overall English learners: Yellow-Medium 6.1 points above meeting standard and maintained +3.2 (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years)

EL only: Low at 7.4 points below meeting standard and increased +7.2 points

Socio Economic: Yellow- Low 16.2 below level meeting standard and increased +12 points

Students with Disabilities: Yellow-Low 44.6 below meeting standard and maintained +.0.8 points

2016-2017 SBA scores for each target student group

Overall English Learners (combination of EL and RFEP: Medium (status) yellow 6.2 points above standard met and maintained +.1 points

Reclassified Fluent English Proficient (RFEP): High (status) 17.8 points above standard met and decreased by 7.4 points

English Learner only: Medium (status) 3.9 points below standard and increased by 3.5 points

Socio-economic disadvantaged: Yellow-Low (status) 6.7 points below standard and increased by 9.5 points.

Students with Disabilities: Yellow-Low (status) 34.6 points below 3 and increased by 10 points.

District formative assessments overall show target students making growth but not at the same level as their peers. We will continue to refine our intervention programs and focus more on supporting students in the classroom with tier one interventions.

CELDTt: 43% attaining English Language Proficiency and 77% made progress towards English Proficiency. Reclassification rate for English Learners:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11.	2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. Please see Appendix A for 2015-2016 SBA results.	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the
CELDT	2016-2017 CELDT 68% Making annual progress in learning English 47% Attained English Proficiency level on CELDT			
Local Measures: Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and other measures such as Basic Skills, DIBELS, SRI, etc.	Reclassification rate for English Learners: 21%	previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need..	previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

LEA-wide

[Add Scope of Services selection here]

All Schools

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

2018-19 Actions/Services

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

2019-20 Actions/Services

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

Budgeted Expenditures

Year 2017-18

Amount cost reflected in Goal 2

2018-19

no cost

2019-20

no cost

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

2018-19 Actions/Services

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

2019-20 Actions/Services

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$8,000	\$8,000
Source	Education Effectiveness Funds	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle and High School
Specific Grade Spans: 6-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students

2018-19 Actions/Services

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students

2019-20 Actions/Services

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students

two or more grade levels behind will be scheduled in Read 180 courses. At the middle school a transitions English class will be added as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

two or more grade levels behind will be scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

two or more grade levels behind will be scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,869.	\$46,666	\$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180
Amount	\$23,000.	\$21,982	\$23,000
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education English transition class	1000-1999: Certificated Personnel Salaries Special education English transition class	1000-1999: Certificated Personnel Salaries Special education English transition class

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Robert Down Elementary and Forest Grove Elementary

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

2018-19 Actions/Services

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

2019-20 Actions/Services

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$360,784.	\$368,657.	\$375,359.
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary and benefits	1000-1999: Certificated Personnel Salaries Certificated salary and benefits	1000-1999: Certificated Personnel Salaries Certificated salary and benefits

Amount	\$144,922.	\$181,730.	\$185,000
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified salary and benefits	2000-2999: Classified Personnel Salaries Classified salary and benefits	2000-2999: Classified Personnel Salaries Classified salary and benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 5: Professional development on Designated and Integrated English Language Development for all elementary and Middle school teachers and classified instructional aides.

2018-19 Actions/Services

Professional development on Designated and Integrated English Language Development for all Middle and High school content area teachers.

2019-20 Actions/Services

Continued supports and professional development for all elementary and content area teachers at the Middle and High school with implementation of integrated English Language development best practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500.	\$8,000	\$3,500.
Source	Other	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff
Amount	\$1,000.	\$8,000.	\$1,000.
Source	Other	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs	1000-1999: Certificated Personnel Salaries Substitute costs	1000-1999: Certificated Personnel Salaries Substitute costs

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pacific Grove Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

2018-19 Actions/Services

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

2019-20 Actions/Services

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8000.	\$8,160..	\$8,323..
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

2018-19 Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

2019-20 Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500.	\$1,500.	\$1,500.
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Forest Grove Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

2018-19 Actions/Services

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

2019-20 Actions/Services

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000.	\$4,000.	\$4,000.
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,400.	\$1,400.	\$1,400.
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Baby sitting through BASRP	2000-2999: Classified Personnel Salaries Baby sitting through BASRP	2000-2999: Classified Personnel Salaries Baby sitting through BASRP

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

2018-19 Actions/Services

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

2019-20 Actions/Services

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$509,764

Percentage to Increase or Improve Services

3.07%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolkit at Robert Down, MindUp at Forest Grove and PG Middle school and the DOT Program at the High School ensure students social and emotional needs are met. For the 2018-2019 school year we have added additional counseling hours at the elementary and high school to specifically address target student needs. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. After carefully analyzing student needs, we found students needed to receive supports with the core curriculum in English Language Arts and Math. Intervention teachers and instructional aides will push in to the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. Students are also encouraged to attend before and after school tutoring and homework help. The tutoring is offered to all English learners at the elementary, middle, and high school. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is adding another tier of intervention for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. Selected students will be enrolled in Transition English and or Transition Math classes as per the decision of the IEP team. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6, 7, and 8 to build conceptual understanding and increase academic language instruction for math. The middle school will also be offering a study hall for grades 6, 7, and 8 within the school day to provide additional supports for at risk students.

The high school will continue to provide two AVID (Advancement Via Individual Determination) sections for incoming freshman and another section for grades 10,11, & 12. Additional counseling hours to target English learners and Socio economically challenged students will continue for 2018-2019 and this position is now a .8FTE also supporting our students at Community High School. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

guidance throughout their high school years. The high school will offer a math support class for students who are also enrolled in Integrated Math 1 that have been identified as needing further support within the school day designed to address students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed \$509,764. For LCAP year 2018-2019 the district will provide supports for all unduplicated students with estimated expenditures of \$615,920

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$489,629.

Percentage to Increase or Improve Services

2.91%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolkit at Robert Down, MindUp at Forest Grove and PG Middle school and the DOT Program at the High School ensure students social and emotional needs are met. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is adding another tier of intervention for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. Selected students will be enrolled in Transition English and or Transition Math classes as per the decision of the IEP team. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6,7, and 8 to build conceptual understanding and increase academic language instruction for math.

The high school will be adding an additional AVID (Advancement Via Individual Determination) section for 10th, 11th and 12th grade students and additional counseling hours to target English learners and Socio economically challenged students. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school also offers a Fundamental of Math course designed to address students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. This year we will also offer a two week math program in the summer for students who need that additional support to better prepare them for the first math course in high school Integrated Math. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed \$489,629. For LCAP year 2017-2018 the district will provide supports for all unduplicated students with estimated expenditures of \$615,920

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	29,983,070.00	32,864,531.85	29,983,070.00	32,602,843.00	32,910,149.00	95,496,062.00
Education Effectiveness Funds	24,200.00	28,236.00	24,200.00	0.00	0.00	24,200.00
General Fund	28,291,470.00	30,727,256.00	28,891,470.00	31,202,738.00	31,504,010.00	91,598,218.00
Measure A Fund 21	400,000.00	374,612.00	400,000.00	600,000.00	600,000.00	1,600,000.00
Other	651,400.00	1,176,922.85	51,400.00	29,173.00	6,900.00	87,473.00
Supplemental	616,000.00	557,505.00	616,000.00	770,932.00	799,239.00	2,186,171.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	29,983,070.00	32,864,531.85	29,983,070.00	32,602,843.00	32,910,149.00	95,496,062.00
1000-1999: Certificated Personnel Salaries	15,280,295.00	16,110,483.00	15,280,295.00	16,461,738.00	16,714,471.00	48,456,504.00
2000-2999: Classified Personnel Salaries	5,400,439.00	5,890,131.85	5,400,439.00	6,252,997.00	5,784,762.00	17,438,198.00
3000-3999: Employee Benefits	5,798,117.00	6,193,143.00	5,798,117.00	6,444,716.00	7,293,059.00	19,535,892.00
4000-4999: Books And Supplies	1,404,426.00	1,780,731.00	1,404,426.00	1,783,136.00	1,614,409.00	4,801,971.00
5000-5999: Services And Other Operating Expenditures	1,460,913.00	1,716,602.00	1,460,913.00	1,660,256.00	1,503,448.00	4,624,617.00
5800: Professional/Consulting Services And Operating Expenditures	38,880.00	38,880.00	38,880.00	0.00	0.00	38,880.00
6000-6999: Capital Outlay	600,000.00	1,134,561.00	600,000.00	0.00	0.00	600,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	29,983,070.00	32,864,531.85	29,983,070.00	32,602,843.00	32,910,149.00	95,496,062.00
1000-1999: Certificated Personnel Salaries	Education Effectiveness Funds	19,200.00	19,200.00	19,200.00	0.00	0.00	19,200.00
1000-1999: Certificated Personnel Salaries	General Fund	14,637,475.00	15,533,278.00	14,637,475.00	15,701,913.00	15,948,612.00	46,288,000.00
1000-1999: Certificated Personnel Salaries	Other	46,500.00	39,380.00	46,500.00	27,773.00	5,500.00	79,773.00
1000-1999: Certificated Personnel Salaries	Supplemental	577,120.00	518,625.00	577,120.00	732,052.00	760,359.00	2,069,531.00
2000-2999: Classified Personnel Salaries	General Fund	5,399,039.00	5,889,570.00	5,399,039.00	6,251,597.00	5,783,362.00	17,433,998.00
2000-2999: Classified Personnel Salaries	Other	1,400.00	561.85	1,400.00	1,400.00	1,400.00	4,200.00
3000-3999: Employee Benefits	General Fund	5,798,117.00	6,193,143.00	5,798,117.00	6,444,716.00	7,293,059.00	19,535,892.00
4000-4999: Books And Supplies	General Fund	1,004,426.00	1,406,119.00	1,004,426.00	1,183,136.00	1,014,409.00	3,201,971.00
4000-4999: Books And Supplies	Measure A Fund 21	400,000.00	374,612.00	400,000.00	600,000.00	600,000.00	1,600,000.00
5000-5999: Services And Other Operating Expenditures	Education Effectiveness Funds	5,000.00	9,036.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	1,452,413.00	1,705,146.00	1,452,413.00	1,621,376.00	1,464,568.00	4,538,357.00
5000-5999: Services And Other Operating Expenditures	Other	3,500.00	2,420.00	3,500.00	0.00	0.00	3,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	38,880.00	38,880.00	77,760.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	38,880.00	38,880.00	38,880.00	0.00	0.00	38,880.00
6000-6999: Capital Outlay	General Fund	0.00	0.00	600,000.00	0.00	0.00	600,000.00
6000-6999: Capital Outlay	Other	600,000.00	1,134,561.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	29,057,087.00	31,993,534.00	29,057,087.00	31,560,890.00	31,825,566.00	92,443,543.00
Goal 2	333,008.00	320,169.00	333,008.00	392,018.00	431,824.00	1,156,850.00
Goal 3	592,975.00	550,828.85	592,975.00	649,935.00	652,759.00	1,895,669.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Tool 1-8

Legislated Metrics

Conditions of Learning						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Basic	<i>Degree to which teachers are appropriately assigned and credentialed in subject areas:</i>	SARC report	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance ACTUAL OUTCOME: Maintained	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which students have sufficient access to standards-aligned instructional materials</i>	SARC reports	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance ACTUAL OUTCOME: Maintained	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which school facilities are maintained in good repair</i>	SARC reports	Overall facility rating for each site is good	Maintain current “good” status at all sites, make improvements where needed ACTUAL OUTCOME: Maintained	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed

Implementation of State Standards	Implementation of ALL content and performance standards for ALL students	Local survey results	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th.	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th. ACTUAL OUTCOME: Maintained	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th. Possible adoption of Science instructional materials K-8.	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th. Possible adoption of Social Studies instructional materials K-8.
Implementation of State Standards	Programs and services enable ELs to access core and English Language Development standards	Local survey results	All English Language Instructional Materials are aligned with both English Language Development standards (designated and integrated instruction)	All English Language Instructional Materials are aligned with both English Language Development standards (designated and integrated instruction)	New Science instructional materials to include integrated English Language Development	New Social Studies instructional materials to include integrated English Language Development

Course Access	Student access and enrollment in all required areas of study	Local district results	<p>1. Pupil enrollment in a broad course of study that includes all of the content areas.</p> <p>2. Programs and services provided for unduplicated students through support classes at the Middle and High Schools with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle and high school. 75% of all students with disabilities</p>	<p>1. Pupil enrollment in a broad course of study that includes all of the content areas.</p> <p>2. Programs and services provided for unduplicated students through support classes at the Middle and High Schools with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three</p>	<p>1. Pupil enrollment in a broad course of study that includes all of the content areas.</p> <p>2. Programs and services provided for unduplicated students through support classes at the Middle and High Schools with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for students with disabilities include one</p>	<p>1. Pupil enrollment in a broad course of study that includes all of the content areas.</p> <p>2. Programs and services provided for unduplicated students through support classes at the Middle and High Schools with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for students with disabilities include one</p>
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			have full access and are mainstreamed into general education classes.	classrooms for students with moderate to severe disabilities at the elementary, middle and high school. 75% of all students with disabilities have full access and are mainstreamed into general education classes. ACTUAL OUTCOME: Maintained	Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle and high school. 75% of all students with disabilities have full access and are mainstreamed into general education classes.	Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle and high school. 75% of all students with disabilities have full access and are mainstreamed into general education classes.
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Pupil Outcomes

Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Pupil Achievement	EL progress toward English proficiency	CELDT progress	68% making annual progress in learning English 47% attained English proficiency level on CELDT	70% making annual progress in learning English 50% attain English proficiency on ELPAC ACTUAL OUTCOME: English Language Learners are High - Green 83.6% above level 3 and increased +4.8% ELPAC proficiency data not available this year	72% make annual progress in learning English 50% attain English proficiency on ELPAC	74% make annual progress in learning English 54% attain English proficiency on ELPAC
		Reclassification	21% Reclassification Rate	22% Reclassification Rate ACTUAL OUTCOME:	23% Reclassification Rate	25% Reclassification Rate

				20% Reclassification Rate		
	Statewide Assessments	SBAC-ELA	<p>15-16 71% students meeting or exceeding standard</p> <p>All students in grades 3-8 in ELA scored high-green 38.1 points above standard and increased +9.4 points</p> <p>English Learners overall: Yellow-Medium 6.1 points above meeting standard and maintained =3.2 (This group is comprised of all English learners and students who were reclassified and English Language Proficient (RFEP) in the last 4 years. EL Only: Low at 7.4 points below meeting standard and increased +7.2.</p> <p>Socioeconomic Disadvantaged:</p>	<p>75% Students meet or exceed standards.</p> <p>English Learners overall increase by 5 percentage points over previous year scores.</p> <p>Socioeconomic Disadvantaged increase by 5 percentage points over previous year scores.</p> <p>Students with Disabilities increase by 5 percentage points over previous year scores</p> <p>ACTUAL OUTCOMES:</p>	<p>80% Students meet or exceed standards.</p> <p>English Learners overall increase by 5 percentage points over previous year scores.</p> <p>Socioeconomic Disadvantaged increase by 5 percentage points over previous year scores.</p> <p>Students with Disabilities increase by</p>	<p>85% Students meet or exceed standards.</p> <p>English Learners overall increase by 5 percentage points over previous year scores.</p> <p>Socioeconomic Disadvantaged increase by 5 percentage points over previous year scores.</p> <p>Students with Disabilities increase by</p>

			<p>Yello-Low 16.2 below level meeting standard and increased +12 points.</p> <p>Students with Disabilities:</p> <p>Yellow-Low 44.6 below meeting standard and maintained +0.8 points.</p>	<p>Overall student performance is High - Green 38.1 points above level 3 and increased +9.4 points</p> <p>English Learners are Yellow - Medium 6.1 points above level 3 and maintained +3.2 points</p> <p>RFEP Reclassified English Learners are High at 25.2 points above level 3 but declined 4.8 points</p> <p>Socioeconomic Disadvantaged are Yellow - Low 16.2 points below level 3 and increased +12 points</p>	5 percentage points over previous year score	5 percentage points over previous year score
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				Hispanic students are High - Green 11.5 points above level 3 and increased +9 points		
		SBAC-Math	<p>15-16: % Students meeting or exceeding standard=58%</p> <p>All students in grades 3-8 Math scored High 8.4 points above standard and maintained +2.1 points.</p> <p>MATH: English Learners Overall: Orange-Medium 23.2 points below level 3. Declined 9.5 points. (This group is comprised of all English Learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years.</p>	<p>English Learners Overall increase by 5 percentage points over previous years scores.</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous years scores.</p> <p>Students with Disabilities increase by 5 percentage points over previous years scores.</p> <p>Hispanic students increase by 5</p>	<p>English Learners Overall increase by 5 percentage points over previous years scores.</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous years scores.</p> <p>Students with Disabilities increase by</p>	<p>English Learners Overall increase by 5 percentage points over previous years scores.</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous years scores.</p> <p>Students with Disabilities increase by</p>

			<p>EL Only: Low-Orange; 31 points below meeting standard and declined 4.4 points.</p> <p>RFEP Only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points.</p> <p>Socioeconomic Disadvantaged: Low-Orange; 56.7 points below meeting standard, declined 7.2 points.</p> <p>Students with Disabilities: Low-Orange 83.5 points below meeting standard, declined 8.9 points.</p> <p>Hispanic: Low-Orange 27.6 points below</p>	<p>percentage points over previous years scores.</p> <p>ACTUAL OUTCOMES:</p> <p>Overall student performance is High - Green 8.4 points above level 3 and maintained +2.1 points</p> <p>English Learners are Orange - Medium 23.2 points below level 3 and declined -9.5 points</p> <p>RFEP Reclassified English Learners are Medium at 12.1 points over level 3 and declined significantly 16.4 points</p>	<p>5 percentage points over previous years scores.</p> <p>Hispanic students increase by 5 percentage points over previous years scores.</p>	<p>5 percentage points over previous years scores.</p> <p>Hispanic students increase by 5 percentage points over previous years scores.</p>
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			meeting standard; declined 2.5 points	<p>Socioeconomic Disadvantaged are Orange - Low 56.7 points below level 3 and declined -7.2 points</p> <p>Students with Disabilities are Orange - Low 83.5 points below level 3 and declined by -8.9 points</p> <p>Hispanic students are Orange - Low 27.6 points below level 3 and declined -2.5 points</p>		
	% of students successfully completing A-G courses	Local data	<p>2015-16 PGHS 92/141 = 66% PGCHS 0/5 = 0% Fewer class offerings that qualify A-G at CH.</p>	<p>PGHS = 72% (UC) PGCHS = 5% (Fewer class offerings that qualify A-G at CHS)</p>	<p>PGHS = 75% (UC) PGCHS = 10% (Fewer class offerings that qualify A-G at CHS)</p>	<p>PGHS = 77% (UC) PGCHS = 15% (Fewer class offerings that qualify A-G at CHS)</p>

			2016-17 estimate: UC Eligibility: 102/141 = 72%	ACTUAL OUTCOMES: PGHS 72% (UC) PGCHS = NA		
	% of students successfully completing CTE pathways	Local data	12% of students successfully completed CTE pathways	13% of students will successfully complete CTE pathways ACTUAL OUTCOME: Data NA until next year	15% of students will successfully complete CTE pathways	17% of students will successfully complete CTE pathways
	% of students passing Advanced Placement exams (3+)	College Board	2015-16 143 students took a total of 266 exam. 124 students scored 3 or higher on at least one exam, 87%	Maintain or exceed 87% of students passing Advanced Placement exams (3+) ACTUAL OUTCOMES: 16-17 166 students took 317 exams , 142 passing placement exams (3+) 85.5% 17-18 212 students are taking 383 exams.	Maintain or exceed 87% of students passing Advanced Placement exams (3+)	Maintain or exceed 87% of students passing Advanced Placement

				Scores available July 2018		
	% of students taking Advanced Placement classes % of those students taking Advanced Placement that are: -English only or Initially Fluent (IFEP) -Reclassified as English Fluent (RFEP) -English Learners (EL) -Free/Reduced Lunch students	Local Data	2016-17 35.5% of all students are taking AP classes (192 of 591) Of these 192 students: 90% are English Only or IFEP 10% are RFEP 0% are EL 8% are Free/Reduced Lunch	35% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced Lunch 4% ACTUAL OUTCOMES: 41.8% of all students are taking AP classes (248 of 539) Of these 248 students: 88% are English only or RFEP 12% are RFEP 0% are EL 12% are Free/Reduced Lunch	37% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced Lunch 4%	39% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced Lunch 4%

	% of students demonstrating college preparedness (Early Assessment Program exam)	SBAC results	SBAC 2015-2016 ELA Ready 61% Conditionally Ready 26% Not Yet 8% Not 5% SBAC 2015-2016 Math Ready 39% Conditionally Ready: 31.5% Not Yet 13% Not 165.%	ELA Ready 63% Conditionally Ready 28% Not Yet 0% Not 0% Math Ready 45% Conditionally Ready 35% Not Yet 10% Not 10% ACTUAL OUTCOMES: Prepared: 42.3% Approaching Prepared: 13.9% Not Prepared: 43.8%	Prepared: 45% Approaching Prepared: 15% Not Prepared: 40%	Prepared: 47% Approaching Prepared: 17% Not Prepared: 38%
Other Pupil Outcomes	District determined	Local district data		*See local Formative Assessment data attached	Maintain or or improve	Maintain or improve

Engagement						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20

Parental Involvement	Efforts to seek parent input & decision making	Local survey results	The results of the California Healthy Kids Parent Survey show that 87% of parents strongly agree or agree that the district seeks parent input.	Increase to 90% or better ACTUAL OUTCOME: 84%	Increase to 90% or better	Maintain at 95% or better
	Promotion of parental participation	Local survey results	The results of the California Healthy Kids Parent Survey show that 68% of parents agree or strongly agree the district promotes parental participation	Increase to 75% or better ACTUAL OUTCOME: 85%	Increase to 90% or better	Increase to 95% or better
Pupil Engagement	Chronic absenteeism rates	Local district data	FG = 4.7% RD = 5.4% MS = 19.3 chronic absence in one or more periods. 9% in 1-2 classes 10% in 3+ classes HS = 24.6% chronic absence in one or more periods. 15% in 1-2 classes 10% in 3+ classes CHS: 45%	FG= 3% RD = 3% MS = 10% HS = 15% CHS= 30% ACTUAL OUTCOMES: FG = 7.1% RD = 9.1% MS = 7.0% HS = 4.0% CHS = Data not available PGUSD = 7.4%	FG = 2% RD = 2% MS = 8% HS = 10% CHS = 25%	FG = 1% RD = 1% MS = 5% HS = 8% CHS = 20%

				Monterey County = 11.6% Statewide = 10.8%		
	High school dropout rates	Local district data	PGHS: 1/141=0.7% PGCHS: 1/5 = 20% District: 2/145 = 1.3%	Maintain or decrease dropout rates ACTUAL OUTCOMES: PGHS: 1/137=0.7% PGCHS: 0/7=0%	Maintain or decrease dropout rates	Maintain or decrease dropout rates
	Middle school dropout rates	Local district data	N/A	Maintain	Maintain	Maintain
School Climate	Student suspension rates	State data	25/2082 = 1.2%	Decrease to 1% ACTUAL OUTCOME: 1.1%	Decrease to .5%	Maintain or decrease to .5%
	Student expulsion rates	State data	None	Maintain or decrease ACTUAL OUTCOME: 2	Decrease	Decrease
	Other local measures	Local district data	AVID GPA (16-17) for MS: 3.26 AVID GPA (16-17) for HS: 3.17	Average GPA for AVID students at both MS & HS to maintain or exceed 3.5	Average GPA for AVID students at both MS & HS to	Average GPA for AVID students at both MS & HS to maintain or exceed 3.5

			<p>DIBELSNext Grade K - End of Year At/Above: Benchmark: 87% (does not include scores from all students at grade level)</p> <p>DIBELSNext Grade 1 - End of Year At/Above Benchmark: 79% (does not include scores from all students at grade level)</p> <p>DIBELSNext Grade 2 - End of Year At/Above Benchmark: 73% (Does not include scores from all students at grade level)</p> <p>SRI (Grade 3-6) Grade 3 Proficient & Advanced: 57%</p> <p>Grade 4</p>	<p>DIBELSNext Grade K- At or above Benchmark: 90%</p> <p>DIBELSNext Grade 1 - At or above Benchmark: 83%</p> <p>DIBELSNext Grade 2 - At or above Benchmark : 78%</p> <p>SRI (Grade 3-6) Grade 3 Proficient and Advanced: 62%</p> <p>Grade 4 Proficient an Advanced:69%</p> <p>Grade 5 Proficient and Advanced: 73%</p> <p>Grade 6</p>	<p>maintain or exceed 3.5</p> <p>DIBELSNext Grade K- At or above Benchmark: 92%</p> <p>DIBELSNext Grade 1 - At or above Benchmark: 87%</p> <p>DIBELSNext Grade 2 - At or above Benchmark : 83%</p> <p>SRI (Grade 3-6) Grade 3 Proficient and Advanced: 65%</p> <p>Grade 4</p>	<p>DIBELSNext Grade K- At or above Benchmark: 95%</p> <p>DIBELSNext Grade 1 - At or above Benchmark: 90%</p> <p>DIBELSNext Grade 2 - At or above Benchmark : 88%</p> <p>SRI (Grade 3-6) Grade 3 Proficient and Advanced: 70%</p> <p>Grade 4 Proficient an Advanced:75 %</p>
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			<p>Proficient and Advanced: 65%</p> <p>Grade 5 Proficient and Advanced: 69%</p> <p>Grade 6 Proficient and Advanced : 69%</p> <p>ELA 9th Grade Comprehensive (end-of-course) Exceeded: 12.4% Met: 35.3% Nearly: 30% Not Met: 22.4</p> <p>10th Grade Comprehensive (end-of-course) Exceeded: 17% Met: 38.5% Nearly : 24.4% Not met: 20.0%</p> <p>Math Interim Formative Assessments</p>	<p>Proficient and Advanced: 72%</p> <p>Met/Exceed standard to reach 60% or greater</p> <p>Expand use of Formative Assessments as a means of measuring students achievement in Math</p> <p>ACTUAL OUTCOMES:</p> <p>Current AVID GPAs: HS Weighted - 2.98 HS Unweighted - 2.93 MS Unweighted - 3.34</p> <p>DIBELS: Grade K: 78.2% At or Above Standard (data</p>	<p>Proficient an Advanced: 72%</p> <p>Grade 5 Proficient and Advanced: 75%</p> <p>Grade 6 Proficient and Advanced: 75%</p> <p>Met/Exceed standard to reach 65% or greater</p> <p>Expand use of Interim Formative Assessment as a means of measuring students achievement in Math</p>	<p>Grade 5 Proficient and Advanced: 78%</p> <p>Grade 6 Proficient and Advanced: 78%</p> <p>Met/Exceed standard to reach 65% or greater</p> <p>Expand use of Interim Formative Assessment as a means of measuring students achievement in Math</p>
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				<p>for 87 kids, ~ 1/2 of grade level) Grade 1: 65.5% At or Above Standard (again data fro 87 kids, ~1/2 of grade level) Grade 2: 75% At or Above Standard (only data for 24 kids - not representative)</p> <p>SRI: Grade 3: 67% Advanced or Proficient (92 out of 137 kids tested) Grade 4: 67% Advanced or Proficient (139 out of 207 kids tested) Grade 5: 75.8% Advanced or Proficient (138 out of 182 kids tested)</p>		
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				<p>Grade 6: 69.7% Advanced or Proficient (97 out of 139 kids tested)</p> <p>ELA Comprehensive Grade 9: 60.1% Met or Exceeded Standard (148 out of 161 kids tested) Grade 10: 70.4% Met or Exceeded Standard (152 out of 165 kids tested)</p>		
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Benchmark Summary Report

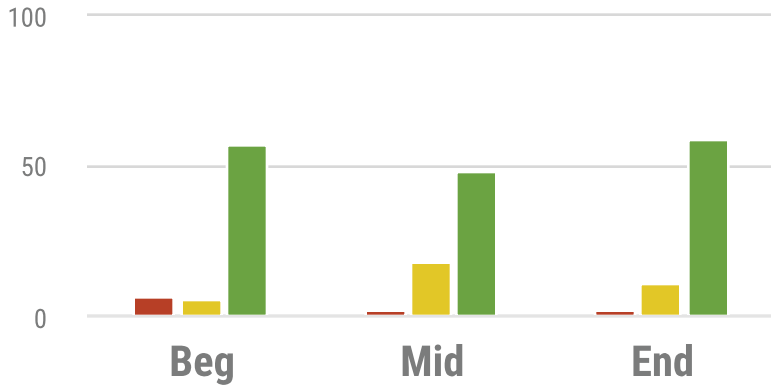
DIBELS Next Grade K End

Site: **Pacific Grove USD**
 Teacher: **All Teachers**
 DIBELS Assessment Year: **2017-18**

Roster Date: **Control Panel (05-17-2018)**
 Gender(s): **Male & Female**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

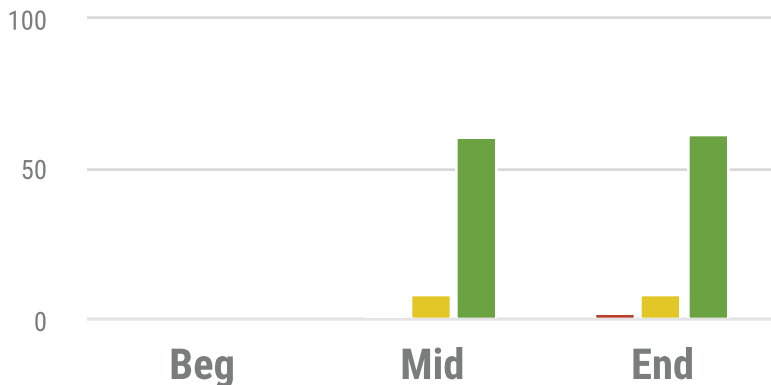
Performance Bands ■ At or Above Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

DIBELS Composite Score



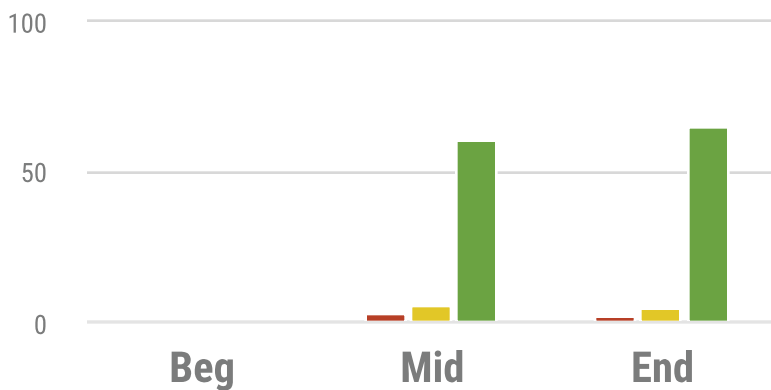
	Beg	Mid	End
At or Above Benchmark	84%	71%	82%
	57	48	58
Below Benchmark	7%	26%	15%
	5	18	11
Well Below Benchmark	9%	3%	3%
	6	2	2
Total Students	68	68	71
Average Score	44.7	146.5	146.3

Nonsense Word Fluency - Correct Letter Sounds



	Beg	Mid	End
At or Above Benchmark		87%	86%
		60	61
Below Benchmark		12%	11%
		8	8
Well Below Benchmark		1%	3%
		1	2
Total Students		69	71
Average Score		27.0	39.3

Phoneme Segmentation Fluency



	Beg	Mid	End
At or Above Benchmark		88%	92%
		60	65
Below Benchmark		7%	6%
		5	4
Well Below Benchmark		4%	3%
		3	2
Total Students		68	71
Average Score		39.2	54.1

Benchmark Summary Report

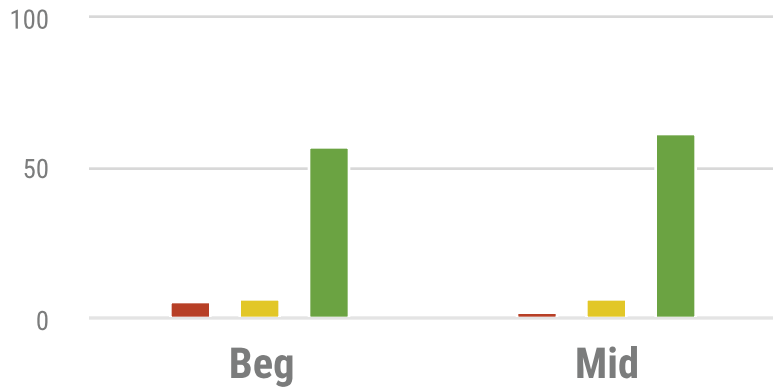
DIBELS Next Grade K End

Site: **Pacific Grove USD**
 Teacher: **All Teachers**
 DIBELS Assessment Year: **2017-18**

Roster Date: **Control Panel (05-17-2018)**
 Gender(s): **Male & Female**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Performance Bands ■ At or Above Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

First Sound Fluency



	Beg	Mid
At or Above Benchmark	84% 57	88% 61
Below Benchmark	9% 6	9% 6
Well Below Benchmark	7% 5	3% 2
Total Students	68	69
Average Score	21.2	39.5

Benchmark Summary Report

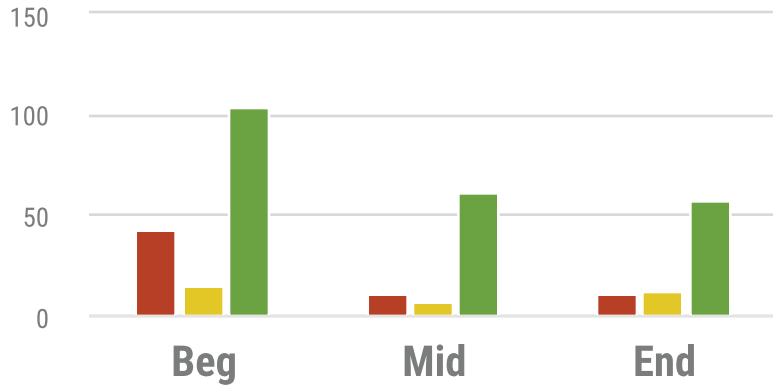
DIBELS Next Grade 1 End

Site: **Pacific Grove USD**
 Teacher: **All Teachers**
 DIBELS Assessment Year: **2017-18**

Roster Date: **Control Panel (05-17-2018)**
 Gender(s): **Male & Female**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

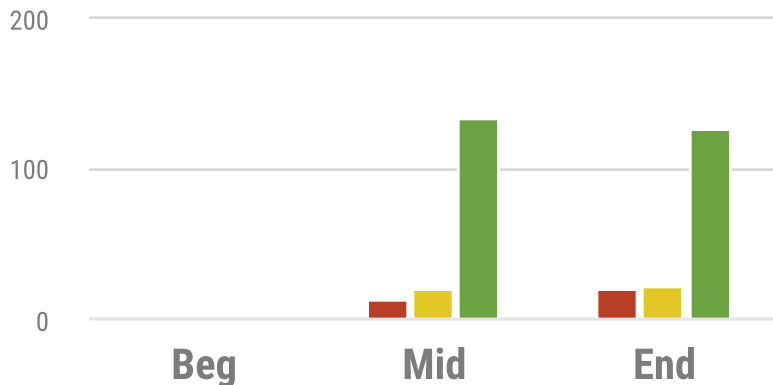
Performance Bands ■ At or Above Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

DIBELS Composite Score



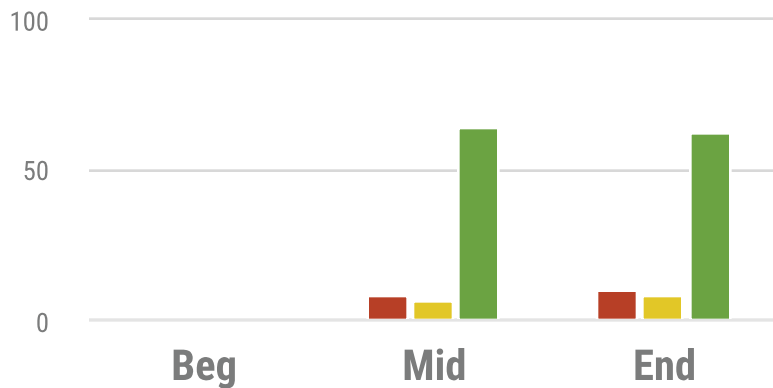
	Beg	Mid	End
At or Above Benchmark	64%	78%	71%
Below Benchmark	9%	8%	15%
Well Below Benchmark	27%	14%	14%
Total Students	160	78	80
Average Score	128.8	193.6	199.9

DORF Words Correct



	Beg	Mid	End
At or Above Benchmark		80%	75%
Below Benchmark		12%	13%
Well Below Benchmark		8%	12%
Total Students		164	167
Average Score		53.8	75.1

DORF Accuracy



	Beg	Mid	End
At or Above Benchmark		82%	78%
Below Benchmark		8%	10%
Well Below Benchmark		10%	13%
Total Students		78	80
Average Score		86.7	92.7

Benchmark Summary Report

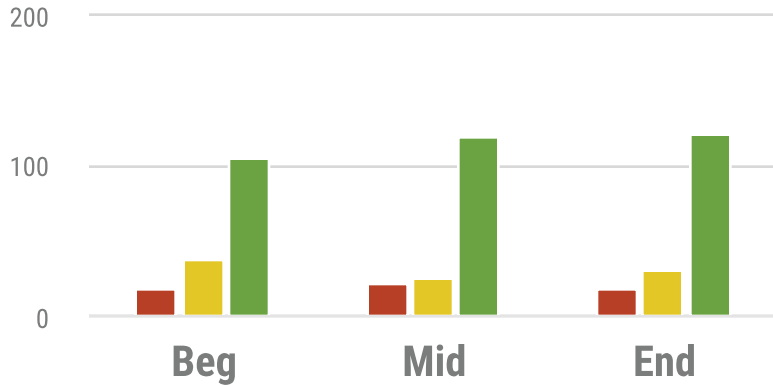
DIBELS Next Grade 1 End

Site: **Pacific Grove USD**
 Teacher: **All Teachers**
 DIBELS Assessment Year: **2017-18**

Roster Date: **Control Panel (05-17-2018)**
 Gender(s): **Male & Female**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

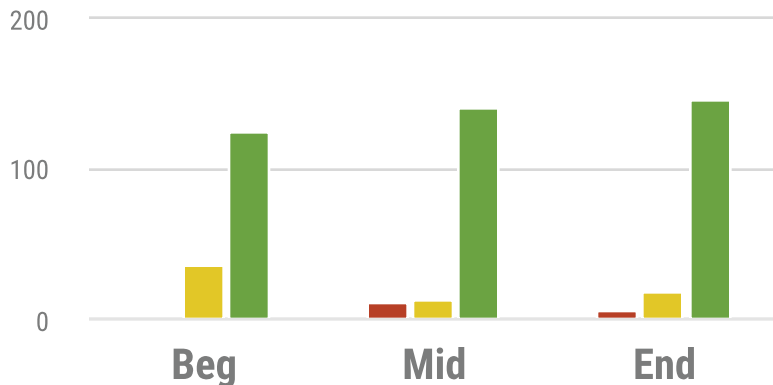
Performance Bands ■ At or Above Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

Nonsense Word Fluency - Correct Letter Sounds



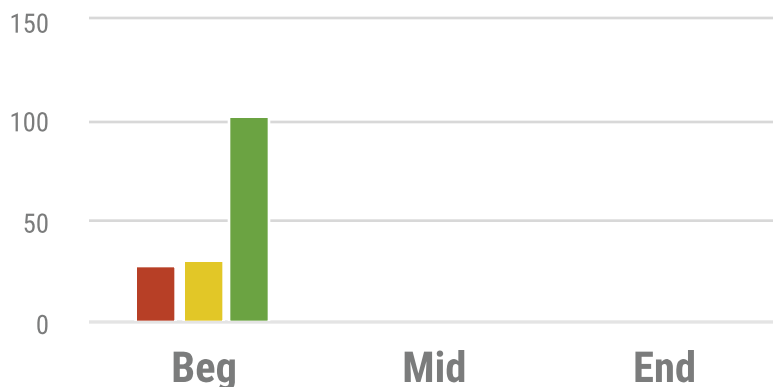
	Beg	Mid	End
At or Above Benchmark	65%	73%	71%
	104	119	120
Below Benchmark	24%	15%	18%
	38	24	30
Well Below Benchmark	11%	13%	11%
	18	21	18
Total Students	160	164	168
Average Score	42.6	70.9	89.7

Nonsense Word Fluency - Whole Words Read



	Beg	Mid	End
At or Above Benchmark	78%	85%	86%
	124	140	145
Below Benchmark	23%	8%	10%
	36	13	17
Well Below Benchmark	0%	7%	4%
	0	11	6
Total Students	160	164	168
Average Score	10.9	22.7	28.8

Phoneme Segmentation Fluency



	Beg	Mid	End
At or Above Benchmark	64%		
	102		
Below Benchmark	19%		
	30		
Well Below Benchmark	18%		
	28		
Total Students	160		
Average Score	42.1		

Benchmark Summary Report

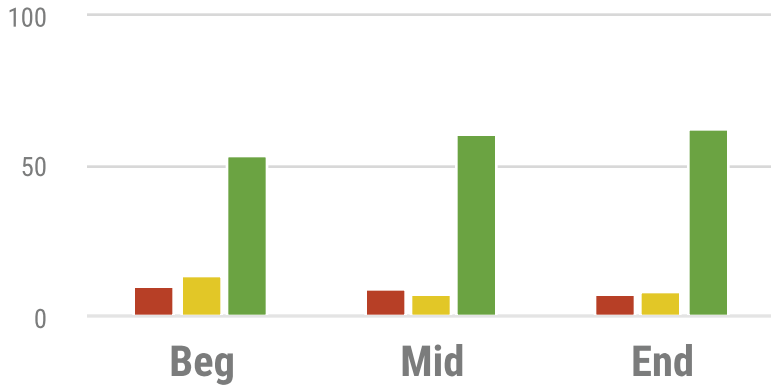
DIBELS Next Grade 2 End

Site: **Pacific Grove USD**
 Teacher: **All Teachers**
 DIBELS Assessment Year: **2017-18**

Roster Date: **Control Panel (05-17-2018)**
 Gender(s): **Male & Female**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

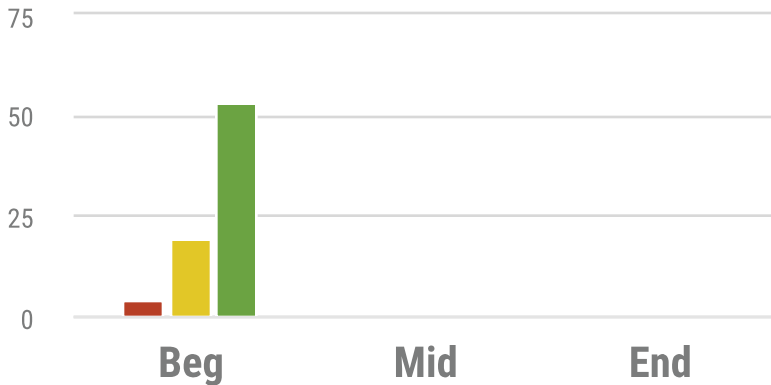
Performance Bands ■ At or Above Benchmark - Core Support ■ Below Benchmark - Strategic Support ■ Well Below Benchmark - Intensive Support

DORF Words Correct



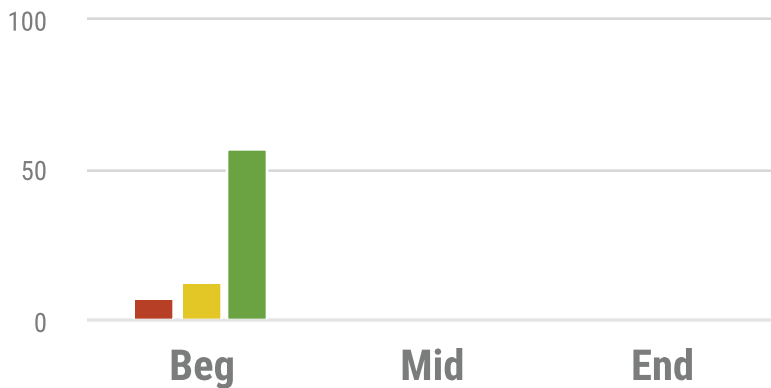
	Beg	Mid	End
At or Above Benchmark	70% 53	79% 60	81% 62
Below Benchmark	17% 13	9% 7	10% 8
Well Below Benchmark	13% 10	12% 9	9% 7
Total Students	76	76	77
Average Score	76.5	104.8	123.8

Nonsense Word Fluency - Correct Letter Sounds



	Beg	Mid	End
At or Above Benchmark	70% 53		
Below Benchmark	25% 19		
Well Below Benchmark	5% 4		
Total Students	76		
Average Score	81.2		

Nonsense Word Fluency - Whole Words Read



	Beg	Mid	End
At or Above Benchmark	75% 57		
Below Benchmark	16% 12		
Well Below Benchmark	9% 7		
Total Students	76		
Average Score	25.6		

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: **Mathematics (Summative)**

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

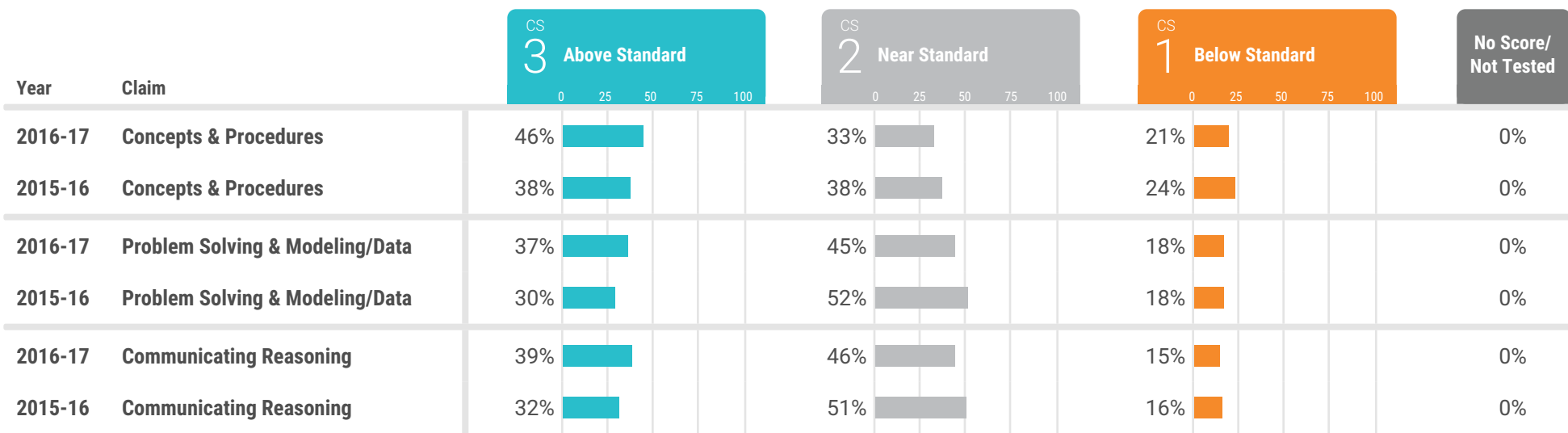
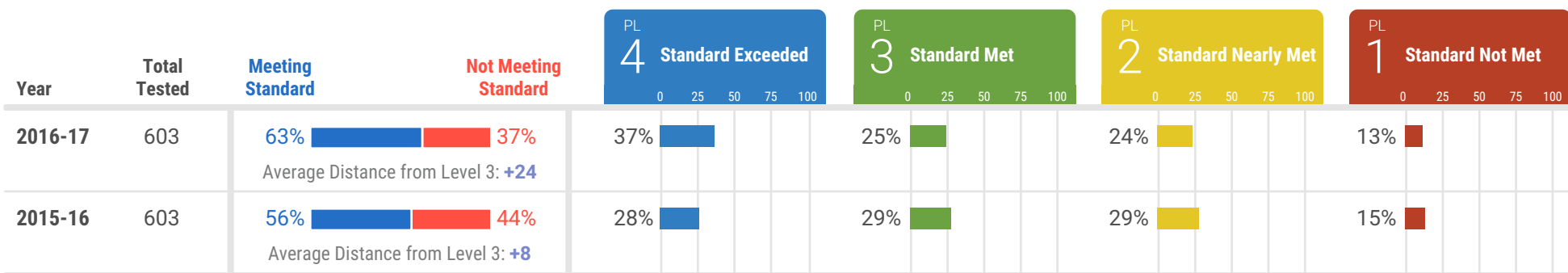
Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: **Mathematics (Summative)**

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

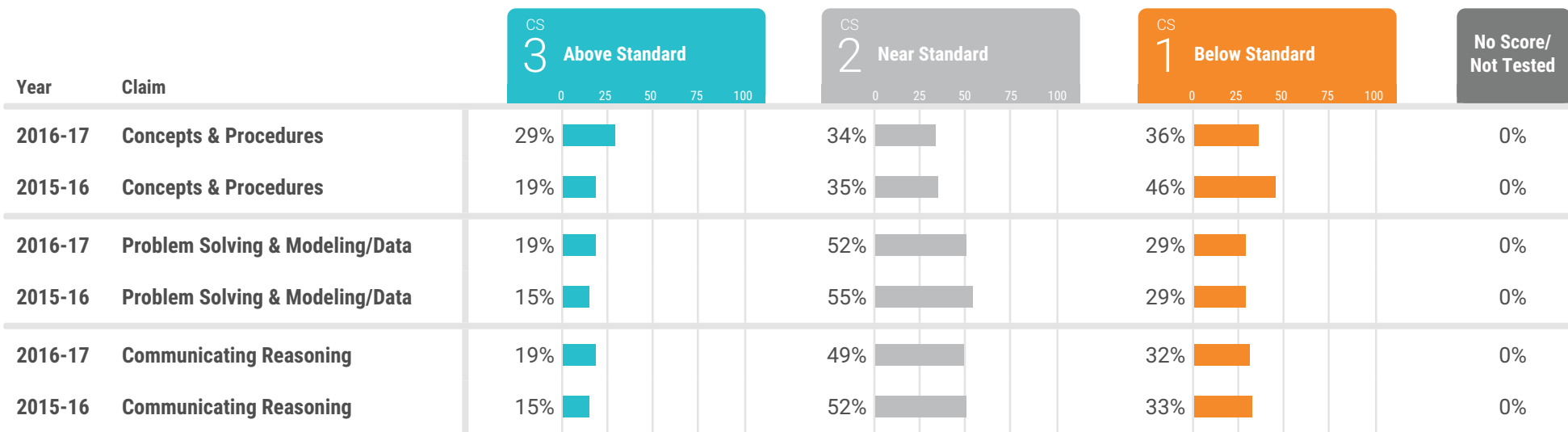
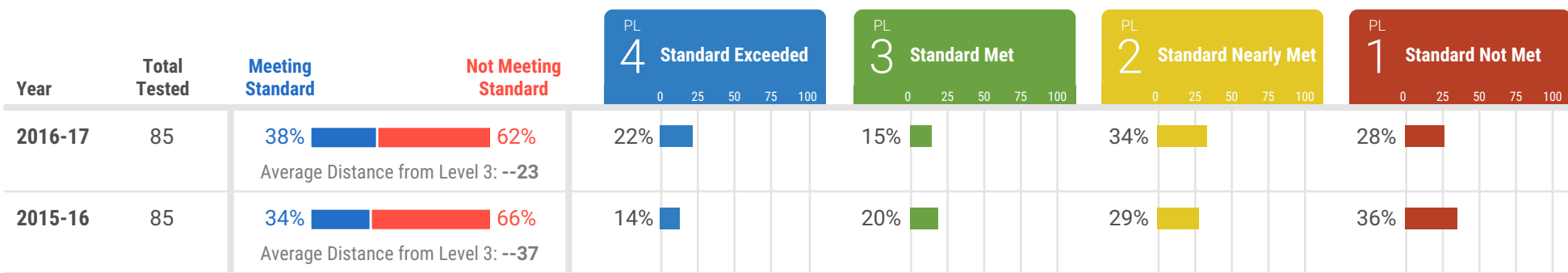
Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
Eng Learner,

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: **Mathematics (Summative)**

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

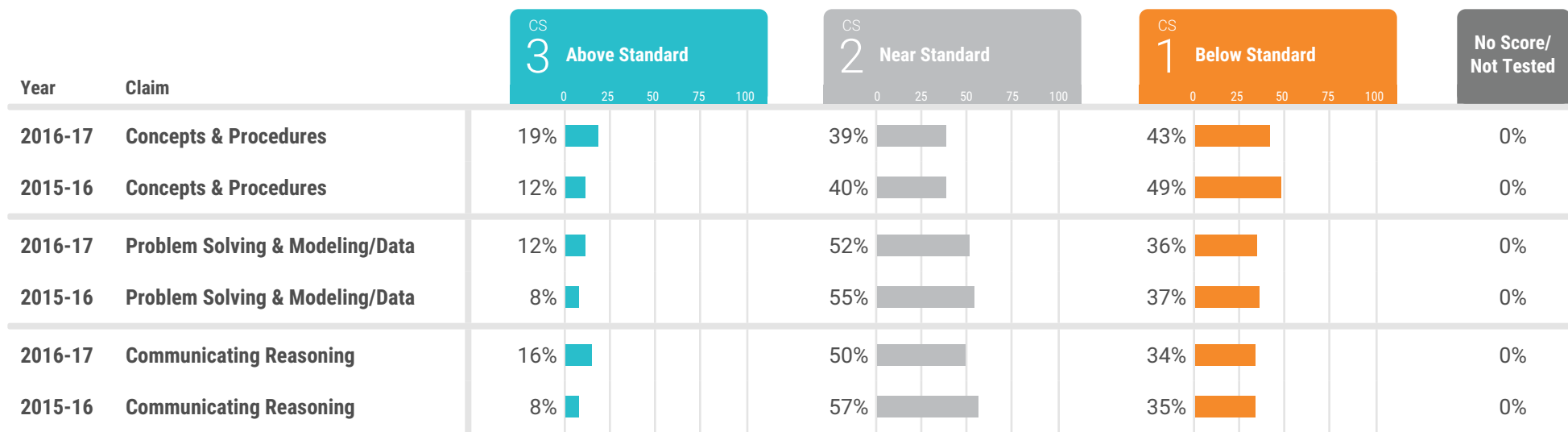
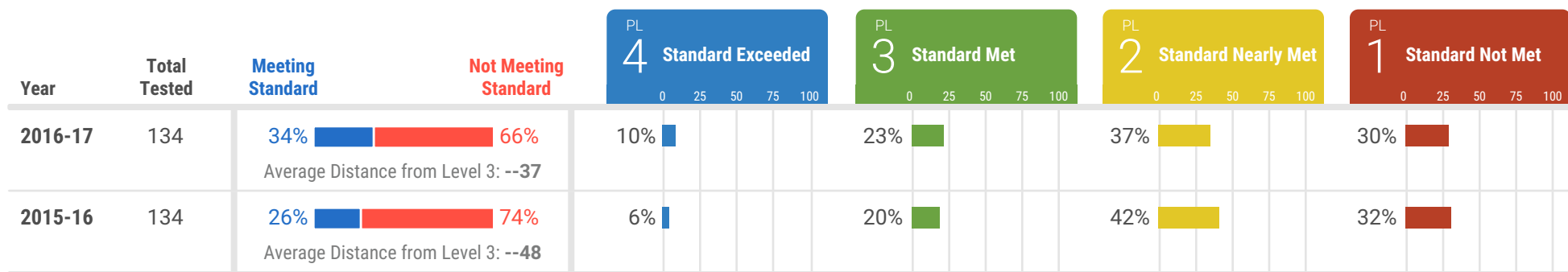
Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
Disadvantaged

English Proficiencies
All

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: **Mathematics (Summative)**

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

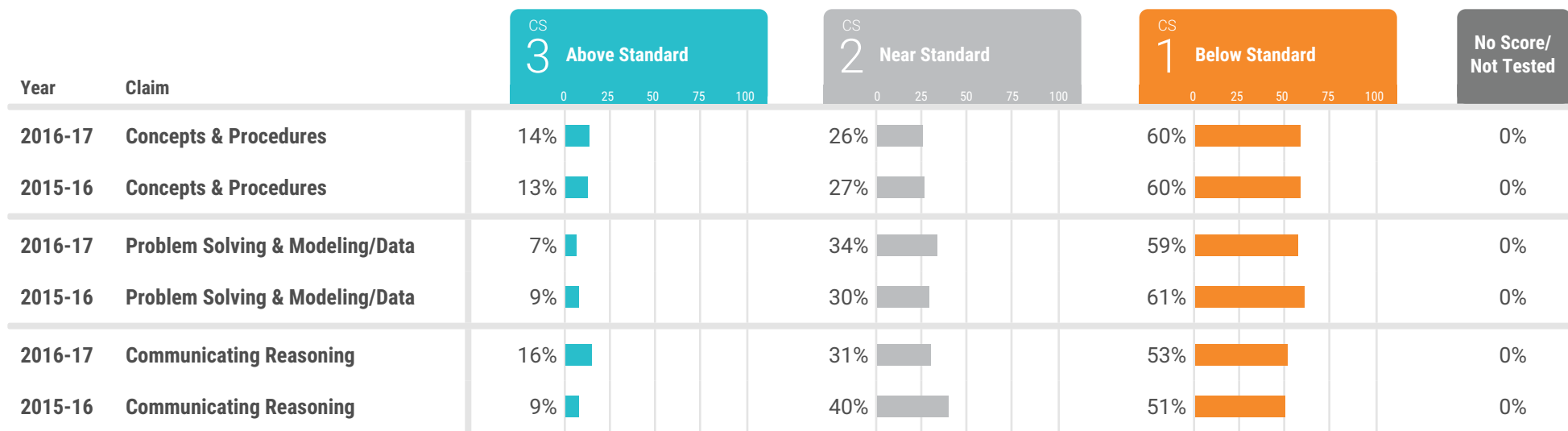
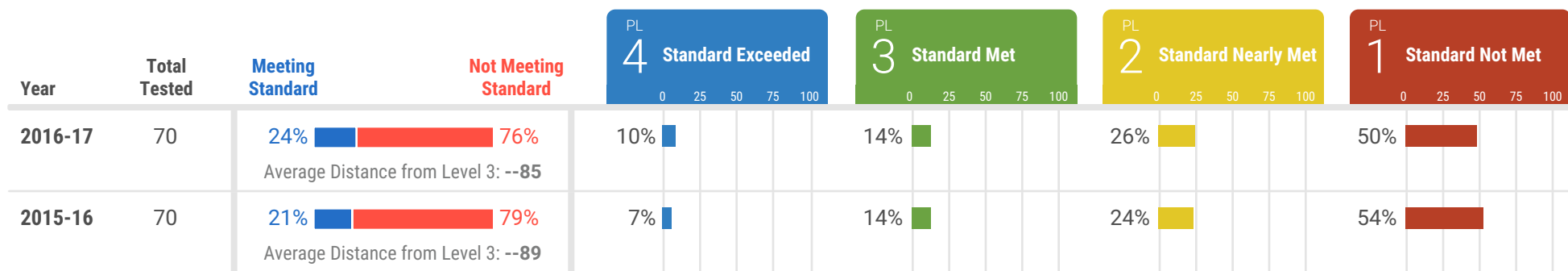
Reported Race
All Reported Races

Special Education
Special Ed

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: **English-Language Arts (Summative)**

Control Panel (05-18-2018)

Grade Level(s)
All

Gender(s)
Male & Female

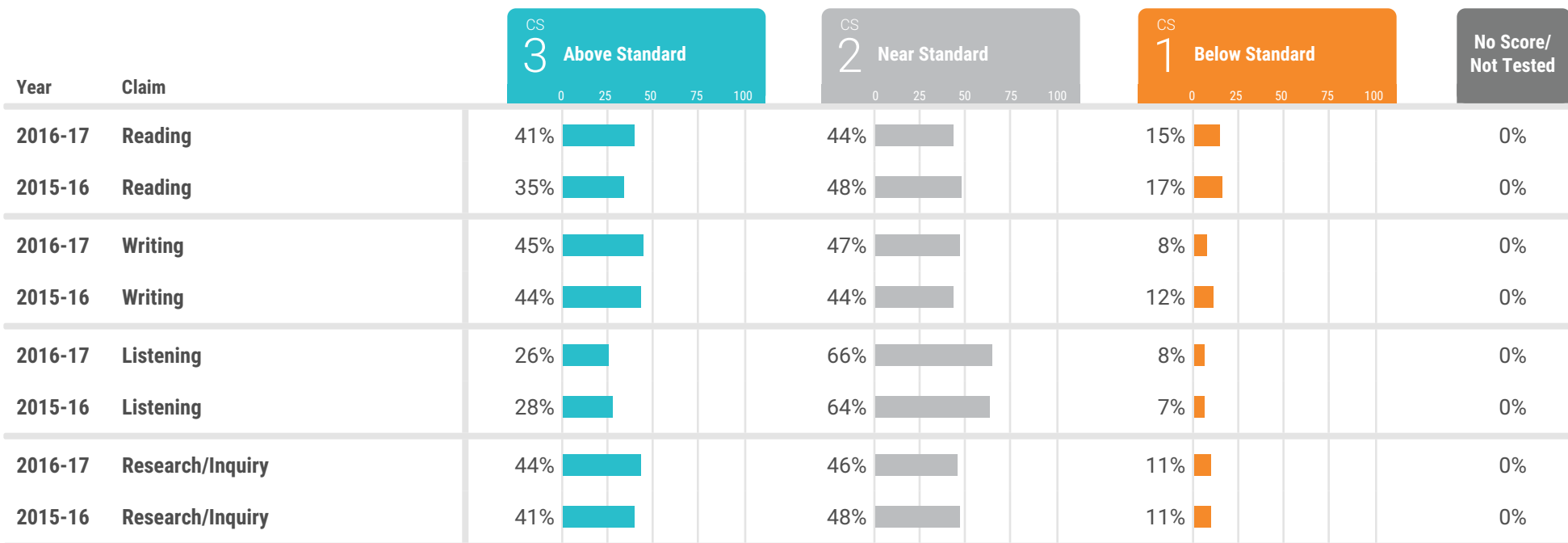
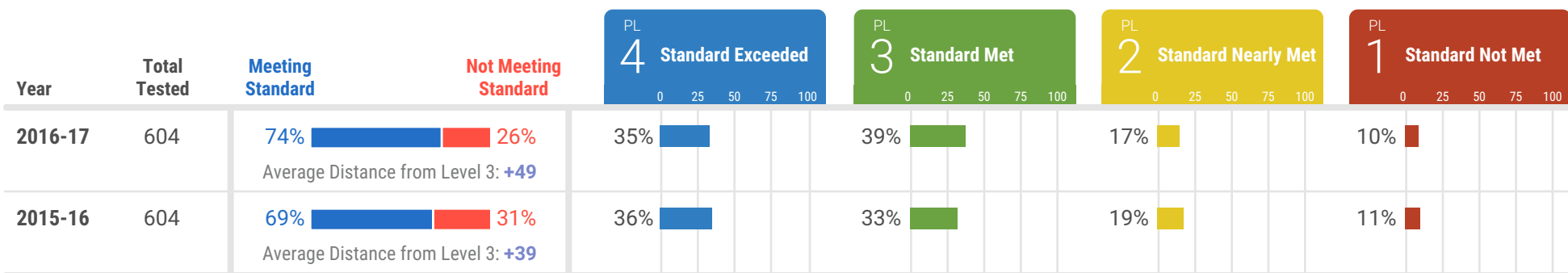
Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: English-Language Arts (Summative)

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

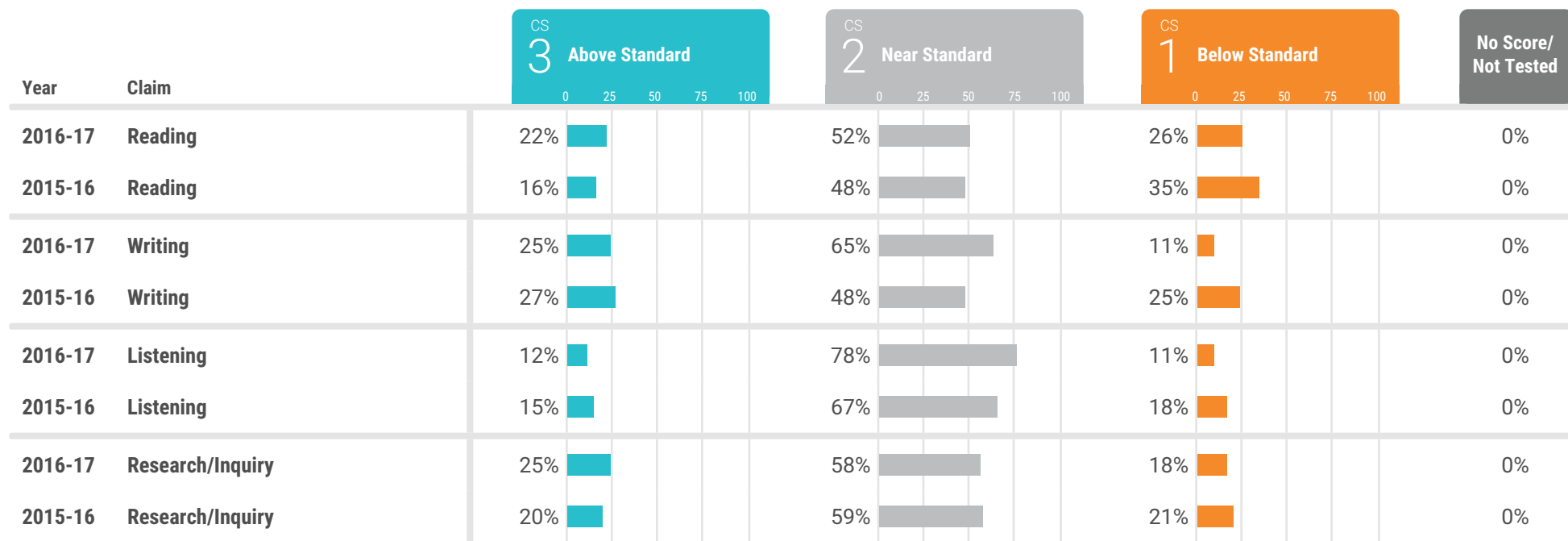
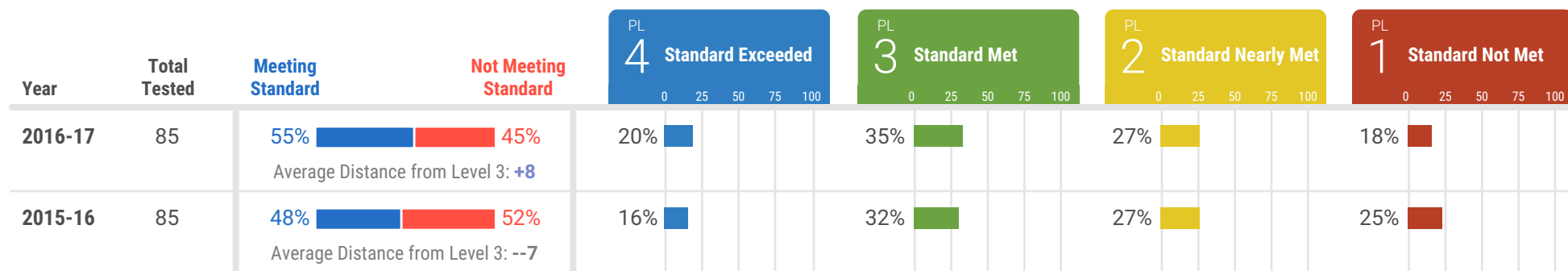
Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
Eng Learner,

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: **English-Language Arts (Summative)**

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

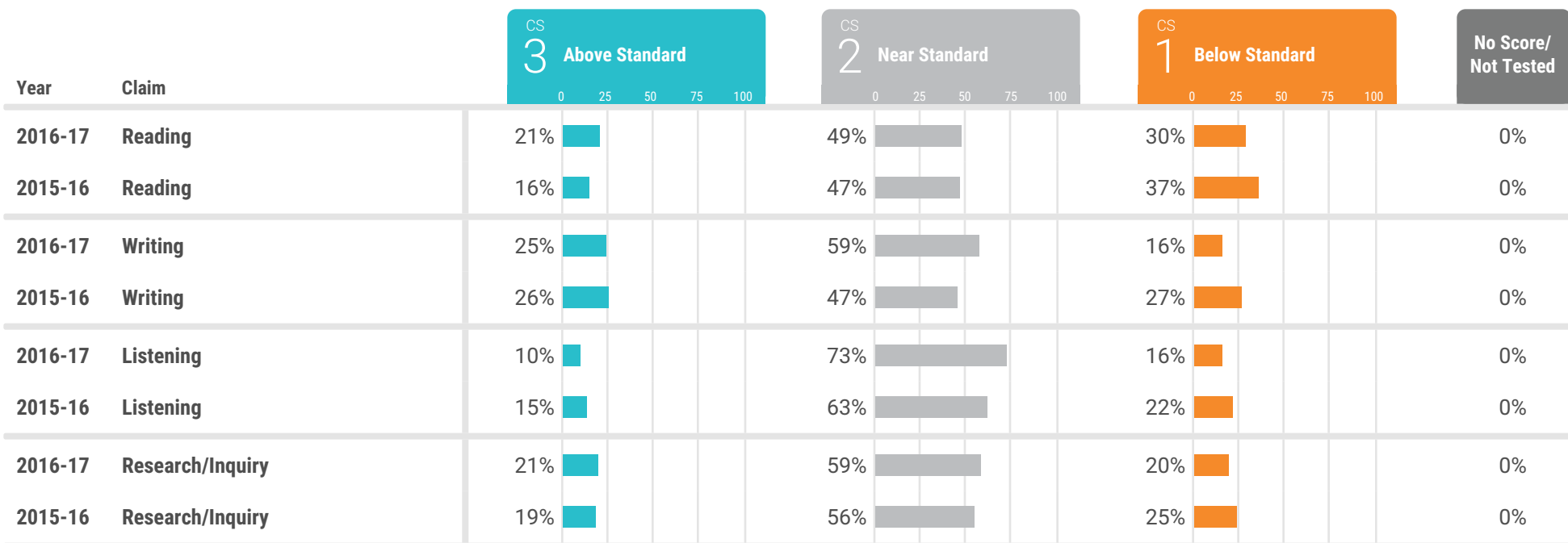
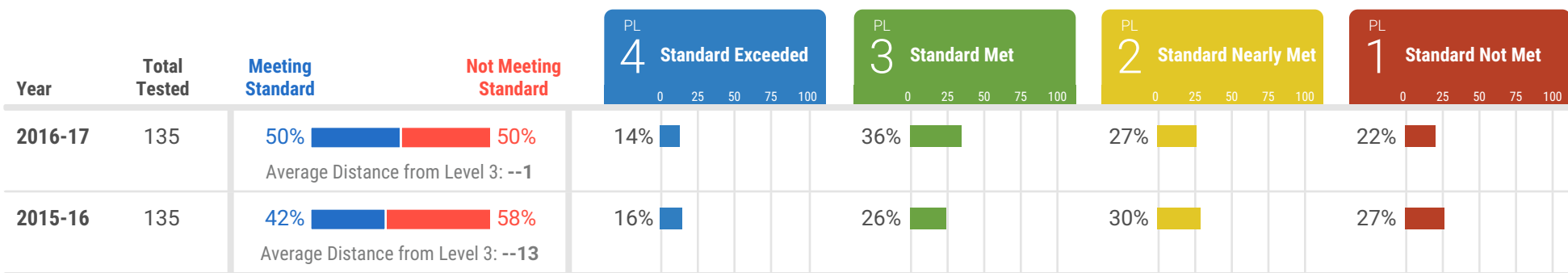
Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
Disadvantaged

English Proficiencies
All

Overall & Claim Performance for Pacific Grove USD



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Public Hearing II

Roster Date

Subject: English-Language Arts (Summative)

Control Panel (05-03-2018)

Grade Level(s)
All

Gender(s)
Male & Female

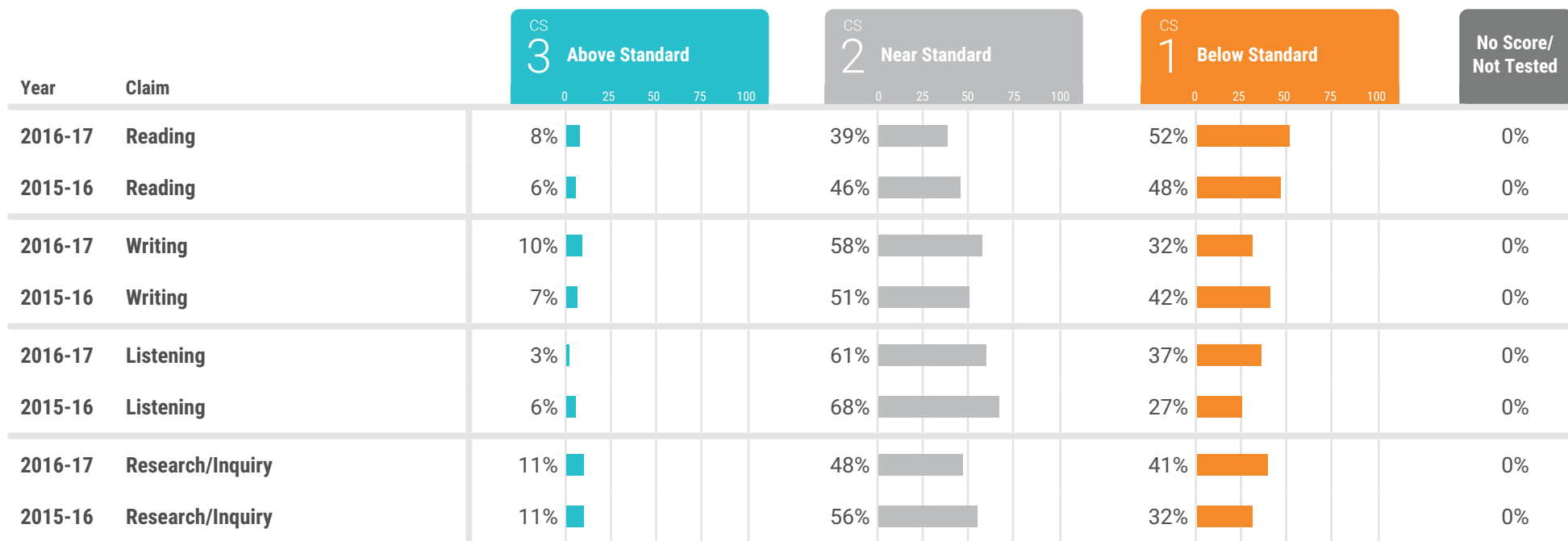
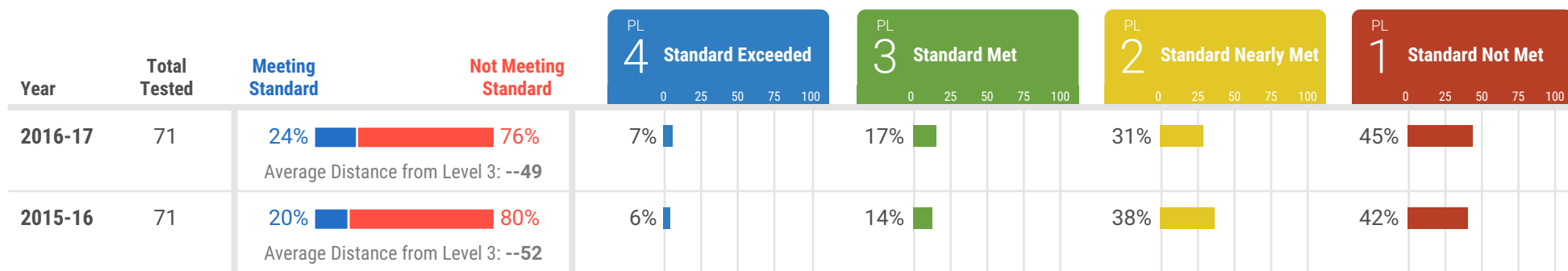
Reported Race
All Reported Races

Special Education
Special Ed

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall & Claim Performance for Pacific Grove USD



Student Achievement - Local Measures

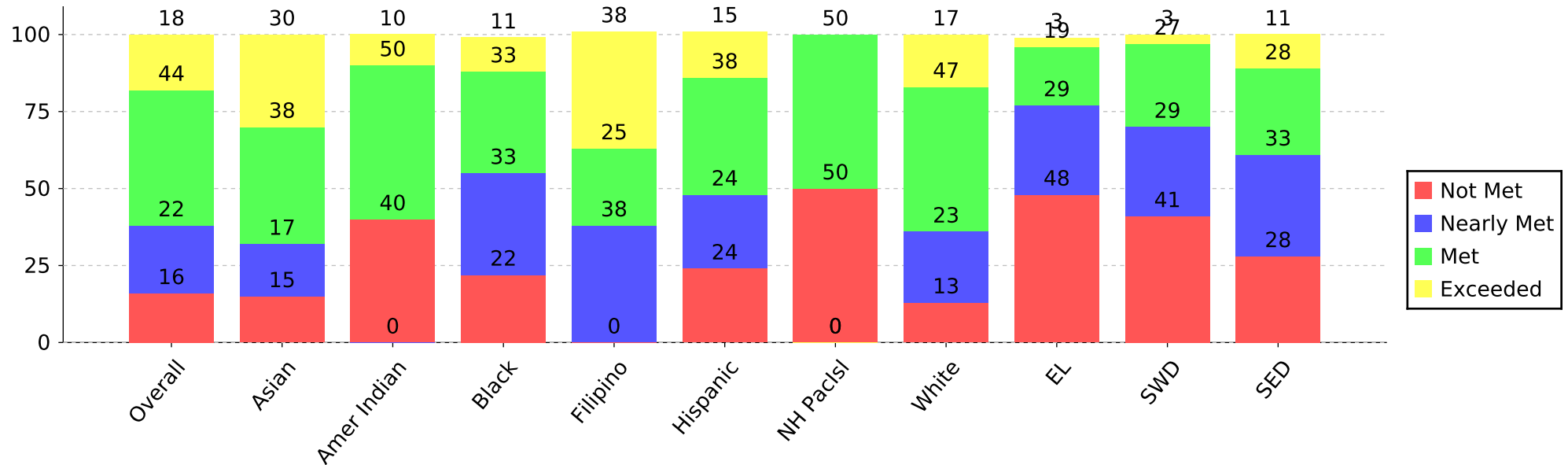
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	16% 92	15% 11	40% 4	22% 4	0% 0	24% 21	50% 1	13% 48	48% 15	41% 30	28% 34	0 0
Nearly Met	22% 125	17% 12	0% 0	33% 6	38% 3	24% 21	0% 0	23% 81	29% 9	29% 21	33% 40	0 0
Met	44% 250	38% 27	50% 5	33% 6	25% 2	38% 34	50% 1	47% 167	19% 6	27% 20	28% 34	0 0
Exceeded	18% 103	30% 21	10% 1	11% 2	38% 3	15% 13	0% 0	17% 60	3% 1	3% 2	11% 13	0 0
Total	570	71	10	18	8	89	2	356	31	73	121	0

Selected Assessments:

Assessment #1: 23863 - Dacuyan, Juliana - Orange - Grade 1 ELA (2017-18) - IFA

Assessment #2: 22869 - Dacuyan, Juliana - Orange - Grade 2 ELA (2017-18) - IFA

Assessment #3: 22881 - Dacuyan, Juliana - Orange - Grade 3 ELA (2017-18) - IFA

Assessment #4: 19188 - Dacuyan, Juliana - Orange - Grade 4 ELA (2017-18) - IFA

Assessment #5: 19036 - Binder, Matthew - Orange - Grade 5 ELA (2017-18) - IFA
PGUSD

Student Achievement - Local Measures

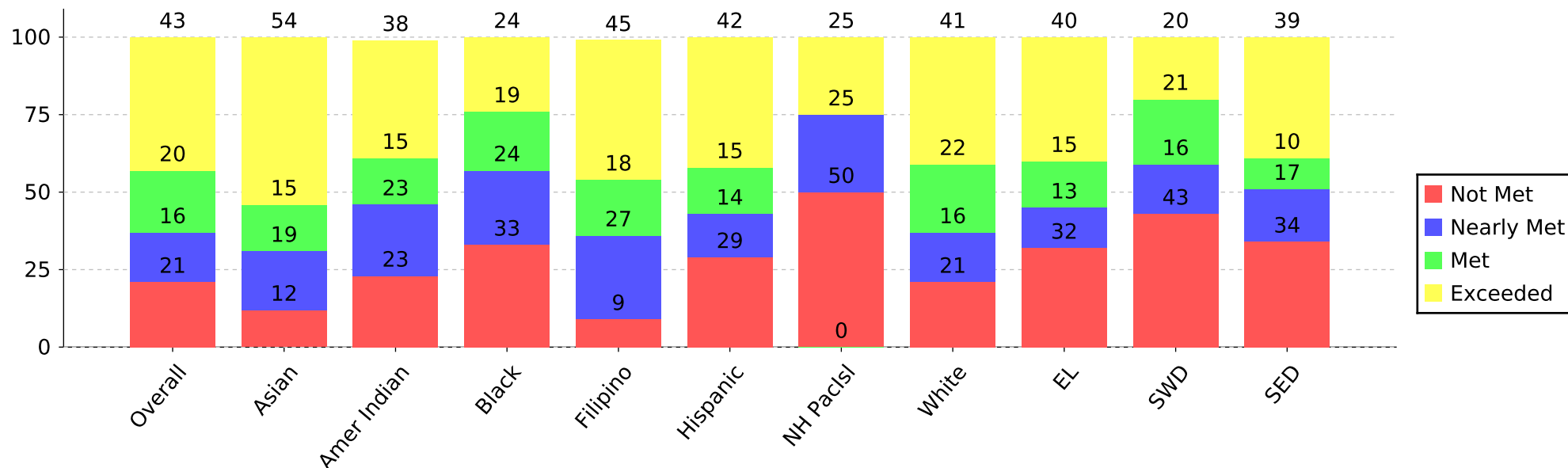
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	21% 159	12% 10	23% 3	33% 7	9% 1	29% 38	50% 2	21% 94	32% 17	43% 40	34% 57	0 0
Nearly Met	16% 123	19% 16	23% 3	24% 5	27% 3	14% 18	25% 1	16% 73	13% 7	16% 15	17% 29	0 0
Met	20% 146	15% 13	15% 2	19% 4	18% 2	15% 19	0% 0	22% 100	15% 8	21% 19	10% 17	0 0
Exceeded	43% 318	54% 45	38% 5	24% 5	45% 5	42% 55	25% 1	41% 189	40% 21	20% 18	39% 65	0 0
Total	746	84	13	21	11	130	4	456	53	92	168	0

Selected Assessments:

Assessment #1: 11281 - Illuminate, Assessments - My Math Gr 1 BM 1 (Orange IFA Alternative)

Assessment #6: 23384 - Dacuyan, Juliana - Orange - Grade 5 Math (2017-18) - IFA

Assessment #2: 23864 - Dacuyan, Juliana - Orange - Grade 1 Math (2017-18) - IFA

Assessment #3: 22866 - Dacuyan, Juliana - Orange - Grade 2 Math (2017-18) - IFA

Assessment #4: 22884 - Dacuyan, Juliana - Orange - Grade 3 Math (2017-18) - IFA

Assessment #5: 23382 - Dacuyan, Juliana - Orange - Grade 4 Math (2017-18) - IFA (Incorrectly PGUSD

Regular Meeting of May 24, 2018

Student Achievement - Local Measures

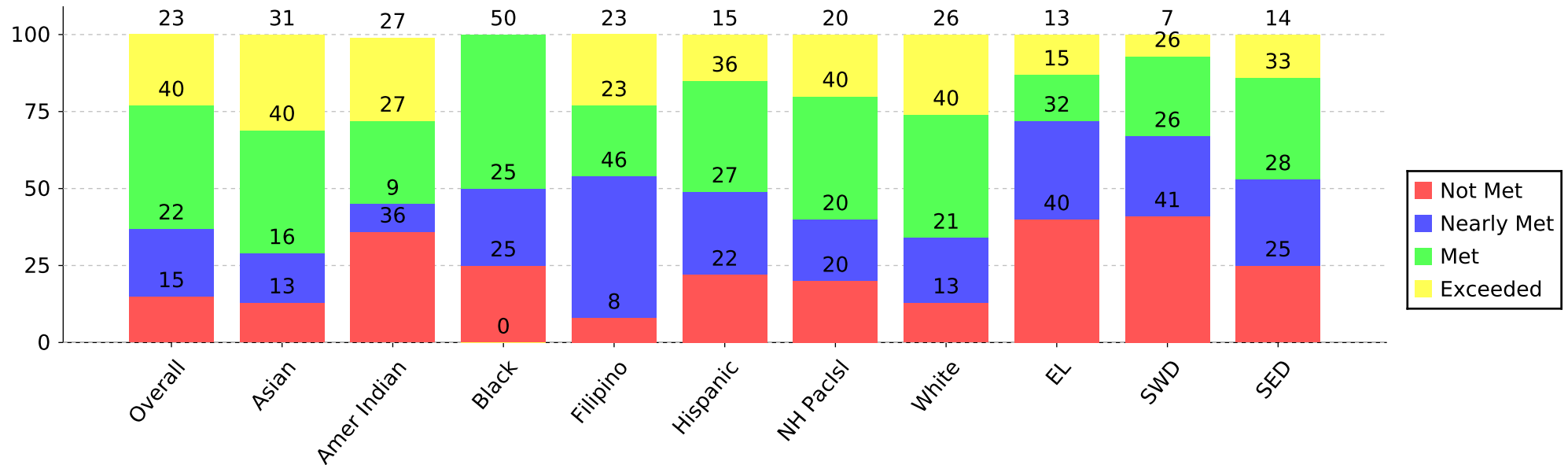
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	15% 110	13% 11	36% 4	25% 5	8% 1	22% 29	20% 1	13% 58	40% 21	41% 39	25% 42	0 0
Nearly Met	22% 162	16% 14	9% 1	25% 5	46% 6	27% 35	20% 1	21% 92	32% 17	26% 24	28% 48	0 0
Met	40% 296	40% 34	27% 3	50% 10	23% 3	36% 46	40% 2	40% 179	15% 8	26% 24	33% 55	0 0
Exceeded	23% 169	31% 26	27% 3	0% 0	23% 3	15% 19	20% 1	26% 113	13% 7	7% 7	14% 24	0 0
Total	737	85	11	20	13	129	5	442	53	94	169	0

Selected Assessments:

Assessment #1: 25176 - Dacuyan, Juliana - Green - Grade 1 ELA (2017-18) - IFA

Assessment #2: 24649 - Dacuyan, Juliana - Green - Grade 2 ELA (2017-18) - IFA

Assessment #3: 22890 - Dacuyan, Juliana - Green - Grade 3 ELA (2017-18) - IFA

Assessment #4: 19187 - Dacuyan, Juliana - Green - Grade 4 ELA (2017-18) - IFA

Assessment #5: 25165 - Dacuyan, Juliana - Green - Grade 5 ELA (2017-18) - IFA

PGUSD

Regular Meeting of May 24, 2018

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Student Achievement - Local Measures

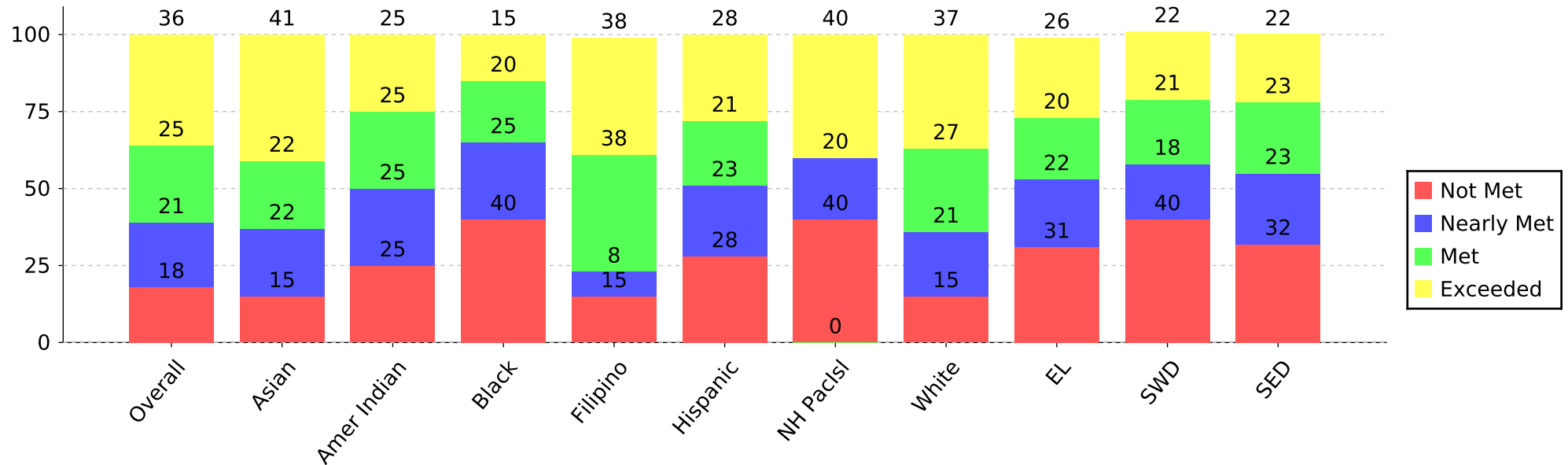
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	18% 135	15% 13	25% 3	40% 8	15% 2	28% 36	40% 2	15% 68	31% 17	40% 38	32% 55	0 0
Nearly Met	21% 155	22% 19	25% 3	25% 5	8% 1	23% 30	20% 1	21% 92	22% 12	18% 17	23% 39	0 0
Met	25% 185	22% 19	25% 3	20% 4	38% 5	21% 27	0% 0	27% 118	20% 11	21% 20	23% 40	0 0
Exceeded	36% 263	41% 35	25% 3	15% 3	38% 5	28% 36	40% 2	37% 164	26% 14	22% 21	22% 38	0 0
Total	738	86	12	20	13	129	5	442	54	96	172	0

Selected Assessments:

Assessment #1: 24729 - Dacuyan, Juliana - Green - Grade 1 Math (2017-18) - IFA

Assessment #2: 24789 - Dacuyan, Juliana - Green - Grade 2 Math (2017-18) - IFA

Assessment #3: 24739 - Dacuyan, Juliana - Green - Grade 3 Math (2017-18) - IFA

Assessment #4: 25162 - Dacuyan, Juliana - Green - Grade 4 Math (2017-18) - IFA

Assessment #5: 24742 - Dacuyan, Juliana - Green - Grade 5 Math (2017-18) - IFA

PGUSD

Regular Meeting of May 24, 2018

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Student Achievement - Local Measures

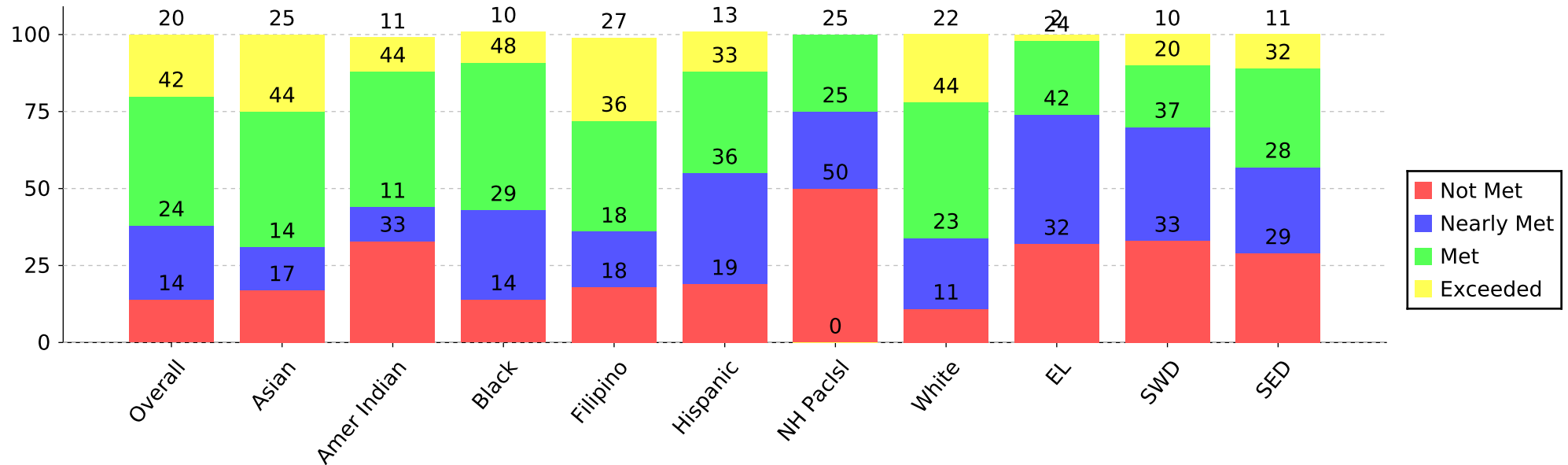
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	14%	17%	33%	14%	18%	19%	50%	11%	32%	33%	29%	0
	99	14	3	3	2	24	2	47	16	27	46	0
Nearly Met	24%	14%	11%	29%	18%	36%	25%	23%	42%	37%	28%	0
	174	12	1	6	2	45	1	98	21	31	45	0
Met	42%	44%	44%	48%	36%	33%	25%	44%	24%	20%	32%	0
	297	37	4	10	4	41	1	184	12	17	51	0
Exceeded	20%	25%	11%	10%	27%	13%	0%	22%	2%	10%	11%	0
	142	21	1	2	3	16	0	92	1	8	18	0
Total	712	84	9	21	11	126	4	421	50	83	160	0

Selected Assessments:

Assessment #1: 25957 - Dacuyan, Juliana - Pink - Grade 1 ELA - (2017-18) - IFA

Assessment #2: 25644 - Dacuyan, Juliana - Pink - Grade 2 ELA (2017-18) - IFA

Assessment #3: 22875 - Dacuyan, Juliana - Pink - Grade 3 ELA (2017-18) - IFA

Assessment #4: 25638 - Dacuyan, Juliana - Pink - Grade 4 ELA (2017-18) - IFA

Assessment #5: 25640 - Dacuyan, Juliana - Pink - Grade 5 ELA (2017-18) - IFA

PGUSD

Student Achievement - Local Measures

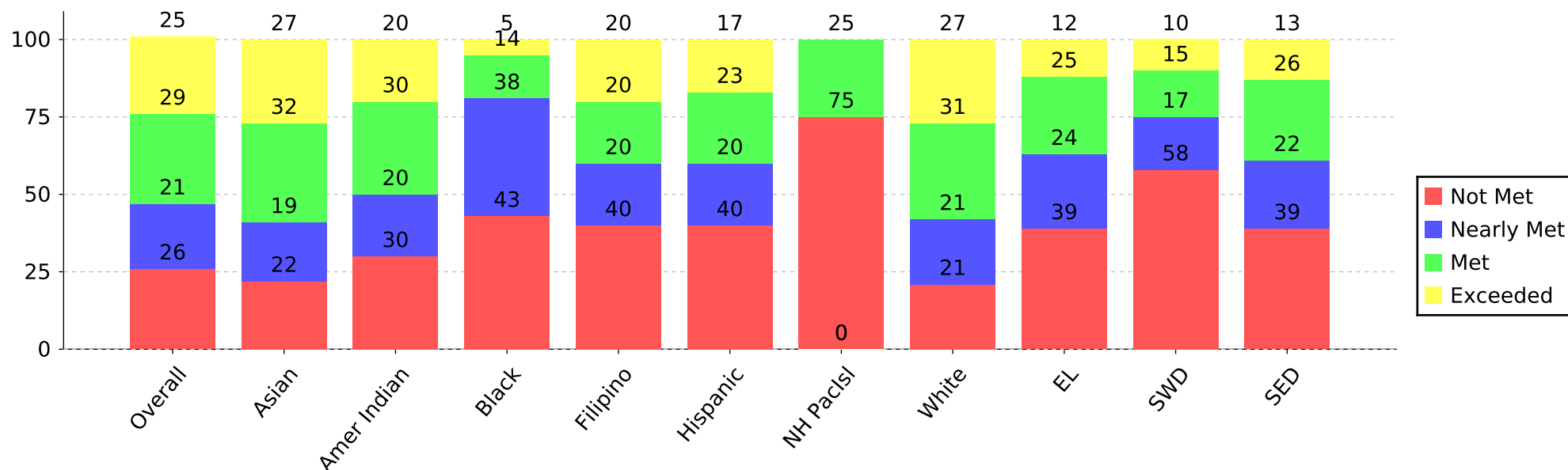
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	26% 179	22% 18	30% 3	43% 9	40% 4	40% 49	75% 3	21% 85	39% 20	58% 47	39% 62	0 0
Nearly Met	21% 143	19% 15	20% 2	38% 8	20% 2	20% 25	0% 0	21% 83	24% 12	17% 14	22% 34	0 0
Met	29% 197	32% 26	30% 3	14% 3	20% 2	23% 28	25% 1	31% 126	25% 13	15% 12	26% 41	0 0
Exceeded	25% 170	27% 22	20% 2	5% 1	20% 2	17% 21	0% 0	27% 110	12% 6	10% 8	13% 21	0 0
Total	689	81	10	21	10	123	4	404	51	81	158	0

Selected Assessments:

Assessment #1: 25951 - Dacuyan, Juliana - Pink - Grade 1 Math - (2017-18) - IFA

Assessment #2: 25639 - Dacuyan, Juliana - Pink - Grade 2 Math - (2017-18) - IFA

Assessment #3: 25641 - Dacuyan, Juliana - Pink - Grade 3 Math (2017-18) - IFA

Assessment #4: 19091 - Binder, Matthew - Pink - Grade 4 Math (2017-18) - IFA

Assessment #5: 19047 - Binder, Matthew - Pink - Grade 5 Math (2017-18) - IFA

PGUSD

Student Achievement - Local Measures

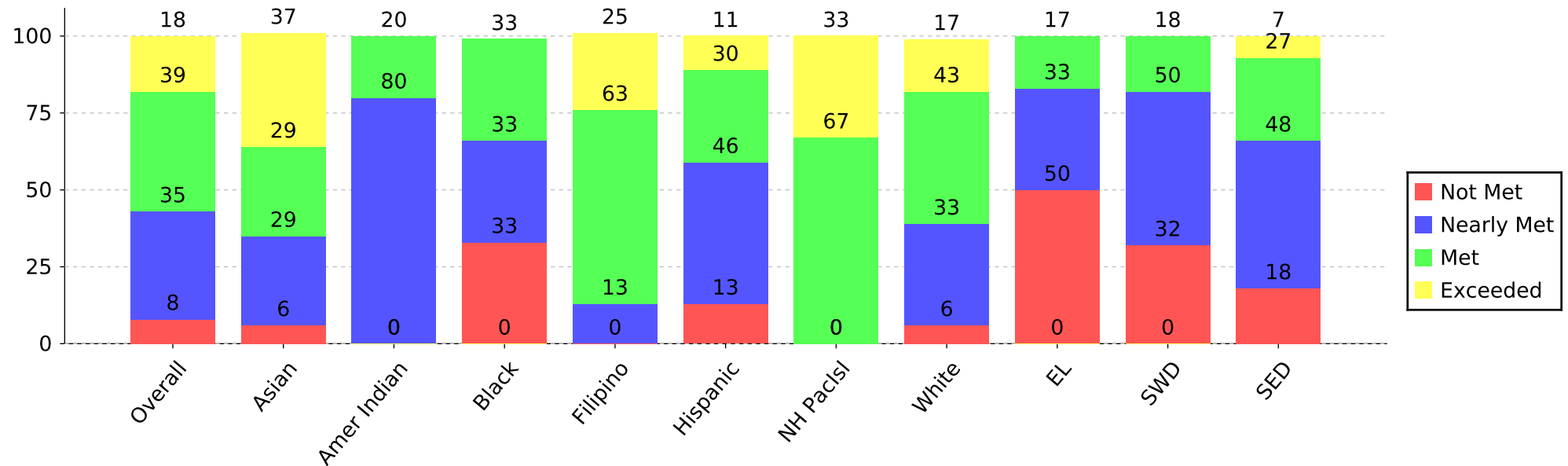
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	8% 24	6% 2	0% 0	33% 1	0% 0	13% 7	0% 0	6% 12	50% 3	32% 7	18% 13	0 0
Nearly Met	35% 107	29% 10	80% 4	33% 1	13% 1	46% 25	0% 0	33% 63	33% 2	50% 11	48% 34	0 0
Met	39% 118	29% 10	20% 1	33% 1	63% 5	30% 16	67% 2	43% 82	17% 1	18% 4	27% 19	0 0
Exceeded	18% 55	37% 13	0% 0	0% 0	25% 2	11% 6	33% 1	17% 33	0% 0	0% 0	7% 5	0 0
Total	304	35	5	3	8	54	3	190	6	22	71	0

Selected Assessments:

Assessment #1: 22489 - Illuminate, Assessments - Inspect Grade 6 ELA Interim Orange 2017-

Assessment #2: 22478 - Illuminate, Assessments - Inspect Grade 8 ELA Interim Orange 2017-

Student Achievement - Local Measures

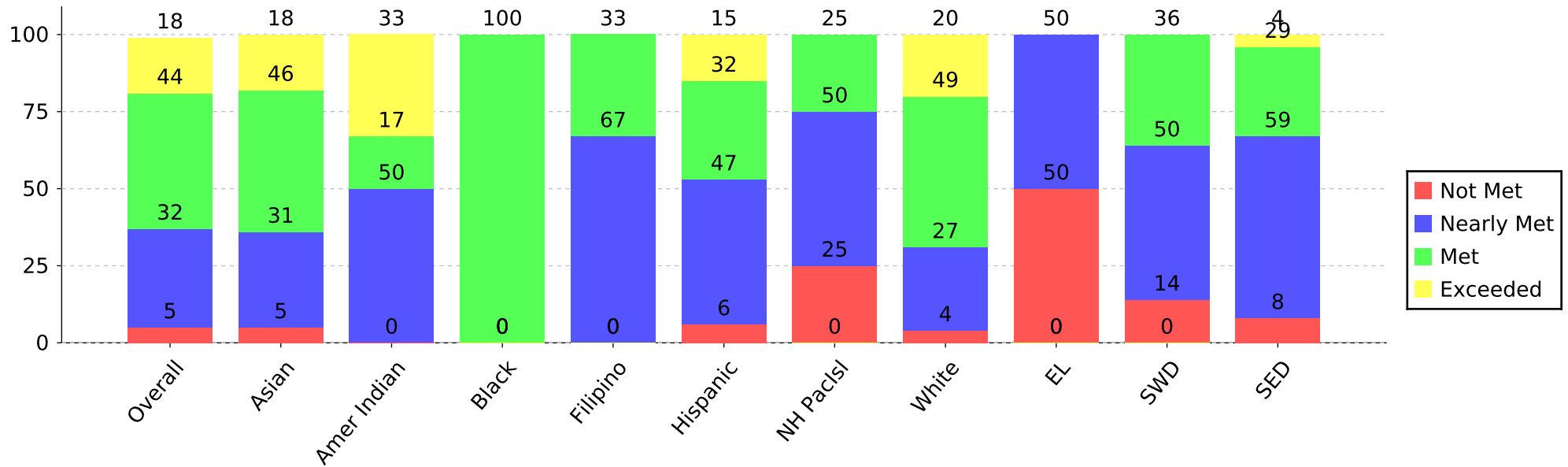
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	5% 14	5% 2	0% 0	0% 0	0% 0	6% 3	25% 1	4% 7	50% 2	14% 2	8% 4	0 0
Nearly Met	32% 85	31% 12	50% 3	0% 0	67% 2	47% 22	50% 2	27% 42	50% 2	50% 7	59% 29	0 0
Met	44% 117	46% 18	17% 1	100% 2	33% 1	32% 15	25% 1	49% 78	0% 0	36% 5	29% 14	0 0
Exceeded	18% 48	18% 7	33% 2	0% 0	0% 0	15% 7	0% 0	20% 31	0% 0	0% 0	4% 2	0 0
Total	264	39	6	2	3	47	4	158	4	14	49	0

Selected Assessments:

Assessment #1: 22483 - Illuminate, Assessments - Inspect Grade 7 ELA Interim Pink 2017-2018

Assessment #2: 22477 - Illuminate, Assessments - Inspect Grade 8 ELA Interim Pink 2017-2018

Student Achievement - Local Measures

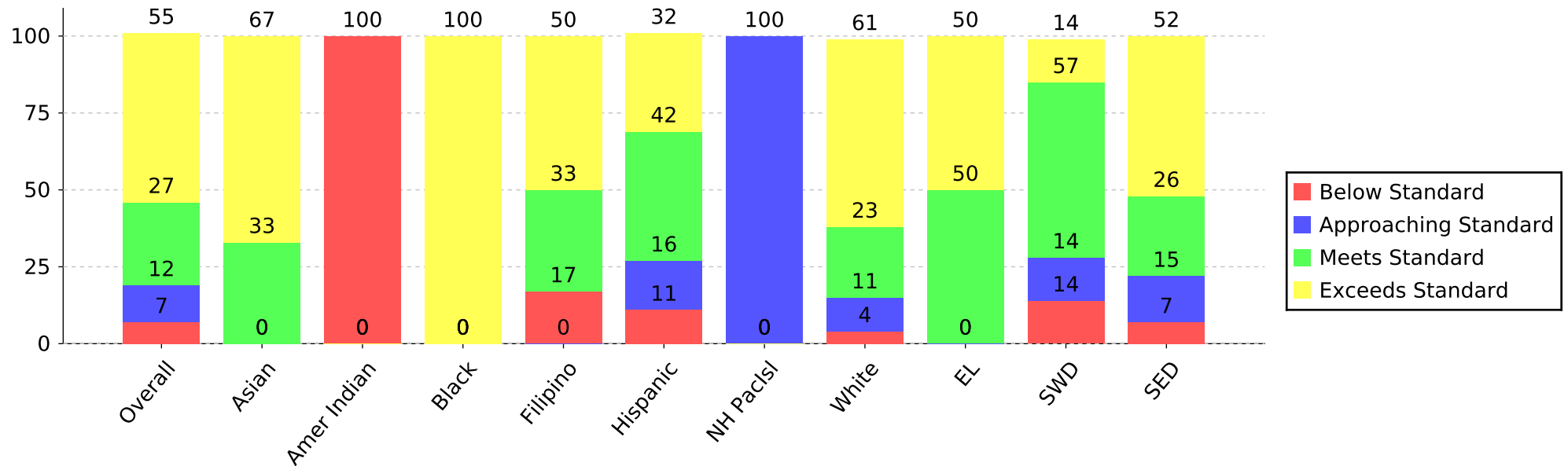
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Below Standard	7%	0%	100%	0%	17%	11%	0%	4%	0%	14%	7%	0
	7	0	1	0	1	2	0	3	0	1	2	0
Approaching Standard	12%	0%	0%	0%	0%	16%	100%	11%	0%	14%	15%	0
	12	0	0	0	0	3	1	8	0	1	4	0
Meets Standard	27%	33%	0%	0%	33%	42%	0%	23%	50%	57%	26%	0
	28	2	0	0	2	8	0	16	1	4	7	0
Exceeds Standard	55%	67%	0%	100%	50%	32%	0%	61%	50%	14%	52%	0
	57	4	0	1	3	6	0	43	1	1	14	0
Total	104	6	1	1	6	19	1	70	2	7	27	0

Selected Assessments:

Assessment #1: 19059 - Kong, Ivy - PGMS 6th Grade Math Q1 IFA (2017-18)

Student Achievement - Local Measures

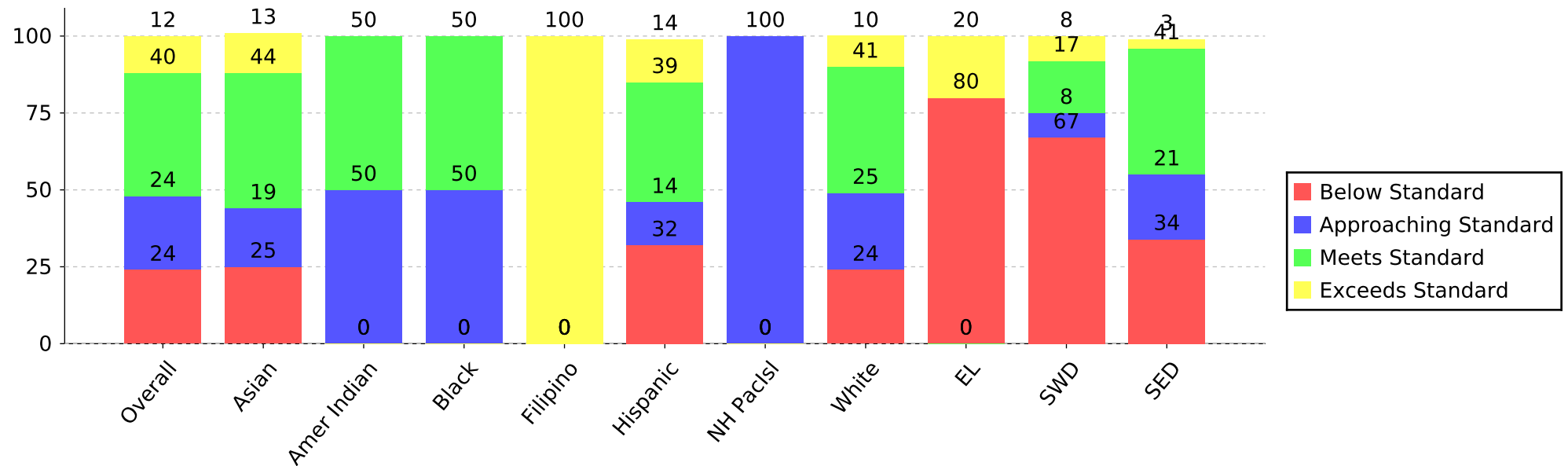
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Below Standard	24% 35	25% 4	0% 0	0% 0	0% 0	32% 9	0% 0	24% 22	80% 4	67% 8	34% 10	0 0
Approaching Standard	24% 35	19% 3	50% 1	50% 1	0% 0	14% 4	100% 3	25% 23	0% 0	8% 1	21% 6	0 0
Meets Standard	40% 58	44% 7	50% 1	50% 1	0% 0	39% 11	0% 0	41% 38	0% 0	17% 2	41% 12	0 0
Exceeds Standard	12% 17	13% 2	0% 0	0% 0	100% 1	14% 4	0% 0	10% 9	20% 1	8% 1	3% 1	0 0
Total	145	16	2	2	1	28	3	92	5	12	29	0

Selected Assessments:

Assessment #1: 23433 - Kong, Ivy - PGMS 7th Grade Math Quarter 1 IFA (2017-18)

Student Achievement - Local Measures

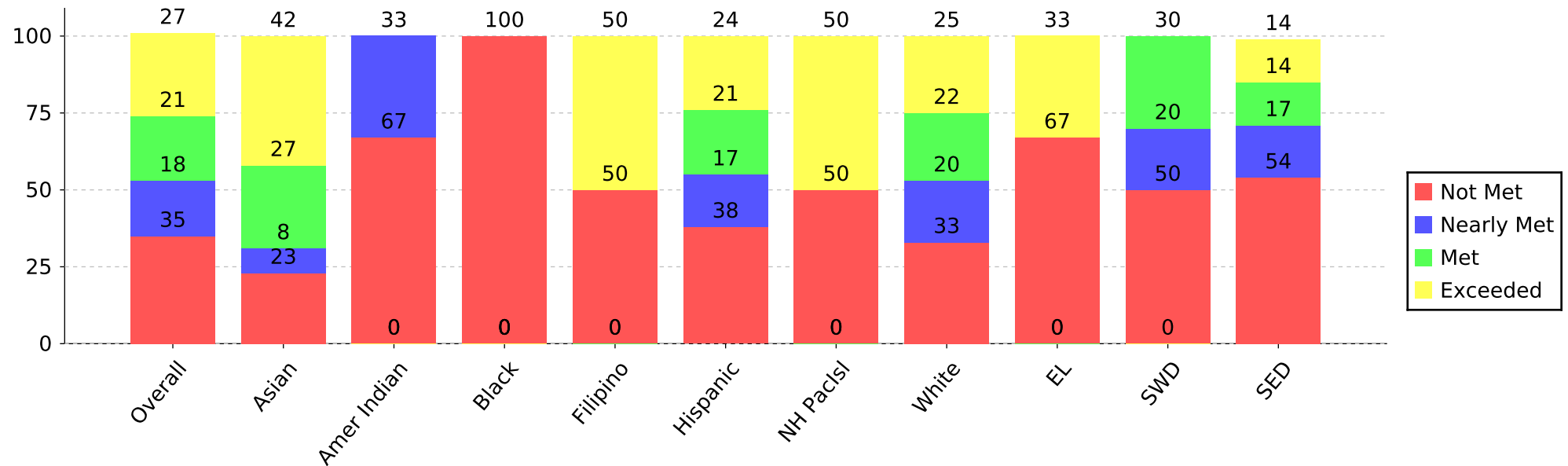
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	35% 56	23% 6	67% 2	100% 1	50% 1	38% 11	50% 1	33% 31	67% 2	50% 5	54% 19	0 0
Nearly Met	18% 28	8% 2	33% 1	0% 0	0% 0	17% 5	0% 0	20% 19	0% 0	20% 2	17% 6	0 0
Met	21% 33	27% 7	0% 0	0% 0	0% 0	21% 6	0% 0	22% 20	0% 0	30% 3	14% 5	0 0
Exceeded	27% 43	42% 11	0% 0	0% 0	50% 1	24% 7	50% 1	25% 23	33% 1	0% 0	14% 5	0 0
Total	160	26	3	1	2	29	2	93	3	10	35	0

Selected Assessments:

Assessment #1: 19058 - Roman, Heather - Math 8 Quarter 1 IFA

Student Achievement - Local Measures

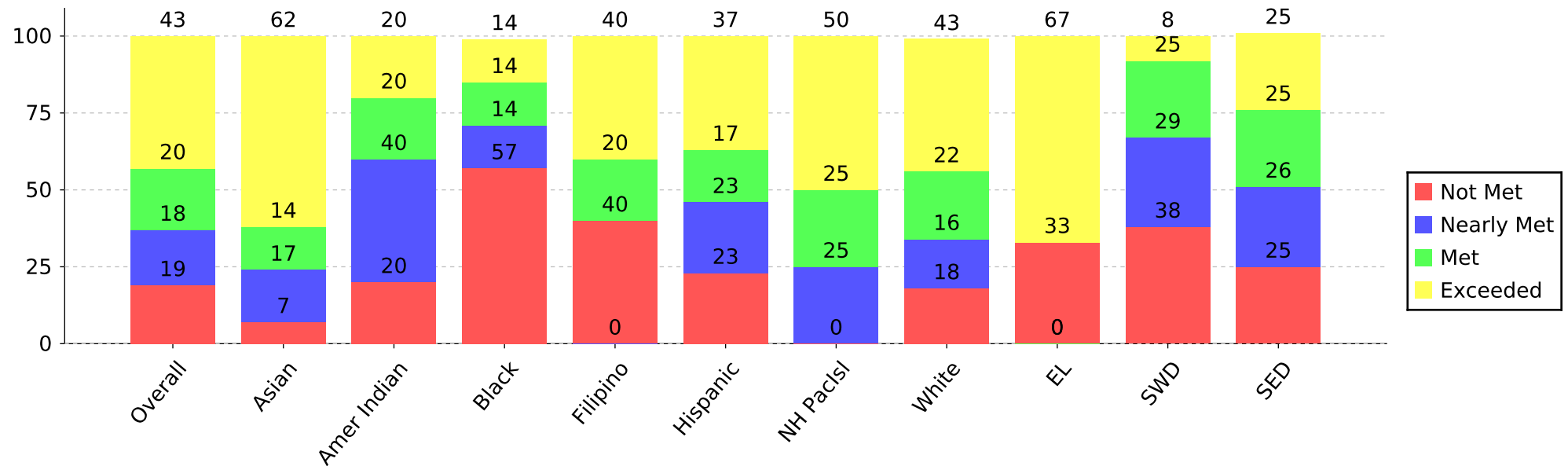
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	19% 57	7% 3	20% 1	57% 4	40% 2	23% 12	0% 0	18% 32	33% 1	38% 9	25% 15	0 0
Nearly Met	18% 53	17% 7	40% 2	14% 1	0% 0	23% 12	25% 1	16% 29	0% 0	29% 7	26% 16	0 0
Met	20% 59	14% 6	20% 1	14% 1	20% 1	17% 9	25% 1	22% 39	0% 0	25% 6	25% 15	0 0
Exceeded	43% 129	62% 26	20% 1	14% 1	40% 2	37% 19	50% 2	43% 76	67% 2	8% 2	25% 15	0 0
Total	298	42	5	7	5	52	4	176	3	24	61	0

Selected Assessments:

Assessment #1: 19057 - Binder, Matthew - KDS Grade 8 Math Interim 2016-2017 (Pink)

Student Achievement - Local Measures

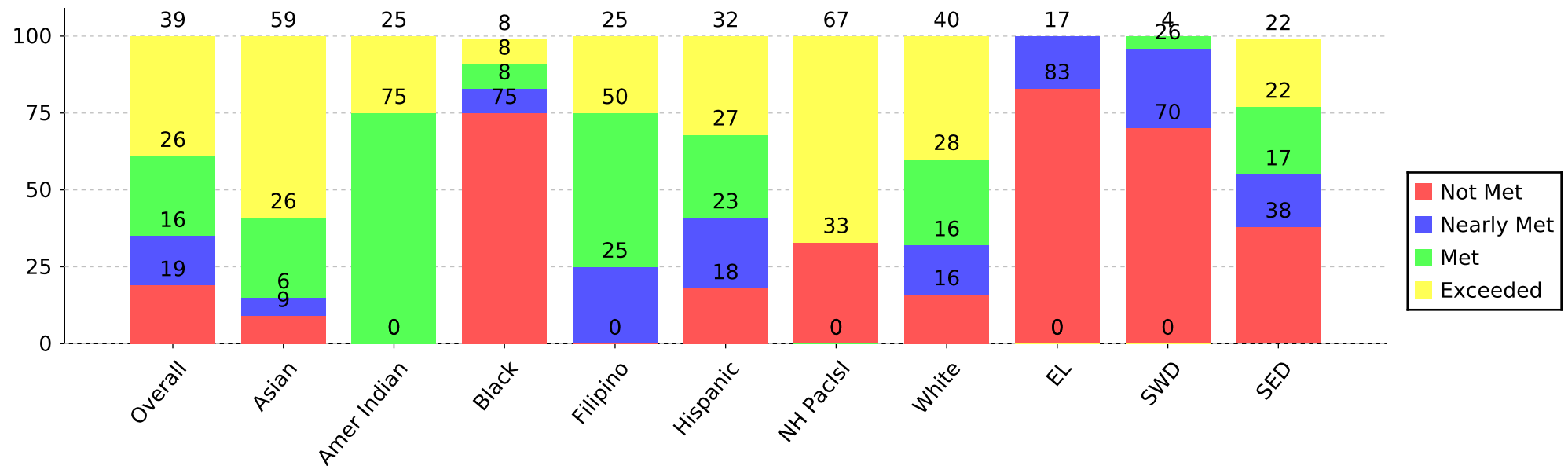
Benchmark % of Students by Performance Band and Subgroup

Site: Pacific Grove USD

Public Hearing II

Teacher: All

Date: Control Panel (05-03-2018)



Performance Level	Overall	Asian	Amer Indian	Black	Filipino	Hispanic	NH PacIsl	White	EL	SWD	SED	Two or More
Not Met	19% 56	9% 3	0% 0	75% 9	0% 0	18% 10	33% 1	16% 28	83% 5	70% 16	38% 22	0 0
Nearly Met	16% 47	6% 2	0% 0	8% 1	25% 1	23% 13	0% 0	16% 27	17% 1	26% 6	17% 10	0 0
Met	26% 79	26% 9	75% 3	8% 1	50% 2	27% 15	0% 0	28% 48	0% 0	4% 1	22% 13	0 0
Exceeded	39% 117	59% 20	25% 1	8% 1	25% 1	32% 18	67% 2	40% 69	0% 0	0% 0	22% 13	0 0
Total	299	34	4	12	4	56	3	172	6	23	58	0

Selected Assessments:

Assessment #1: 19730 - Illuminate, Assessments - Inspect Grade 10 ELA Comprehensive

Assessment #2: 22811 - Illuminate, Assessments - Inspect Grade 9 ELA Comprehensive

SUBJECT: Pacific Grove Unified School District Safety Update

PERSON(S) RESPONSIBLE: Barbara Martinez, Director of School Safety

RECOMMENDATION:

The District Administration recommends that the Board review and be informed of Pacific Grove Unified School District activities and protocols related to school safety.

INFORMATION:

This is a bimonthly update on safety.

FISCAL IMPACT:

None.

SUBJECT: Job Description for Digital Learning Teacher

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The District Administration recommends the Board review and approve the job description for the Digital Learning Teacher position.

BACKGROUND:

This job description is being presented to provide current clear and formal expectations for the position of Digital Learning Teacher. This position will support and teach both students and teachers in Science, Technology (including coding), Engineering and Math (STEM). In addition this position will provide support, facilitate and train teachers in learning and applying new educational/curriculum software and other technology in support of school site and district goals.

FUNDING:

Funded through temporary, mandated cost funding

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: DIGITAL LEARNING TEACHER

DEFINITION: Under the direction of the Directors of Curriculum and Special Projects, Instructional Technology, and the school Principal is the instructional leader for digital learning; designs, plans, coordinates and delivers Science, Technology, Engineering and Math (STEM) content lessons in the areas of coding, robotics, modeling and computer programming with teachers and students.

ESSENTIAL FUNCTIONS: *Duties may include, but are not limited to the following*

- Work directly with teachers and administrators to design, plan, coordinate, and deliver Science, Technology, Engineering, and Math (STEM) content lessons in the areas of coding, robotics, modeling, and computer programming to students K-8 as noted in Board approved district Technology Plan
- Curate and deliver prebuilt digital citizenship/safety lessons to elementary students on a regular basis
- Provide daily contact and support for software end users including students, teachers, and administrators
- Support, facilitate and train teachers in learning and applying new educational/curriculum software and other technology in support of school site and district goals
- Support the full and effective implementation of the adopted curriculum's instructional technology software programs through individualized feedback and demonstration lessons and site based grade level trainings
- Curate, develop, and deliver resources that support the use of achievement data to inform quality instruction
- Develop and distribute training tools, materials, and resources to staff on the use of current technology systems as needed (example: Illuminate DnA and ISI)
- Establish and maintain collaborative and supportive internal and external partnerships that support accelerated and sustained student growth using educational technology
- Perform other non-instructional duties as assigned, according to District policies and procedures
- Maintain professional competence through participation in in-service education activities provided by the District and other professional growth activities, keeping informed of best practices and trends
- Participate in district committees as appropriate
- Attend regular trainings and meetings as designated by the Director of Curriculum and Student Projects and the Director of Educational Technology
- Participate in faculty meetings and committees, as needed or assigned
- Assist in maintaining program design that has been approved by the Board of Education
- Adhere to compliance requirements for program implementation
- Train teachers in learning and applying new educational/curriculum software and other technology in support of school site and district goals

POSITION TITLE: DIGITAL LEARNING TEACHER, <i>Continued</i>

QUALIFICATIONS
Knowledge of:

- Grade level curriculum, instructional strategies and assessment
- Curriculum design, planning, development, and implementation
- Current State curricular standards
- Data analysis and utilization
- Instructional Science and Technology
- Conflict resolution, time management and organization

Ability to:

- Establish positive rapport with students, staff, parents and community
- Work effectively with students having academic or behavioral difficulties
- Set high-level goals, develop long-range plans, problem-solve
- Prioritize, organize, and multi-task
- Operate a computer and standard office equipment while utilizing a variety of computer software
- Establish and maintain working relationships and work collaboratively with those contacted during work
- Interpret, apply and explain rules, regulations, policies and procedures
- Communicate effectively in English both orally and in writing
- Perform under demanding, often stressful situations
- Remain flexible and focused during interruptions and distractions
- Meet deadlines, schedules, and goals
- Display tact and courtesy; understand and be sensitive to cultural diversity
- Maintain confidentiality
- Maintain and improve professional competence through professional development
- Problem solve and find solutions

EDUCATION AND EXPERIENCE:

- College Degree in Instructional Science and Technology or a related field
- Master's Degree is desirable
- Possession of a Valid California Teaching Credential
- Valid CA Driver's License

PHYSICAL REQUIREMENTS: Incorporated within one or more of the essential functions of the position are the essential physical requirements

- See, for purposes of working on the computer, reading materials, reports, instructions and other printed material
- Understand speech at normal levels in person or on the telephone
- Ability to communicate in English so others will be able to clearly understand a normal conversation in person or on the telephone
- Sit, stand, and walk for extended periods of time, and occasionally run
- Operate equipment, computer, copy machine and other office equipment with dexterity
- Think clearly and rationally to solve problems, make good judgments and decisions
- Perform the essential functions of this position in an accurate, neat, timely fashion

POSITION TITLE: DIGITAL LEARNING TEACHER, Continued***PHYSICAL REQUIREMENTS, continued***

- Meet the travel requirements of this position including driving between school sites as needed
- Lift and carry up to 40 pounds and occasionally 80 pounds
- Physical agility to push/pull, squat, twist, turn, bend, stoop, and to reach in all directions

WORKING CONDITIONS:

Indoor/Outdoor environment, standing and walking for prolonged periods of time; office working environment subject to sitting at a desk for long periods of time, bending, crouching, kneeling, pushing/pulling of file drawers, reaching in all directions, and prolonged periods of time working at a computer terminal.

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of Americans with Disabilities Act regarding reasonable accommodation procedures.

SUBJECT: 2018-19 Monterey Peninsula College (MPC) and Pacific Grove Unified School District (PGUSD) College and Career Access Pathways Partnership Agreement (CCAP)

PERSON(S) RESPONSIBLE: Sean Keller, Pacific Grove High School Assistant Principal and CTE Coordinator;
Matt Bell, Pacific Grove High School Principal

RECOMMENDATION:

The Administration recommends that the Board review and discuss the 2018-19 College and Career Access Pathways Partnership Agreement (CCAP) between the Monterey Peninsula Community College District (MPCCD).

BACKGROUND:

California Assembly Bill 288 (AB 288) established the College and Career Access Pathways Act to authorize California Community College districts to enter into formal partnership agreements with local school districts to expand access to concurrent enrollment opportunities for high school students. The partnership agreement shall outline the terms of their partnership, such as the schedule of eligible courses that can be offered, thresholds for the academic readiness of pupils, protocols for sharing and joint facilities use, and requirements of instructors.

The new California College and Career Indicator (CCI) includes Dual Enrollment in two of its five factors for *Prepared* high school graduates that are considered college and career ready.

INFORMATION:

Pacific Grove High School plans to offer four Dual Enrollment CTE courses during the 2018-19 school year; each will last one semester and take place on the PGHS campus in rooms I-1 (Culinary/Hospitality) and N-1 (Networking): Fall 2018 – IT Essentials (MPC course CSIS 75, 3 Units) & Culinary Foundations (MPC course HOSP 23, 3 Units) and Spring 2018 – Intro to Networking (MPC Course CSIS 76, 4 units) & Practices in Hospitality (HOSP 66, 1 Unit) + Bakeshop; Basic Baking Techniques (HOSP 78, 1 Unit). All courses will be free of charge to PGHS students and will earn them industry certifications. Since these are college-level courses, additional minutes will be required for instruction, but the PGUSD calendar will be used so there will not be any conflicts in breaks/holidays throughout the year. These Dual Enrollment opportunities will allow students to earn college credit without a high-stakes test. More Dual Enrollment courses will surface for the 2019-20 school year.

FISCAL IMPACT:

Two 0.2 FTE's are already in place using the General Fund for the all courses; PGUSD will be reimbursed for the MPC instructor rate – a savings of approximately \$19,400. Additional minutes may require an MOU with PGTA and a stipend for the instructor, which could be funded through the MPC reimbursement to PGUSD. Subsequent years may provide a higher reimbursement due to the instructor's rate of pay and whether the course uses a PGUSD or MPC employee.

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2018-2019**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Monterey Peninsula College (“COLLEGE”) a college of the Monterey Peninsula Community College District (“MPCCD”), 980 Fremont Street, Monterey, CA 93940, and Pacific Grove Unified School District hereinafter known as “SCHOOL DISTRICT”.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Monterey Peninsula Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades K-12 located in Monterey County and within the regional service area of MPCCD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, MPCCD and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE MPCCD and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for one year beginning on July 1, 2018 and ending on June 30, 2019, and requires annual renewal each year by July 1, unless otherwise terminated in accordance with Section 19 of this Agreement.
- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.5 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.6 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2(b)

2. **DEFINITIONS**

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of MPCCD and applicable law. Sec. 2 (a)
- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by section 4901.1

3. **STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility - High school students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by the COLLEGE and shall be in compliance with applicable law and MPCCD standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and MPCCD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.

- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures; and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.
- 4.4 COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.
- 4.5 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Participating students must meet all MPCCD prerequisite requirements as established by the MPCCD and stated in the COLLEGE catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including admissions and records, counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7 COLLEGE shall ensure that additional support is available to students with disabilities. Participating students at the COLLEGE must be deemed eligible for services through the COLLEGE program for students with disabilities and will receive only the services authorized by the COLLEGE.
- 5.8 Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.
- 5.9 A course dropped within the MPCCD drop “without a W” deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
- 6.2 Courses offered as part of this CCAP Agreement at the COLLEGE may not limit enrollment in the course solely to high school students. Sec. 2 (o)(1)
- 6.3 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.4 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with MPCCD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructors are part of an approved Instructional Service Agreement as required by MPCCD Business Procedure.
- 6.10 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to MPCCD as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.

- 6.11 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or MPCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with MPCCD academic standards. The site visits and instructor evaluation process for any instructor who is also an employee of the SCHOOL DISTRICT will be determined and detailed in an Instructional Service Agreement to be developed in agreement between the COLLEGE and the SCHOOL DISTRICT.
- 6.12 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with MPCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.13 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with MPCCD guidelines, policies, pertinent statutes, and regulations.
- 6.14 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.15 Degree and Certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses that make up the programs must be part of the approved programs.
- 6.16 COLLEGE and SCHOOL DISTRICT will collaborate to identify tools and resources (ex. rubrics) that will allow SCHOOL DISTRICT to provide remedial support that will allow students to meet college level requirements for COLLEGE courses.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended.
- 7.2 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.3 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4 COLLEGE and MPCCD must individually designate an employee to coordinate efforts to comply with and carry out each entity's responsibilities under Title IX of the Education Amendments of 1972. Upon receipt of a complaint alleging harassment, discrimination or any other violation of law, including but not limited to Title IX, the designated employee from the entity receiving the complaint shall inform and provide a copy of such complaint to the designated employee from the other entity. The designated employees from the COLLEGE and MPCCD shall review the facts giving rise to the complaint and determine which entity will take the lead on investigating, managing and resolving such complaint. Neither COLLEGE nor MPCCD may abandon or assign their obligations under the law, including Title IX.
- 7.5 Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.6 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 and/or Education Code Section 87013 as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 and/or Education Code Section 87408.6 as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. Instructors shall be employed in accordance with Education Code Sections 87405 et seq. when the COLLEGE is designated the employer of record.
- 7.7 Faculty will complete mandatory training as required by the employer of record.

- 7.8 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.9 Prior to teaching, faculty provided by the COLLEGE shall receive training and orientation from SCHOOL DISTRICT regarding, but not limited to, SCHOOL DISTRICT policies, practices and requirements. Said training shall be approved by and provided by the SCHOOL DISTRICT.

- 7.10 Faculty provided by the SCHOOL DISTRICT are eligible to participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field. Adjunct faculty are not required to participate in these activities however, they are encouraged to participate.
- 7.11 Performance of faculty members employed by the COLLEGE shall be evaluated by the COLLEGE using the existing procedures as outlined in Article 14 – Evaluation of the Agreement between Monterey Peninsula Community College District (MPCCD) and Monterey Peninsula College Teachers Association (MPCTA). In cases where a faculty member is employed by the SCHOOL DISTRICT to teach AB288 courses, the performance expectations and evaluation process will be detailed in an Instructional Service Agreement between the COLLEGE and SCHOOL DISTRICT. The Agreement between MPCCD and the Monterey Peninsula College Teachers Association (MPCTA) is available at <http://www.mpc.edu/home/showdocument?id=5521>.
- 7.12 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of MPCCD specifically with regard to their duties as instructors of record for the college course.
- 7.13 The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by MPCCD.

8. ADDITIONAL PERSONNEL AND VOLUNTEERS

- 8.1 COLLEGE and MPCCD must individually designate an employee to coordinate efforts to comply with and carry out each entity's responsibilities under Title IX of the Education Amendments of 1972. Upon receipt of a complaint alleging harassment, discrimination or any other violation of law, including but not limited to Title IX, the designated employee from the entity receiving the complaint shall inform and provide a copy of such complaint to the designated employee from the other entity. The designated employees from the COLLEGE and MPCCD shall review the facts giving rise to the complaint and determine which entity will take the lead on investigating, managing and resolving such complaint. Neither COLLEGE nor MPCCD may abandon or assign their obligations under the law, including Title IX.

- 8.2 Personnel (including tutors and volunteers) working with students shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to provide services on a SCHOOL DISTRICT site offered as part of this CCAP Agreement.
- 8.3 Personnel and volunteers will complete mandatory training as required by the employer of record.

9. ASSESSMENT OF LEARNING AND CONDUCT

- 9.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 9.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 9.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 9.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

10. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 10.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with MPCCD policies and standards. Sec. 2 (c)(2)
- 10.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 10.3 The COLLEGE will provide SCHOOL DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with MPCCD policy and COLLEGE procedures and academic standards.
- 10.4 The SCHOOL DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.

- 10.5 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 10.6 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

11. APPORTIONMENT

- 11.1 MPCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 11.3 MPCCD shall not receive a state allowance or apportionment for an instructional activity for which the partnering SCHOOL DISTRICT has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 11.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

12. CERTIFICATIONS

- 12.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 12.2 MPCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 12.3 The SCHOOL DISTRICT agrees and acknowledges that MPCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 12.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 12.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

12.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)

12.7 The COLLEGE certifies that:

- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
- A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

12.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

13. PROGRAM IMPROVEMENT

13.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

14.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

14.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

15. REIMBURSEMENT

15.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

16. FACILITIES

- 16.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to MPCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 16.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 16.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

17. INDEMNIFICATION

- 17.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and MPCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 17.2 The MPCCD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of MPCCD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the MPCCD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

18. INSURANCE

- 18.1 The SCHOOL DISTRICT, in order to protect the MPCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and MPCCD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE and to MPCCD.
- 18.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and MPCCD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

19. NON-DISCRIMINATION

- 19.1 Neither the SCHOOL DISTRICT nor the COLLEGE and MPCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

20. TERMINATION

- 20.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

21. NOTICES

- 21.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE

Monterey Peninsula College

980 Fremont Street

Monterey, CA 93940

Attn: Laurence E. Walker - Vice President of Student Services

SCHOOL DISTRICT

Pacific Grove Unified School District

435 Hillcrest Ave.

Pacific Grove, CA 93950

Attn: Sean Keller, Pacific Grove High School Assistant Principal

22. INTEGRATION

22.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

23. MODIFICATION AND AMENDMENT

23.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

24. GOVERNING LAWS

24.1 This agreement shall be interpreted according to the laws of the State of California.

25. COMMUNITY COLLEGE DISTRICT BOUNDARIES

25.1 For locations outside the geographical boundaries of MPCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

26. SEVERABILITY

26.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

27. COUNTERPARTS

27.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on _____ 2018

By: _____
SCHOOL DISTRICT

By: _____
COLLEGE

By: _____
Monterey Peninsula COMMUNITY COLLEGE DISTRICT

APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Monterey Peninsula College (“COLLEGE”) a college of the Monterey Peninsula Community College District (MPCCD), 980 Fremont Street, Monterey, CA 93940 and Pacific Grove Unified School District (SCHOOL DISTRICT.”) and

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, MPCCD and SCHOOL DISTRICT agree as follows:

1. CCAP AGREEMENT

- a. COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- b. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2)
- c. COLLEGE and SCHOOL DISTRICT shall review and establish new or amended CCAP Agreements annually on or before **June 30** and follow the protocols set forth in (a) and (b) of this section.
- d. MPCCD, COLLEGE and SCHOOL DISTRICT point of contact: Sec. 2 (c)(2)

LOCATION	NAME	TELEPHONE	EMAIL
MPCCD:	Laurence E. Walker, Vice-President of Student Services	(831) 646-4191	lwalker@mpc.edu

School District:	Sean Kellyer, Pacific Grove High School Assistant Principal	(831) 646-6590 ext. 274	skeller@pgusd.org
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2. STUDENT SELECTION

- a. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. SCHOOL DISTRICT shall select students consistent with the intent of AB 288 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” *Sec. 2 (a)* and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” *Sec. 1 (d)*
- c. COLLEGE and SCHOOL DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE. *Preamble and Sec. 2 (c)(1)*
- d. COLLEGE and SCHOOL DISTRICT shall certify that participating students may enroll in up to a maximum of 15 unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. *Sec. 2 (p)(1-3)*

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

4. **CCAP AGREEMENT PROGRAM YEAR FALL 2018** - COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2018-2019 COLLEGE: Monterey Peninsula College

SCHOOL DISTRICT: Pacific Grove Unified School District

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A. 1 **HIGH SCHOOL:** Pacific Grove High School **EDUCATIONAL PROGRAM:** Computer Information Systems

|                                        |                       |
|----------------------------------------|-----------------------|
| TOTAL NUMBER OF STUDENTS TO BE SERVED: | TOTAL PROJECTED FTES: |
|----------------------------------------|-----------------------|

| COURSE NAME                               | COURSE NUMBER | UNITS | TERM        | TIME    | DAYS/HOURS    | INSTRUCTOR | EMPLOYER OF RECORD                                                 | LOCATION                                                           |
|-------------------------------------------|---------------|-------|-------------|---------|---------------|------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Introduction to Computer Hardware/A+ Prep | CSIS 75       | 4     | Fall 2018   | Mon     | 11:26 – 12:16 | Staff      | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
|                                           |               |       |             | Wed/Fri | 10:28-12:16   |            |                                                                    |                                                                    |
| Networking Fundamentals                   | CSIS 76A      | 4     | Spring 2018 | Mon     | 11:26 – 12:16 | Staff      | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
|                                           |               |       |             | Wed/Fri | 10:28-12:16   |            |                                                                    |                                                                    |

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. As Marina High moves toward an Early College High School, the goal is that all students will have completed at least four college courses by the time they graduate from high school. A further goal is that students who choose can graduate from high school having also earned a Certificate of Training and be well on their way



toward completion of an Associate Degree. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses to align with high school pathways and college programs of study and for the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

**A. 2 BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

| COURSE NAME                               | TEXT                                                   | COST   | OTHER INSTRUCTIONAL MATERIALS | COST |
|-------------------------------------------|--------------------------------------------------------|--------|-------------------------------|------|
| Introduction to Computer Hardware/A+ Prep | No textbook, course uses CISCO academy online          | \$0.00 |                               |      |
| Networking Fundamentals                   | Intro to Networks Companion Guide CISCO academy online | \$0.00 |                               |      |

**A. 2 HIGH SCHOOL:** Pacific Grove High School

**EDUCATIONAL PROGRAM:** Hospitality

|                                        |                       |
|----------------------------------------|-----------------------|
| TOTAL NUMBER OF STUDENTS TO BE SERVED: | TOTAL PROJECTED FTES: |
|----------------------------------------|-----------------------|

| COURSE NAME                                    | COURSE NUMBER | UNITS | TERM        | TIME           | DAYS/HOURS                   | INSTRUCTOR | EMPLOYER OF RECORD                                                 | LOCATION                                                           |
|------------------------------------------------|---------------|-------|-------------|----------------|------------------------------|------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Culinary Foundations of Professional Cooking 1 | HOSP 23       | 3     | Fall 2018   | Mon<br>Wed/Fri | 11:26 – 12:16<br>10:28-12:16 | Staff      | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Practices in Hospitality                       | HOSP 66       | 1     | Spring 2018 | Mon            | 11:26 – 12:16                | Staff      | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS |

|                                   |         |   |             |                    |                                  |       |                                                                    |                                                                    |
|-----------------------------------|---------|---|-------------|--------------------|----------------------------------|-------|--------------------------------------------------------------------|--------------------------------------------------------------------|
|                                   |         |   |             | Wed/Fri            | 10:28-12:16                      |       |                                                                    |                                                                    |
| Bakeshop: Basic Baking Techniques | HOSP 78 | 1 | Spring 2018 | Mon<br><br>Wed/Fri | 11:26 – 12:16<br><br>10:28-12:16 | Staff | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS |

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. As Marina High moves toward an Early College High School, the goal is that all students will have completed at least four college courses by the time they graduate from high school. A further goal is that students who choose can graduate from high school having also earned a Certificate of Training and be well on their way toward completion of an Associate Degree. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses to align with high school pathways and college programs of study and for the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

**A. 2 BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

| COURSE NAME                                    | TEXT                                                                                                                                                                                                                                                                                 | COST | OTHER INSTRUCTIONAL MATERIALS | COST    |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------|---------|
| Culinary Foundations of Professional Cooking 1 | Professional Chef (Study Guide)<br>Author: Culinary Inst of America<br>Edition: 9th<br>ISBN: 9781118139882<br>Copyright Year: 2011<br>Publisher: John Wiley & Sons, Incorporated<br><br>Professional Chef<br>Author: Culinary Inst of America<br>Edition: 9th<br>ISBN: 9780470421352 |      | Material Fees                 | \$80.00 |

|                                   |                                                                    |  |               |         |
|-----------------------------------|--------------------------------------------------------------------|--|---------------|---------|
|                                   | Copyright Year: 2011<br>Publisher: John Wiley & Sons, Incorporated |  |               |         |
| Practices in Hospitality          | None                                                               |  | None          |         |
| Bakeshop: Basic Baking Techniques | None                                                               |  | Materials Fee | \$20.00 |

## 5. MANDATED ANNUAL STATE REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before June 30 and shall be reported annually in compliance with all applicable state and federal privacy laws. The MPCCD shall annually report the student data to the office of the Chancellor of the California Community Colleges. *Sec. 2 (t) (1)(A)*
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. *Sec. 2 (t) (1)(B)*
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. *Sec. 2 (t)(1)(C)*
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. *Sec. 2 (t)(1)(D)*
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

## 6. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

## 7. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

## 8. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.
- b. COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

| BUILDING                  | CLASSROOM  | DAYS | HOURS         |
|---------------------------|------------|------|---------------|
| Pacific Grove High School | TBD (CSIS) | M    | 11:26 – 12:16 |
| Pacific Grove High School | TBD (CSIS) | W/F  | 10:28 – 12:16 |

|                           |            |     |               |
|---------------------------|------------|-----|---------------|
| Pacific Grove High School | TBD (HOSP) | M   | 11:26 – 12:16 |
| Pacific Grove High School | TBD (HOSP) | W/F | 10:28 – 12:16 |

**SUBJECT:** Board Calendar/Future Meetings

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

**BACKGROUND:**

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approves the meeting calendar as presented. The calendar is reviewed at each Board meeting.

**INFORMATION:**

Changes to the Board meeting dates must be approved by a majority vote of the Trustees.

## Board Meeting Calendar, 2017-18 School Year

|          |                                                                                                                                                                                                                                                                                                                                                                                         |                       |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Jan. 25  | <b>Regular Board Meeting</b><br>✓ Report on Governor's Budget Proposal<br>✓ Preliminary enrollment projection for 2018/19<br>✓ Property Tax Update                                                                                                                                                                                                                                      | Community High School |
| Feb. 8   | <b>Regular Board Meeting</b><br>✓ Budget projections and assumptions<br>✓ Possible personnel action presented as information<br>✓ Preliminary Review of Site Master Schedules<br>✓ Maintenance/Facilities Update                                                                                                                                                                        | District Office       |
| Mar. 8   | <b>Regular Board Meeting</b><br>✓ Second Interim Report<br>✓ Budget Revision #3<br>✓ Possible personnel action (RIF)<br>✓ Open House schedules reviewed                                                                                                                                                                                                                                 | District Office       |
| Mar. 22  | <b>Regular Board Meeting</b><br>✓ Budget projections and assumptions<br>✓ TRAN Resolution<br>✓ Williams/Valenzuela Uniform Complaint Report                                                                                                                                                                                                                                             | District Office       |
| Apr. 5   | <b>Regular Board Meeting</b><br>✓ Board Priorities for 2018/19 Instructional Program Design<br>✓ Review of Strategic plan and LCAP<br>✓ Begin Superintendent Evaluation<br>✓ California Day of the Teacher<br>✓ Week of the CSEA Employee<br>✓ Approve 2018/19 Board meeting calendar, Aug. – Dec.                                                                                      | District Office       |
| April 26 | <b>Regular Board Meeting</b><br>✓ Review of Site Master Schedules<br>✓ Review of Strategic plan and LCAP (as needed)<br>✓ Review of Facilities Depreciation Schedule                                                                                                                                                                                                                    | District Office       |
| May 3    | <b>Regular Board Meeting</b><br>✓ Begin Superintendent Evaluation<br>✓ California Day of the Teacher<br>✓ Final Review of Site Master Schedules<br>✓ Draft 2018/19 Board meeting calendar<br>✓ Review of Strategic plan and LCAP<br>✓ Safety/Discipline Report<br>✓ Budget Revision #4                                                                                                  | District Office       |
| May 24   | <b>Regular Board Meeting</b><br>✓ Week of the CSEA Employee<br>✓ Retiree Reception<br>✓ Review Bell Schedule for 2018/19<br>✓ Superintendent's evaluation<br>✓ Identify Board member representatives for graduation<br>✓ Review Facility Use Fee Schedule<br>✓ LCAP Public Hearing<br>✓ Review Governor's revised budget<br>✓ Present 2018/19 Budget<br>✓ Maintenance/Facilities Update | District Office       |
| June 7   | <b>Regular Board Meeting</b><br>✓ Adopt budget for 2018/19<br>✓ Recommend approval of LCAP<br>✓ Complete Superintendent Evaluation<br>✓ Approval of contracts and purchase orders for 2018/19                                                                                                                                                                                           | District Office       |



## Board Meeting Calendar, 2018-19 School Year

|                               |                                                                                                                                                                                                                                                         |                                      |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Aug. 23                       | <b>Regular Board Meeting</b><br>✓ Student Enrollment Update<br>✓ Back to School dates<br>✓ Property tax report<br>✓ 2018-2019 Consolidated Application<br>✓ Set date for Annual Organizational meeting<br>✓ Facilities Project Updates                  | District Office                      |
| Sept. 6                       | <b>Regular Board Meeting</b><br>✓ Unaudited Actual Report<br>✓ Budget Revision #1                                                                                                                                                                       | Forest Grove<br>(School Site Visit)  |
| Sept. 20                      | <b>Regular Board Meeting</b><br>✓ Board Goals – review/revise<br>✓ Williams Uniform Complaint Report<br>✓ Facilities Project Updates                                                                                                                    | Robert Down<br>(School Site Visit)   |
| Sept. 27<br><i>*if needed</i> | <b>Special Board Meeting</b><br>✓ Board Goals – review/revise<br>✓ Local Control Accountability Plan Review<br>✓ Strategic Plan - review/revise                                                                                                         | District Office                      |
| Oct. 4                        | <b>Regular Board Meeting</b><br>✓ Strategic Plan<br>✓ Superintendent's Goals<br>✓ Bus Ridership<br>✓ District Safety Update                                                                                                                             | District Office                      |
| Oct. 25                       | <b>Regular Board Meeting</b><br>✓ Facilities Project Updates                                                                                                                                                                                            | Middle School<br>(School Site Visit) |
| Nov. 1                        | <b>Regular Board Meeting</b><br>✓ Intent form due (to serve as Board President or Vice President)<br>✓ PGHS Course Bulletin Information/Discussion<br>✓ Review of enrollment, class size and teacher ratios                                             | High School<br>(School Site Visit)   |
| Nov. 15                       | <b>Regular Board Meeting</b><br>✓ District Math Update<br>✓ Review of Special Education Contracts<br>✓ Facilities Project Updates                                                                                                                       | District Office                      |
| Dec. 13                       | <b>Organizational Meeting</b><br>✓ Election of 2018-2019 Board President and Clerk<br>✓ First Interim Report<br>✓ Budget Revision #2<br>✓ Facilities Project Updates<br>✓ PGHS Course Bulletin Action/Discussion<br>✓ Williams Uniform Complaint Report | District Office                      |

**SUBJECT:** Future Agenda Items

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

**BACKGROUND:**

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be .... submitted to the Superintendent or designee with supporting documents and information ...”

**INFORMATION:**

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the May 24, 2018 Regular Board Meeting:

- Board Self Evaluation Review (Fall 2018)
- Affordable Housing Project Impacts to District
- Long Term Counseling Study (Fall 2018/Winter 2019)
- Foreign Language (Fall 2018)
- Review of Classified Evaluation Process

# The Single Plan for Student Achievement

## Robert Down Elementary School

School Name

27661346026496

CDS Code

Date of this revision: April 17, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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 Keller  
 Position: Principal  
 Telephone Number: 831-646-6540  
 Address: 485 Pine Ave.  
 Pacific Grove , CA 93950-3401  
 E-mail Address: skeller@pgusd.org

## Pacific Grove Unified School District

School District

Superintendent: Dr. Ralph Porras  
 Telephone Number: 831.646.6520  
 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 May 24, 2018.

## 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 KIDESS-** Six 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 2018-19 Focus Traits are grit/perseverance, curiosity, gratitude, respect, 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.

**The 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.

**Garden Program-** The PTA and site council fund programs which support art and gardening for all classrooms. Students receive a variety of 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, languages, 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 lunch times activities which bring together students and staff in a variety of activity-based programs. Recent examples: GLAM (Girls Living A Motivated life ), Buddy Lunch Club, Recycling Team, Hats for Hope, STEM Club, Walking and Talking Club, Writing Club, Spanish 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, Empowering Parent Connections (EPC), are planned each school year. The EPC program is coordinated by the school counselor.. The topics vary each year. Some of the past topics have been: Positive Discipline, Boys in School, Bullying Prevention, Technology and Learning, Raising Emotionally Healthy Children, Harmony at Home, Building Caring Relationships, Social Cliques.

Upon registration at Robert Down School, families new to Robert Down School will have the option of being paired with a welcome family. 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. In 2017-18, we continued 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. During the 2018-19 school year, learning to use and successfully use Illuminate, our new student information/data system, will be major focus. Also, the two elementary schools will work closely together to pilot several math curriculums in order to adopt a new K-5 math program for our district.

### 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 2018-19, we are celebrating our 128th 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 2017-18 School Year, funding and/or volunteers were made available through PG Pride, Pebble Beach Company, 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 was completed. The new playground equipment will be installed in summer 2018.

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 2017-18 school year, input was received from the following:

ELAC

Parents

Staff

Students

Site Council

Leadership Team

Parent Teacher Association

Instructional Leadership Team

California Healthy Kids, Staff, and Parent Survey

Stakeholders' input has been shared with the district in the creation of the LCAP.

Site information and recommendations:

Continue Toolbox program

Continue to work with the PGUSD school board to support a foreign language program at the elementary level

Restore project room for STEAM

Art, grade level/classroom projects

Continue support of garden program K-5

Continue family art and literacy nights

Complete playground project on Level II

Support Kindergarten rotation program/Seek input from incoming kindergarten parents

PARENTAL INVOLVEMENT for years 2017-18 for Grades K-5

Percentage of Parents Participating in the following 2017-18 School Events;

Back to School Night- 94%

Fall Conferences - 100%

Spring Conferences- 100%

Spring Open House- 97%

Student's Parent volunteered for one or more activity during the 2017-18 school year (field trip, classroom project, etc.)- 82%

## 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  
 Timely data for review and planning. Training on how to progress monitor students on Illuminate  
 Proficiency on state-wide testing vs. preparing students for the world  
 Increase of students' social-emotional concerns  
 Aligning instruction of Math adoption pilots and MyMath including supplementals  
 Increase of social-emotional needs of students and families  
 Professional development for best instructional practices for ELD students (such as GLAD strategies)  
 Continue developing science units around NGSS  
 Redesigning D-1 from classroom to project room

Use of Illuminate for assessments and data information  
 Continue work with Mathematics coach  
 Developing more support for students' social-emotional growth  
 Preparing global citizens  
 Expanding after-school homework-time for all struggling students  
 Providing enriching activities in the arts and languages



## 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:

|                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #1</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Robert Down students, including all student groups, are performing at or above grade level in ELA as determined by multiple measures.                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>LCAP<br>SBAC<br>Grades K-5 iReady Diagnostic Tests<br>Kindergarten- ESGI<br>Grades 1 - DRA (Developmental Reading Assessments)<br>Grades K-5- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)<br>ELPAC<br>Grades 4 and 5- Read 180 Growth Reports<br>End of Unit Tests ~ SuperKids and Benchmark<br>Report Card Grades | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>LCAP Goal #2<br>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. |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>At every grade level, there are 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.                                                                    | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>District ILT<br>District Management Team<br>RHD School Site Council<br>RHD Leadership Team<br>RHD Intervention Team - ELD, SPED, Reading, Math<br>Robert Down Staff<br>RHD ELAC                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Who are the focus students and what is the expected growth?</b></p> <p>Focus Students:<br/>Any student below grade level. A list of students have been identified at the completion of the 2017-18 school year. This group of students will be monitored and adjusted throughout the school year through the MTSS and PLC process.</p> <p>Expected Growth:<br/>Grades K-2<br/>85% of students in Grades K-2 will meet the grade level expectations in the SuperKids benchmark assessments<br/>Grades 3-5<br/>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)<br/>Grades 3-5<br/>85% of students will perform within the grade level lexile band on the SRI and SMI at the completion of the school year<br/>Grades K-5<br/>80% of students in Grades K-5 will meet grade level expectations on grade level ELA assessments<br/>90% of students will be at grade level fluency on the DIBEL</p> | <p><b>What data will be collected to measure student achievement?</b></p> <p>Kindergarten- ESGI<br/>Grades 1- DRA (Developmental Reading Assessments)<br/>ELPAC (English Language Proficiency Assessments for California)<br/>Grades K-2- SuperKids Assessments<br/>Grades 4 and 5- Read 180 Growth Reports<br/>Grades K-5- District Assessments/IFAs<br/>ELA IFAs</p> |
| <p><b>What process will you use to monitor and evaluate the data?</b></p> <p>2018 CAASPP (California Assessment of Student Performance and Progress)<br/>ELPAC scores<br/>Grade level benchmark assessments<br/>SuperKids and Benchmark Unit Assessments<br/>DIBELS<br/>DRA- Grade 1<br/>ESGI or equivalent- Kindergarten<br/>K-5 ELA IFAs<br/>Intervention Program- Progress Monitoring<br/>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>                                                                                                                                                                                                                                                                              |

| <b>SCHOOL GOAL #1</b>                                    |                                       |                                           |                               |
|----------------------------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>         | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b> |
| Use of classroom assistants for flexible grouping of K-5 | August 2018-May 2019                  | General Fund- \$45,000                    | Review of assessment data     |

| <b>SCHOOL GOAL #1</b>                                                         |                                       |                                                                       |                                                                                                           |
|-------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                              | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b>                             | <b>Process for Evaluation</b>                                                                             |
| Intervention Programs Before/During/After School                              | August 2018-May 2019                  | Site Fund- \$5,000 (materials)<br>General Fund-<br>\$70,000(salaries) | Review of assessment data                                                                                 |
| Implementation of MTSS to progress monitor students who are below grade level | August 2018<br>Monthly Review         |                                                                       | Students enrolled in intervention programs by September 2018<br>Progress monitoring for flexible grouping |
| Implementation of progress monitoring in Illuminate                           | August 2018                           | General Fund                                                          | Use of Illuminate data for evaluation                                                                     |
| Thursdays collaboration - PLCs and Looking at Student Data                    | August 2018-May 2019                  |                                                                       | ILT Team/PLC Feedback<br>Progress Monitoring of Students<br>Review of outcomes of professional practices  |
| Small group instruction during ELA block                                      | August 2018-May 2019                  |                                                                       | PLC reviews                                                                                               |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #2</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Robert Down students, including all student groups, will be at or above grade level in mathematics as determined by multiple measures.                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                       |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>LCAP<br>SBAC<br>End of unit math assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>LCAP #1<br>All English Learners, Hispanics, ocio 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. |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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.<br><br>There is a discrepancy in scores between grade level assessments and SBAC in Grades 3-5.<br><br>MyMath curriculum is not sufficient in Grades 3-5.                                                                                                                                                                                                                                                                                | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>RHD Site council<br>Teachers<br>Parents<br>Students<br>Program Coordinators<br>ELAC<br>IEP Teams                                                                                                                                               |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus Students:<br>Any student below grade level. A list of students have been identified at the completion of the 2017-18 school year. This group of students will be monitored and adjusted throughout the school year through the MTSS and PLC process.<br><br>Expected Growth:<br>Grades K-2<br>85% of students in Grades K-2 will meet the grade level expectations in math benchmark assessments<br>Grades 3-5<br>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. | <b>What data will be collected to measure student achievement?</b><br>Illuminate District Assessments<br>End of Unit math assessments<br>Weekly check-ups in math<br>Feedback from math coach                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>What process will you use to monitor and evaluate the data?</b><br>2018 CAASPP (California Assessment of Student Performance and Progress)<br>Math Unit Tests<br>District Assessments/ Math IFAs<br>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. | <b>Actions to improve achievement to exit program improvement (if applicable).</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

| <b>SCHOOL GOAL #2</b>                                                |                                        |                                                                   |                                                                       |
|----------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                     | <b>Start Date<br/>Completion Date</b>  | <b>Each Funding<br/>Source and Amount</b>                         | <b>Process for Evaluation</b>                                         |
| Use of classroom assistants for flexible grouping of K-5             | August 2018-May 2019                   | General Fund- \$15,000                                            | Review of assessment data- Students in small groups with aide support |
| Intervention Program Before/During/After School                      | August 2018-May 2019                   | Site Funds- \$1,000 (materials)<br>General Fund-\$20,000 (salary) | Progress monitoring data                                              |
| Implementation of MTSS to monitor students who are below grade level | August 2018-May 2019<br>Monthly Review |                                                                   | Progress monitoring data                                              |
| Implementation of Math District Assessments                          | November 2018 -May 2019                |                                                                   | Percentage of Use<br>Analysis of data in PLC                          |
| Year long plan with Math Coach                                       | August 2018                            | General Fund- \$10,000                                            | Analysis of student data                                              |
| Review of mathematics curriculum being piloted                       | August 2018-Spring 2019                |                                                                   | Selection of new curriculum and programs                              |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #3</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Robert Down School will continue to be a welcoming place of learning where students, parents, and community members feel connected and involved.                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student survey<br>Student input<br>Parent input<br>Teacher/Counselor input<br>Counseling Data<br>Analysis of Parent Participation in School Events<br>California Healthy Kids Survey                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>LCAP Goal #1<br>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. |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students need to be connected to their school academically and socially.<br>Differentiated instruction needs to continue<br>STEAM activities are valued by all stakeholders<br>Parents, students, and staff want to bring Spanish instruction to the school (Parent volunteers have taught for past 10 years.)<br>Garden program is valued by all stakeholders<br>Want chorus to continue in the second semester<br>Want ROV to continue<br>Want to restore project room (change back from being a classroom)<br>More moms than dads are involved in school (PTA meetings, conferences, volunteering in classrooms/field trips) | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>RHD Site Council<br>RHD Leadership<br>RHD PTA<br>LCAP input<br>California Healthy Kids/Staff/Parent Survey<br>Student input at lunch meetings                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who are the focus students and what is the expected growth?</b><br>100% K-5 students will participate monthly in the school garden program.<br>100% of Grades 3-5 will participate in the Anti-Bullying Program and Cyber Bullying Programs<br>100% of students will participate in Toolbox program<br>100% of K-5 Students will present a Random Act of KIDNESS program to school<br><br><b>EVENT and TARGET PARENT PARTICIPATION GOAL--</b><br>Back to School Night- 98 % parent participation<br>Fall Conferences- 100% parent participation<br>Spring Conferences- 100% parent participation<br>Spring Open House- 98% parent participation<br>Student's Parent volunteer for one or more activity (field trip, classroom project, etc.)- 85% parent participation<br>Explore implementing Watch D.O.G.S. program to involve more fathers in school | <b>What data will be collected to measure student achievement?</b><br>Student Survey<br>Parent Survey- Spring 2019<br>Student Lunch Focus Groups ongoing throughout school year<br>Counseling Data<br><br>Parent Participation in the following:<br>Back to School Night<br>Fall Conferences<br>Spring Conferences<br>Spring Open House<br>Student's Parent volunteered for one or more activity (field trip, classroom project, etc.)<br>Family Literacy Night<br>PTA Events<br>Volunteers in the Classroom/Field Trips |
| <b>What process will you use to monitor and evaluate the data?</b><br>Participation Rate data<br>Surveys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| <b>SCHOOL GOAL #3</b>                            |                                       |                                           |                                                             |
|--------------------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b> | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                               |
| K-5 Garden Program                               | August 2018-May 2019                  | Site fund \$4,600<br>PTA- \$500           | Participation Rate Data<br>Student Survey                   |
| ROV program                                      | August 2018-May 2019                  | Site fund \$4,600                         | Student/Parent Survey                                       |
| Toolbox Program                                  | August 2018-May 2019                  | 0                                         | Participation Rate<br>Student Feedback                      |
| Kindness Week                                    | January 2019                          | PTA- \$250                                | Participation Rate<br>Community Feedback<br>Counseling Data |

| <b>SCHOOL GOAL #3</b>                                   |                                       |                                           |                                                                              |
|---------------------------------------------------------|---------------------------------------|-------------------------------------------|------------------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>        | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                                                |
| Anti Bullying Program - Counseling & Physical Education | August 2018- May 2019                 | 0                                         | Participation Rate<br>Student Feedback<br>Discipline/Suspension Data         |
| Random Acts of KIDNESS Assemblies                       | August 2018-May 2019                  | 0                                         | Participation Rate<br>Student Feedback<br>Discipline/Suspension Data         |
| STEM Club- Lunch                                        | August 2018-May 2019                  | Site Fund- \$500                          | Participation Rate<br>Student Feedback<br>Staff Feedback                     |
| Otter Times                                             | August 2018-May 2019                  | PTA- \$900                                | Student/Staff/Parent Feedback                                                |
| Family Literacy, Math, and Art Nights                   | August 2018-May 2019                  | Site Fund- \$500<br>PTA- \$200            | Participation Rate<br>Student Feedback<br>Parent Feedback                    |
| Parent Education Nights                                 | August 2018-May 2019                  | Site Fund- \$150                          | Participation Rate<br>Student Feedback<br>Parent Feedback<br>Counseling Data |



**VI. Curriculum Components****Component #1:****Goal:**

Robert Down students, including all student groups, are performing at or above grade level in ELA as determined by multiple measures.

| <b>Aligns with<br/>District Goal #1</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|-----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                         |                   |                   |                   |                             |

**VII. Curriculum Components****Component #2:****Goal:**

Robert Down students, including all student groups, will be at or above grade level in mathematics as determined by multiple measures.

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #3:****Goal:**

Robert Down School will continue to be a welcoming place of learning where students, parents, and community members feel connected and involved.

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #4:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

## 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    | 74    | 79                   | 79    | 70    | 79                        | 79    | 70    | 97.5                          | 87.8  | 94.6  |
| Grade 4                                | 73                     | 87    | 90    | 69                   | 84    | 85    | 68                        | 84    | 85    | 94.5                          | 96.6  | 94.4  |
| Grade 5                                | 88                     | 68    | 83    | 82                   | 64    | 80    | 82                        | 64    | 80    | 93.2                          | 94.1  | 96.4  |
| All Grades                             | 242                    | 245   | 247   | 230                  | 227   | 235   | 229                       | 227   | 235   | 95.0                          | 92.7  | 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 3                              | 2456.2           | 2479.2 | 2479.7 | 37                  | 44    | 51.43 | 27             | 28    | 22.86 | 22                    | 20    | 18.57 | 15                 | 8     | 7.14  |
| Grade 4                              | 2512.8           | 2511.2 | 2538.9 | 41                  | 42    | 57.65 | 26             | 29    | 22.35 | 26                    | 17    | 9.41  | 6                  | 13    | 10.59 |
| Grade 5                              | 2549.8           | 2539.2 | 2544.7 | 30                  | 33    | 36.25 | 43             | 39    | 33.75 | 23                    | 13    | 16.25 | 4                  | 16    | 13.75 |
| All Grades                           | N/A              | N/A    | N/A    | 36                  | 40    | 48.51 | 32             | 31    | 26.38 | 23                    | 17    | 14.47 | 8                  | 12    | 10.64 |

| Reading<br>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    | 41.43 | 38                    | 51    | 44.29 | 22               | 13    | 14.29 |
| Grade 4                                                                    | 32               | 35    | 54.12 | 54                    | 49    | 36.47 | 13               | 17    | 9.41  |
| Grade 5                                                                    | 39               | 33    | 37.50 | 49                    | 44    | 45.00 | 12               | 23    | 17.50 |
| All Grades                                                                 | 38               | 35    | 44.68 | 47                    | 48    | 41.70 | 16               | 17    | 13.62 |

| Writing<br>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    | 47.14 | 48                    | 39    | 44.29 | 15               | 9     | 8.57  |
| Grade 4                                           | 43               | 46    | 50.59 | 51                    | 42    | 44.71 | 6                | 12    | 4.71  |
| Grade 5                                           | 40               | 44    | 40.00 | 51                    | 47    | 53.75 | 9                | 9     | 6.25  |
| All Grades                                        | 40               | 48    | 45.96 | 50                    | 42    | 47.66 | 10               | 10    | 6.38  |

| Listening<br>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    | 34.29 | 59                    | 63    | 62.86 | 5                | 1     | 2.86  |
| Grade 4                                                   | 26               | 27    | 42.35 | 65                    | 64    | 48.24 | 9                | 8     | 9.41  |
| Grade 5                                                   | 28               | 27    | 28.75 | 66                    | 61    | 66.25 | 6                | 13    | 5.00  |
| All Grades                                                | 30               | 30    | 35.32 | 63                    | 63    | 58.72 | 7                | 7     | 5.96  |

| Research/Inquiry<br>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    | 48.57 | 52                    | 44    | 42.86 | 16               | 10    | 8.57  |
| Grade 4                                                                  | 31               | 35    | 57.65 | 59                    | 52    | 37.65 | 10               | 13    | 4.71  |
| Grade 5                                                                  | 43               | 48    | 47.50 | 55                    | 45    | 41.25 | 2                | 6     | 11.25 |
| All Grades                                                               | 35               | 42    | 51.49 | 55                    | 48    | 40.43 | 10               | 10    | 8.09  |

**Conclusions based on this data:**

1. Best professional practices must be used with 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    | 74    | 80                   | 84    | 73    | 80                        | 84    | 73    | 98.8                          | 93.3  | 98.6  |
| Grade 4                                | 73                     | 87    | 90    | 69                   | 84    | 87    | 69                        | 84    | 87    | 94.5                          | 96.6  | 96.7  |
| Grade 5                                | 88                     | 68    | 83    | 84                   | 64    | 82    | 84                        | 64    | 82    | 95.5                          | 94.1  | 98.8  |
| All Grades                             | 242                    | 245   | 247   | 233                  | 232   | 242   | 233                       | 232   | 242   | 96.3                          | 94.7  | 98    |

\* 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 | 2481.5 | 31                  | 35    | 35.62 | 36             | 39    | 38.36 | 18                    | 19    | 20.55 | 15                 | 7     | 5.48  |
| Grade 4                              | 2498.1           | 2502.4 | 2539.0 | 20                  | 31    | 47.13 | 35             | 30    | 35.63 | 32                    | 27    | 11.49 | 13                 | 12    | 5.75  |
| Grade 5                              | 2534.2           | 2518.2 | 2530.7 | 24                  | 20    | 36.59 | 31             | 28    | 21.95 | 33                    | 33    | 14.63 | 12                 | 19    | 26.83 |
| All Grades                           | N/A              | N/A    | N/A    | 25                  | 29    | 40.08 | 34             | 33    | 31.82 | 27                    | 26    | 15.29 | 13                 | 12    | 12.81 |

| Concepts & Procedures<br>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    | 52.05 | 36                    | 33    | 38.36 | 19               | 12    | 9.59  |
| Grade 4                                                                | 30               | 40    | 57.47 | 46                    | 36    | 32.18 | 23               | 24    | 10.34 |
| Grade 5                                                                | 30               | 36    | 39.02 | 46                    | 34    | 26.83 | 24               | 30    | 34.15 |
| All Grades                                                             | 35               | 44    | 49.59 | 43                    | 34    | 32.23 | 22               | 21    | 18.18 |

| Problem Solving & Modeling/Data Analysis<br>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    | 49.32 | 38                    | 46    | 42.47 | 19               | 12    | 8.22  |
| Grade 4                                                                                                                          | 38               | 31    | 49.43 | 43                    | 54    | 36.78 | 19               | 15    | 13.79 |
| Grade 5                                                                                                                          | 27               | 22    | 39.02 | 52                    | 59    | 35.37 | 20               | 19    | 25.61 |
| All Grades                                                                                                                       | 36               | 32    | 45.87 | 45                    | 53    | 38.02 | 19               | 15    | 16.12 |

| Communicating Reasoning<br>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    | 52.05 | 50                    | 55    | 45.21 | 14               | 4     | 2.74  |
| Grade 4                                                                              | 28               | 43    | 56.32 | 48                    | 40    | 34.48 | 25               | 17    | 9.20  |
| Grade 5                                                                              | 32               | 14    | 32.93 | 49                    | 56    | 47.56 | 19               | 30    | 19.51 |
| All Grades                                                                           | 32               | 34    | 47.11 | 49                    | 50    | 42.15 | 19               | 16    | 10.74 |

**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 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    | 75    | 50           | 38    | 13    |                    |       | 13    |           |       |       |
| 2     |                                                                     |       | 22    |                | 33    |       | 100          | 67    | 56    |                    |       | 22    |           |       |       |
| 3     |                                                                     |       | 25    | 29             | ***   |       | 71           | ***   | 75    |                    |       |       |           |       |       |
| 4     |                                                                     |       | 20    | ***            | 86    | 40    | ***          | 14    |       |                    |       |       |           |       | 40    |
| 5     |                                                                     |       |       | ***            | ***   | 100   |              |       |       | ***                |       |       |           |       |       |
| Total | 4                                                                   | 4     | 12    | 33             | 58    | 47    | 58           | 38    | 26    | 4                  |       | 9     |           |       | 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)

Our school has several years of SBAC scores, have set in motion our PLCs with data analysis and reteaching, implemented district IFAs, 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. PLCs will review benchmark data and monitor student progress.

### Staffing and Professional Development

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

All staff meets requirements of NCLB.

4. Principals' 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 2018-19

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)

Will be piloting 3 math curriculums for adoption at the end of the 2018-19 school year. 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)

Formal pacing guide for Mathematics. District provides benchmark assessments /IFAs which allows focus on essential standards in ELA and Math throughout the school year.

## 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, Before School Intervention

## 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

## 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<br><u>Purpose:</u> Assist expectant and parenting students succeed in school.                                                                  | \$         |
|                | Economic Impact Aid/ State Compensatory Education<br><u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.                                          | \$         |
|                | Economic Impact Aid/ English Learner Program<br><u>Purpose:</u> Develop fluency in English and academic proficiency of English learners                                                 | \$         |
| X              | Peer Assistance and Review<br><u>Purpose:</u> Assist teachers through coaching and mentoring.                                                                                           | \$2000     |
|                | Professional Development Block Grant<br><u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                          | \$         |
|                | Pupil Retention Block Grant<br><u>Purpose:</u> Prevent students from dropping out of school.                                                                                            | \$         |
|                | Quality Education Investment Act<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve library and other school programs.                                                                        | \$         |
|                | School Safety and Violence Prevention Act<br><u>Purpose:</u> Increase school safety.                                                                                                    | \$         |
|                | Tobacco-Use Prevention Education<br><u>Purpose:</u> 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                                                                                                                        | \$         |

| <b>Federal Programs under No Child Left Behind (NCLB)</b>                           |                                                                                                                                                                                                                                  | <b>Allocation</b> |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|                                                                                     | Title I, Neglected<br><u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution                                                                                 | \$                |
|                                                                                     | Title I, Part D: Delinquent<br><u>Purpose:</u> Supplement instruction for delinquent youth                                                                                                                                       | \$                |
|                                                                                     | Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas                                                                                          | \$                |
|                                                                                     | Title I, Part A: Targeted Assistance Program<br><u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency                                                                    | \$                |
|                                                                                     | Title I, Part A: Program Improvement<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals                                                                   | \$                |
|                                                                                     | Title II, Part D: Enhancing Education Through Technology<br><u>Purpose:</u> Support professional development and the use of technology                                                                                           | \$                |
| X                                                                                   | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose:</u> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$2,000           |
|                                                                                     | Title IV, Part A: Safe And Drug-Free Schools And Communities<br><u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.        | \$                |
|                                                                                     | Title V: Innovative Programs<br><u>Purpose:</u> Support educational improvement, library, media, and at-risk students                                                                                                            | \$                |
|                                                                                     | Title VI, Part B: Rural Education Achievement<br><u>Purpose:</u> 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                                                                                                                                                               | \$                |
| <b>Total amount of state and federal categorical funds allocated to this school</b> |                                                                                                                                                                                                                                  | <b>\$</b>         |

\* 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                                               | <b>Director of Special Programs:</b> 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                                               | <b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.                                                                                                                                                |            |                |            |                |
| 2422                                               | <b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support                                                                                                                                                    |            |                |            |                |
| 2442                                               | <b>Technician:</b> Provides network support for language arts intervention programs                                                                                                                                                                           |            |                |            |                |
| 2452                                               | <b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support                                                                                                                                        |            |                |            |                |
| 2432                                               | <b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.                                                                                                                                                |            |                |            |                |
| 2932                                               | <b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.                                                                                                                                                   |            |                |            |                |
| 3000                                               | <b>Employee Benefits:</b> Certificate and classified benefits                                                                                                                                                                                                 |            |                |            |                |
| 4000                                               | <b>Supplies:</b> Programming curriculum materials, office supplies, computer software                                                                                                                                                                         |            |                |            |                |
| 5000                                               | <b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing                                                                                                                                   |            |                |            |                |

## 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)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X 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):

Robert Down School Leadership Team

\_\_\_\_\_  
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 17, 2018

Attested:

Linda Williams

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Johanna Kroenlein

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



### 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:

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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:

X English Learner Advisory Committee

Maria Miller  
Signature

X Special Education Advisory Committee

Jan D.  
Signature

X Gifted and Talented Education Program Advisory Committee

Anna Spade  
Signature

X Instructional Leadership Team

Anna Spade  
Signature

X RHD Leadership Team

Kris Styskal  
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 17, 2018

Attested:

Linda Williams

Linda Williams - School Principal

4-17-18

Date

Johanna Kroenlein

Johanna Kroenlein - Site Council Chair

4-17-18

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 make-up of the council is as follows:

| Name of Members                            | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Johanna Kroenlein                          |           |                   |                    | X                          |                    |
| Laura Rivera                               |           |                   | X                  |                            |                    |
| Maria Miller                               |           | X                 |                    |                            |                    |
| Kris Stejskal                              |           | X                 |                    |                            |                    |
| Elliott Hazen                              |           |                   |                    | X                          |                    |
| Linda Williams                             | X         |                   |                    |                            |                    |
| <b>Numbers of members of each category</b> | <b>1</b>  | <b>2</b>          | <b>1</b>           | <b>2</b>                   |                    |

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

## Forest Grove Elementary School

School Name

27661346026470

CDS Code

Date of this revision: May 14, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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 .

## 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. During 2017-2018, a third special day class was added to Forest Grove due to an increase in program need. Also, two modular classrooms were constructed near the kindergarten center.

Currently, Forest Grove has 476 students; 287 of whom are White/Not Hispanic, 89 of our students are Hispanic, 57 are Asian, while the rest representing several other ethnic groups. 121 of our children are considered socioeconomically disadvantaged, receiving free or reduced price meals. We have 70 students identified as English language learners, 50 of whom receive designated support. Forest Grove has students from 19 different countries in attendance speaking 21 different languages. 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 socioeconomically disadvantaged (SED). 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 who 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. 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 Grove also holds a parent input night during the fall where parents have the opportunity to provide feedback on our school goals. Our school counselor built 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, 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. The school site council has aligned goals for the 2018-19 school year to the Smarter Balanced Assessment Consortium (SBAC) exam given each year in the Spring to students in grades 3-5. In addition, PGUSD Interim Formative Assessment (IFA) data is used in establishing and monitoring progress in English Language Arts and Math.

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 administered regularly. Additionally, all students in grades 3-5 participated in the Smarter Balanced testing in 2015 establishing baseline results. The May 2016 and 2017 SBAC results were analyzed and the scores were made available to parents and staff. The results will continue to 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, 2016, and 2017 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 Spring (2018) 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, 11% of our students are English learners. To ensure that these students continue to make progress, ELD must continue to be an area of focus. Our school has shifted from giving the California English Language Development Test (CELDT) to the English Language Proficiency Assessments of California (ELPAC). In the past, our students have shown growth on the CELDT, and we will analyze the results as our students begin taking the more rigorous ELPAC.

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 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 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. 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 has the highest percentage of English Learners (11%) and Socio-Economically Disadvantaged youth (27%) in the district.

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 prove 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 general population 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 2018-19 school year. These are similar to the goals from 2017-18 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 increasing our awareness regarding school safety as a priority.

### Goal 1

Forest Grove's general population will increase (show 3 to less than 15 point growth) on the SBA English Language Arts test as measured using the CDE's 5-by-5 dashboard by the beginning of 2019 school year. Socioeconomically disadvantaged students, our English Language Learners, and our Hispanic/Latino students will show a significant increase (more than 15 point growth) using the same measure

### Goal 2

Forest Grove's general population will increase (show 3 to less than 15 point growth) on the SBA Mathematics test as measured using the CDE's 5-by-5 dashboard by the beginning of 2019 school year. Socioeconomically disadvantaged students, our English Language Learners, and our Hispanic/Latino students will show a significant increase (more than 15 point growth) using the same measure.

### 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 will focus schoolwide social-emotional educational efforts to help student build better peer relationships and cope with stress/anxiety.

Goal 5

Forest Grove will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus.

## 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:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #1</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Forest Grove's general population will increase (show 3 to less than 15 point growth) on the SBA English Language Arts test as measured using the CDE's 5-by-5 dashboard by the beginning of 2019 school year. Socioeconomically disadvantaged students, our English Learners, and our Hispanic/Latino students will show a significant increase (more than 15 point growth) using the same measure. |                                                                                                                                                                                                                      |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>2017 Smarter Balanced Performance Summary<br>2017 CDE Student Group 5-by-5 Placement chart.<br>SARC Data<br>Dibels<br>SRI<br>Interim Formative Assessment Data                                                                                                                                                                                                                                                                                     | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>This goal aligns with PGUSD Goal 3                                                                                                   |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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.                                                                                                                                                                                                                                                               | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Principal<br>Classroom Teachers<br>School Site Council<br>Director of Curriculum & Instruction<br>Parents of English Learners |
| <b>Who are the focus students and what is the expected growth?</b><br>Socioeconomically disadvantaged students will show a significant increase of greater than 15 points on the CDE Student Group 5-by-5 Placement chart.<br>English Language Learners will show a significant increase of greater than 15 points on the CDE Student Group 5-by-5 Placement chart<br>Hispanic/Latino students will show a significant increase of greater than 15 points on the CDE Student Group 5-by-5 Placement chart                           | <b>What data will be collected to measure student achievement?</b><br>SBAC<br>Disitric Formative assessments<br>SRI<br>ELPAC<br>DIBELS<br>Report Card Data                                                           |
| <b>What process will you use to monitor and evaluate the data?</b><br>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.                                                                                                                         | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                   |

|                                                  |                                       |                                           |                               |
|--------------------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------|
| <b>SCHOOL GOAL #1</b>                            |                                       |                                           |                               |
| <b>Strategies/Actions to Implement this Goal</b> | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b> |

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| <b>SCHOOL GOAL #1</b>                                                                                                                                                          |                                            |                                                                                                                                       |                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                               | <b>Start Date<br/>Completion Date</b>      | <b>Each Funding<br/>Source and Amount</b>                                                                                             | <b>Process for Evaluation</b>                                                                                                |
| All teachers will incorporate daily writing into their English Language Arts lesson using district adopted curriculum - Super Kids for grades TK-2 and Benchmark Advanced 3-5. | August 2018<br><br>Ongoing through 2018-19 | English Language Arts adoption for grades renewals for consumable products. Amount to be determined from the district's textbook fund | Regular review of student performance on site base formative assessment, PGUSD interim formative assessments, and SBA 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 2018-ongoing                        | Title III (amount to be determined)                                                                                                   | DIBELS 3 times annually<br>Interim formative assessments<br>SRI (twice annually)<br>Other local measures                     |
| Title I reading intervention for students who qualify                                                                                                                          | August 2018-ongoing                        | Title I funds                                                                                                                         | DIBELS data 3 times annually                                                                                                 |
| Read 180/System 44 intervention for students who qualify will be moved to before school to increase access to general education curriculum                                     | August 2018-ongoing`                       | General fund amount to be determined, Measure A technology fund for renewal of subscriptions                                          | SRI data 3 times annually                                                                                                    |
| Support teachers in small group instruction                                                                                                                                    |                                            |                                                                                                                                       |                                                                                                                              |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #2</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Forest Grove's general population will increase (show 3 to less than 15 point growth) on the SBA Mathematics test as measured using the CDE's 5-by-5 dashboard by the beginning of 2019 school year. Socioeconomically disadvantaged students, our English Learners, and our Hispanic/Latino students will show a significant increase (more than 15 point growth) using the same measure. |                                                                                                                                                                                     |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>2017 SBAC<br>20118-19 SMI results<br>Classroom assessments                                                                                                                                                                                                                                                                                                                                                                               | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>This goal is aligned with PGUSD LCAP Goal 2                                                         |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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 SBA. Number sense is a key standard that enables students to communicate their reasoning in Math.                                                                                                                                                       | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Principal<br>Instructional Leadership Team<br>Classroom Teachers<br>School Site Council      |
| <b>Who are the focus students and what is the expected growth?</b><br>Socioeconomically disadvantaged students will show a 10 percent growth in number sense (communicating reasoning) with data as measured by the SBAC in 2017-18.<br>English Language Learners will show a 10 percent growth in number sense (communicating reasoning) as measured by the SBAC in 2017-18.<br>Hispanic/Latino students will show a 10 percent growth in number sense (communicating reasoning) as measured by the SBAC in 2017-18.     | <b>What data will be collected to measure student achievement?</b><br>SBAC Results<br>Interim formative assessments<br>SMI<br>Common formative assessments<br>Classroom assessments |
| <b>What process will you use to monitor and evaluate the data?</b><br>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 Hispanic/Latino students.                                                                                            | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                  |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #2</b>                                                                                                                                                                                                                                                                                                                                    |                                   |                                                                 |                                                                                    |
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                         | <b>Start Date Completion Date</b> | <b>Each Funding Source and Amount</b>                           | <b>Process for Evaluation</b>                                                      |
| 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 2018-June 2019             | 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 2018 and ongoing           | Measure A Educational Technology Bond (amount to be determined) | Three interim formative assessments will be given by agree upon dates.             |

| <b>SCHOOL GOAL #2</b>                                                                                                                                                  |                                       |                                           |                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                       | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                                                    |
| 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 2018 - ongoing<br><br>Annually | Title III (amount to be determined)       | Math Benchmarks quarterly<br>SRI (twice annually)<br>SMI<br>Other local measures |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #3</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>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. |                                                                                                                                                                                                                                                                                     |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Teacher feedback.<br>Parent Teacher Association feedback.                                                                                                                                                                                                                                                                                                                                                                                | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>This goal aligns with PGUSD LCAP Goal #1                                                                                                                                                            |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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 develop a deeper understanding of the standards when they are engaged artistically in classrooms.                                                                                                                                                  | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Principal<br>Site Governance Team<br>School Site Council<br>Parent Teacher Association                                                                                                       |
| <b>Who are the focus students and what is the expected growth?</b><br>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.                                                                                                                                                                                                                           | <b>What data will be collected to measure student achievement?</b><br>Classroom evaluation of projects incorporating the use of the visual and performing arts<br>Lists of visual and performing arts projects used in class and how they address the California Content Standards. |
| <b>What process will you use to monitor and evaluate the data?</b><br>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 logged on a shared google document that teachers may access.                                                                                                                                                                 | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                  |

| <b>SCHOOL GOAL #3</b>                                                                                                                         |                                       |                                           |                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                              | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                                                                                                               |
| Teachers will receive access to the supplies necessary to implement project based learning that incorporates the visual and performing arts.  | August 2018- ongoing                  | Site Allocation - \$6,000                 | Teacher surveys measuring adequacy of funding to support the use of VAPA in the classroom.<br>Parent focus groups.<br>Student focus groups. |
| The school will convert the music room back into an art project room which was its previous use when a shift in program allows this to occur. | August 2018 - ongoing                 | None needed                               | Should the current SDC no longer be necessary, the room will be returned to an art room.                                                    |

## VI. Planned Improvements in Student Performance (continued)

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #4</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Forest Grove will focus schoolwide social-emotional educational efforts to help students build better peer relationships and cope with stress/anxiety. |                                                                                                                                                                                             |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Counseling referral data<br>5th grade California Healthy Kids Survey                                                                                                                                 | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>This goal aligns with PGUSD LCAP Goal 1                                                                     |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>The data revealed that the reasons most commonly given for a counseling referral were peer relationships (53) and stress/anxiety (37).                                                                  | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Stakeholder groups included parents, district personnel, law enforcement, faculty and support staff. |
| <b>Who are the focus students and what is the expected growth?</b><br>While this goal is written to address the needs of all of our students, the focus group will be students who have been referred for counseling services.                                                        | <b>What data will be collected to measure student achievement?</b><br>California Healthy Kids Survey<br>Student feedback from class lessons.                                                |
| <b>What process will you use to monitor and evaluate the data?</b><br>Principal will meet quarterly with counselors to review caseloads.<br>Counselors will conduct a needs assessment for grades TK-5                                                                                | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                          |

| <b>SCHOOL GOAL #4</b>                                                                                             |                               |                                   |                         |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-------------------------|
| Strategies/Actions to Implement this Goal                                                                         | Start Date<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation  |
| Counselor taught classroom lessons designed to teach students interpersonal skills to improve peer relationships. | August 2018 - ongoing         | Site Fund                         | Student feedback survey |
| Teach students stress reduction techniques.                                                                       | August 2018 - ongoing         | Site Fund                         |                         |



## VI. Planned Improvements in Student Performance (continued)

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #5</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Forest Grove will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus. |                                                                                                                                                                           |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Parent feedback both verbal and written.<br>Identified need based on local incidents threatening school safety in 2017-18                                                                                   | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>This goal aligns with PGUSD LCAP Goal 1                                                   |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>The analysis of the data revealed that stakeholders identified increasing school safety as a priority.                                                                                                         | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Families, law enforcement, faculty, staff, and administration (site and district). |
| <b>Who are the focus students and what is the expected growth?</b><br>All students are the focus of this goal and an increased feeling of safety at school is the desired outcome.                                                                                                           | <b>What data will be collected to measure student achievement?</b><br>California Healthy Kids Survey<br>Safety Incident Reports                                           |
| <b>What process will you use to monitor and evaluate the data?</b><br>Working in concert with the Pacific Grove Police Department, we will track the number of incidents that pose a threat to school safety.                                                                                | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                        |

| <b>SCHOOL GOAL #5</b>                                                                                                                         |                                       |                                           |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                              | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b> |
| Publicize the See Something, Say Something campaign using posters, newsletter communication, handbook information, verbal communication, etc. | August 2018 - ongoing                 | No cost.                                  | Staff and Parent feedback     |
| Increase staff safety protocol training                                                                                                       | August 2018 - ongoing                 | TBA                                       | Staff feedback                |

## VI. Curriculum Components

### Component #1: Language Arts/Writing

#### Goal:

Forest Grove's general population will increase (show 3 to less than 15 point growth) on the SBA English Language Arts test as measured using the CDE's 5-by-5 dashboard by the beginning of 2019 school year. Socioeconomically disadvantaged students, our English Learners, and our Hispanic/Latino students will show a significant increase (more than 15 point growth) using the same measure.

| <b>Aligns with District Goal #1</b>                                                                                                                                                                                             | <b>Objectives</b>                                                                                                                                                                                                                              | <b>Activities</b>                                                                                                                                                                                                                             | <b>Assessment</b>                                                                                                                                                                                                      | <b>Budget 2016-2017</b>                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 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.<br><br>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 district 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:

Forest Grove's general population will increase (show 3 to less than 15 point growth) on the SBA Mathematics test as measured using the CDE's 5-by-5 dashboard by the beginning of 2019 school year. Socioeconomically disadvantaged students, our English Learners, and our Hispanic/Latino students will show a significant increase (more than 15 point growth) using the same measure.

| <b>Aligns with District Goal #1</b>                                                                                                                                                                                             | <b>Objectives</b>                                                                                                                                                                                       | <b>Activities</b>                                                                                                                                                                                 | <b>Assessment</b>                                                                                                                 | <b>Budget 2016-2017</b>    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 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.

| <b>Aligns with District Goal #1</b>                                                                                                                                                                                             | <b>Objectives</b>                                                                                   | <b>Activities</b>                                                                                                                           | <b>Assessment</b>                                       | <b>Budget 2016-2017</b>         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------|
| 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 studies, 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 will focus schoolwide social-emotional educational efforts to help students build better peer relationships and cope with stress/anxiety.

| <b>Aligns with District Goal #1</b>                                                                                                                                                                                             | <b>Objectives</b>                                                                                                                                                                         | <b>Activities</b>                                                                                                          | <b>Assessment</b>                                                    | <b>Budget 2016-2017</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------|
| 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 will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus.

| <b>Aligns with District Goal #1</b>                                                                                                                                                                                             | <b>Objectives</b>                                                                                           | <b>Activities</b>                                                                               | <b>Assessment</b>                                                                 | <b>Budget 2016-2017</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|
| 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:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #7: N/A****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |



**VII. Curriculum Components****Component #8: N/A****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

## 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    | 76    | 70                   | 66    | 72    | 69                        | 66    | 72    | 93.3                          | 89.2  | 94.7  |
| Grade 4                                | 76                     | 68    | 70    | 75                   | 63    | 64    | 75                        | 63    | 64    | 98.7                          | 91.3  | 91.4  |
| Grade 5                                | 80                     | 82    | 69    | 78                   | 79    | 67    | 77                        | 79    | 67    | 97.5                          | 97.5  | 97.1  |
| All Grades                             | 231                    | 224   | 215   | 223                  | 208   | 203   | 221                       | 208   | 203   | 96.5                          | 92.9  | 94.4  |

\* 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 | 2417.2 | 33                  | 39    | 27.78 | 26             | 21    | 13.89 | 11                    | 21    | 26.39 | 29                 | 18    | 31.94 |
| Grade 4                              | 2501.2           | 2499.6 | 2517.9 | 36                  | 40    | 37.50 | 27             | 24    | 35.94 | 24                    | 11    | 15.63 | 13                 | 25    | 10.94 |
| Grade 5                              | 2545.1           | 2546.5 | 2553.7 | 38                  | 43    | 43.28 | 35             | 27    | 26.87 | 13                    | 22    | 14.93 | 13                 | 9     | 14.93 |
| All Grades                           | N/A              | N/A    | N/A    | 36                  | 41    | 35.96 | 29             | 24    | 25.12 | 16                    | 18    | 19.21 | 18                 | 17    | 19.70 |

| Reading<br>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    | 23.61 | 32                    | 39    | 38.89 | 25               | 21    | 37.50 |
| Grade 4                                                                    | 36               | 38    | 42.19 | 45                    | 37    | 53.13 | 19               | 25    | 4.69  |
| Grade 5                                                                    | 40               | 39    | 50.75 | 36                    | 42    | 34.33 | 23               | 19    | 14.93 |
| All Grades                                                                 | 40               | 39    | 38.42 | 38                    | 39    | 41.87 | 22               | 22    | 19.70 |

| Writing<br>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    | 20.83 | 46                    | 39    | 44.44 | 28               | 27    | 34.72 |
| Grade 4                                           | 31               | 29    | 34.38 | 51                    | 54    | 56.25 | 19               | 17    | 9.38  |
| Grade 5                                           | 52               | 42    | 44.78 | 31                    | 47    | 50.75 | 17               | 11    | 4.48  |
| All Grades                                        | 37               | 35    | 33.00 | 43                    | 47    | 50.25 | 21               | 18    | 16.75 |

| Listening<br>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    | 20.83 | 58                    | 59    | 56.94 | 16               | 9     | 22.22 |
| Grade 4                                                   | 29               | 35    | 32.81 | 59                    | 60    | 62.50 | 12               | 5     | 4.69  |
| Grade 5                                                   | 27               | 27    | 23.88 | 56                    | 65    | 68.66 | 17               | 9     | 7.46  |
| All Grades                                                | 28               | 31    | 25.62 | 57                    | 62    | 62.56 | 15               | 8     | 11.82 |

| Research/Inquiry<br>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    | 23.61 | 52                    | 52    | 50.00 | 25               | 18    | 26.39 |
| Grade 4                                                                  | 39               | 38    | 34.38 | 53                    | 43    | 51.56 | 8                | 19    | 14.06 |
| Grade 5                                                                  | 55               | 53    | 37.31 | 36                    | 39    | 46.27 | 9                | 8     | 16.42 |
| All Grades                                                               | 39               | 41    | 31.53 | 47                    | 44    | 49.26 | 14               | 14    | 19.21 |

**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    | 76    | 69                   | 66    | 73    | 69                        | 66    | 73    | 92.0                          | 89.2  | 96.1  |
| Grade 4                                | 76                     | 68    | 70    | 75                   | 63    | 64    | 75                        | 63    | 64    | 98.7                          | 91.3  | 91.4  |
| Grade 5                                | 80                     | 82    | 69    | 78                   | 79    | 67    | 78                        | 79    | 67    | 97.5                          | 97.5  | 97.1  |
| All Grades                             | 231                    | 224   | 215   | 222                  | 208   | 204   | 222                       | 208   | 204   | 96.1                          | 92.9  | 94.9  |

\* 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 | 2410.3 | 19                  | 26    | 13.70 | 26             | 26    | 24.66 | 36                    | 29    | 26.03 | 19                 | 20    | 35.62 |
| Grade 4                              | 2500.6           | 2492.3 | 2513.1 | 27                  | 25    | 29.69 | 33             | 30    | 32.81 | 27                    | 33    | 35.94 | 13                 | 11    | 1.56  |
| Grade 5                              | 2521.7           | 2523.8 | 2542.6 | 24                  | 30    | 38.81 | 27             | 22    | 20.90 | 27                    | 28    | 22.39 | 22                 | 20    | 17.91 |
| All Grades                           | N/A              | N/A    | N/A    | 23                  | 27    | 26.96 | 29             | 25    | 25.98 | 30                    | 30    | 27.94 | 18                 | 17    | 19.12 |

| Concepts & Procedures<br>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    | 27.40 | 45                    | 29    | 31.51 | 25               | 30    | 41.10 |
| Grade 4                                                                | 39               | 37    | 40.63 | 40                    | 38    | 45.31 | 21               | 25    | 14.06 |
| Grade 5                                                                | 36               | 37    | 41.79 | 33                    | 38    | 29.85 | 29               | 25    | 28.36 |
| All Grades                                                             | 35               | 38    | 36.27 | 39                    | 35    | 35.29 | 25               | 27    | 28.43 |

| Problem Solving & Modeling/Data Analysis<br>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    | 28.77 | 43                    | 50    | 41.10 | 32               | 14    | 30.14 |
| Grade 4                                                                                                                          | 31               | 30    | 31.25 | 52                    | 46    | 54.69 | 17               | 24    | 14.06 |
| Grade 5                                                                                                                          | 29               | 38    | 44.78 | 47                    | 38    | 35.82 | 23               | 24    | 19.40 |
| All Grades                                                                                                                       | 28               | 35    | 34.80 | 48                    | 44    | 43.63 | 24               | 21    | 21.57 |

| Communicating Reasoning<br>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    | 21.92 | 57                    | 47    | 43.84 | 19               | 18    | 34.25 |
| Grade 4                                                                              | 39               | 30    | 43.75 | 48                    | 46    | 37.50 | 13               | 24    | 18.75 |
| Grade 5                                                                              | 24               | 32    | 32.84 | 50                    | 47    | 46.27 | 24               | 22    | 20.90 |
| All Grades                                                                           | 29               | 32    | 32.35 | 51                    | 47    | 42.65 | 19               | 21    | 25.00 |

**Conclusions based on this data:**

1.

## 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 |
| <b>K</b>     | 25                                                                  |       | 25    |                | 25    | 25    | 75           | 75    | 50    |                    |       |       |           |       |       |
| <b>1</b>     |                                                                     | 50    | 14    | 78             | 43    | 43    | 11           | 7     | 29    | 11                 |       | 14    |           |       |       |
| <b>2</b>     | 14                                                                  | 13    | 20    | 14             | 25    | 50    | 43           | 38    |       | 29                 | 13    | 10    |           | 13    | 20    |
| <b>3</b>     | 14                                                                  | 14    |       | 14             | 14    | 50    | 57           | 57    | 33    | 14                 | 14    | 17    |           |       |       |
| <b>4</b>     | 13                                                                  | 22    | 14    | 25             | 22    | 57    | 38           | 44    | 29    | 25                 | 11    |       |           |       |       |
| <b>5</b>     | 25                                                                  | 11    | 20    | 75             | 56    | 60    |              | 33    | 20    |                    |       |       |           |       |       |
| <b>Total</b> | 13                                                                  | 24    | 15    | 36             | 33    | 49    | 36           | 35    | 23    | 15                 | 6     | 8     |           | 2     | 5     |

## 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<br><u>Purpose:</u> Assist expectant and parenting students succeed in school.                                                                  |                                                                                                                                                                                    | \$         |
| Economic Impact Aid/ State Compensatory Education<br><u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.                                          |                                                                                                                                                                                    | \$         |
| Economic Impact Aid/ English Learner Program<br><u>Purpose:</u> Develop fluency in English and academic proficiency of English learners                                                 |                                                                                                                                                                                    | \$         |
| Peer Assistance and Review<br><u>Purpose:</u> Assist teachers through coaching and mentoring.                                                                                           |                                                                                                                                                                                    | \$         |
| Professional Development Block Grant<br><u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                          |                                                                                                                                                                                    | \$         |
| Pupil Retention Block Grant<br><u>Purpose:</u> Prevent students from dropping out of school.                                                                                            |                                                                                                                                                                                    | \$         |
| Quality Education Investment Act<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve library and other school programs.                                                                        |                                                                                                                                                                                    | \$         |
| School Safety and Violence Prevention Act<br><u>Purpose:</u> Increase school safety.                                                                                                    |                                                                                                                                                                                    | \$         |
| Tobacco-Use Prevention Education<br><u>Purpose:</u> Eliminate tobacco use among students                                                                                                |                                                                                                                                                                                    | \$         |
| X                                                                                                                                                                                       | List and Describe Other State or Local funds (e.g., Gifted and Talented Education):<br>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                                                                                                                        |                                                                                                                                                                                    | \$         |

| <b>Federal Programs under No Child Left Behind (NCLB)</b>                           |                                                                                                                                                                                                                                  | <b>Allocation</b> |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|                                                                                     | Title I, Neglected<br><u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution                                                                                 | \$                |
|                                                                                     | Title I, Part D: Delinquent<br><u>Purpose:</u> Supplement instruction for delinquent youth                                                                                                                                       | \$                |
|                                                                                     | Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas                                                                                          | \$                |
| True                                                                                | Title I, Part A: Targeted Assistance Program<br><u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency                                                                    | \$88,000          |
| X                                                                                   | Title I, Part A: Program Improvement<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals                                                                   | \$                |
|                                                                                     | Title II, Part D: Enhancing Education Through Technology<br><u>Purpose:</u> Support professional development and the use of technology                                                                                           | \$                |
| X                                                                                   | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose:</u> 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<br><u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.        | \$                |
|                                                                                     | Title V: Innovative Programs<br><u>Purpose:</u> Support educational improvement, library, media, and at-risk students                                                                                                            | \$                |
|                                                                                     | Title VI, Part B: Rural Education Achievement<br><u>Purpose:</u> 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                                                                                                                                                               | \$                |
| <b>Total amount of state and federal categorical funds allocated to this school</b> |                                                                                                                                                                                                                                  | <b>\$104,500</b>  |

\* 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                                               | <b>Director of Special Programs:</b> 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                                               | <b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.                                                                                                                                                |            |                |            |                |
| 2422                                               | <b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support                                                                                                                                                    |            |                |            |                |
| 2442                                               | <b>Technician:</b> Provides network support for language arts intervention programs                                                                                                                                                                           |            |                |            |                |
| 2452                                               | <b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support                                                                                                                                        |            |                |            |                |
| 2432                                               | <b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.                                                                                                                                                |            |                |            |                |
| 2932                                               | <b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.                                                                                                                                                   |            |                |            |                |
| 3000                                               | <b>Employee Benefits:</b> Certificate and classified benefits                                                                                                                                                                                                 |            |                |            |                |
| 4000                                               | <b>Supplies:</b> Programming curriculum materials, office supplies, computer software                                                                                                                                                                         |            |                |            |                |
| 5000                                               | <b>Conferences, Mileage:</b> 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

X 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

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Andrew Hunter

\_\_\_\_\_  
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         |                   |                    |                            |                    |
| Theresa McDaniel                           |           | X                 |                    |                            |                    |
| Barbara Hirst                              |           | X                 |                    |                            |                    |
| Josie Schenkoske                           |           |                   |                    | X                          |                    |
| Christine Gruber                           |           |                   | X                  |                            |                    |
| Audrey Lorca                               |           |                   |                    | X                          |                    |
| Andrew Hunter                              |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category</b> | <b>1</b>  | <b>2</b>          | <b>1</b>           | <b>3</b>                   |                    |

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

27-66134-6058754

CDS Code

Date of this revision: 5/15/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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. Our motto "Every Student's Heart and Mind Every Day" means that we strive to touch our students heart and/or mind at every possible opportunity to serve the whole student!

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 (and plans to upgrade the lighting and sound system)
- 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 499 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: 62% White (not Hispanic), 19% Hispanic, 7% Asian, 8% Multi-racial, .01% 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, Safety Night, Social Media Safety Night, Litterati Assembly, 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

PGMS now has three year historical SBAC summative data to gauge growth and impact.

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

The following are our summative results from SBAC summative test for 2016-2017

Grade 6 ELA: 19% Standard not met/nearly met 81% Standard met/exceeded  
 Grade 7 ELA: 21% Standard not met/nearly met 79% Standard met/exceeded  
 Grade 8 ELA: 34% Standard not met/nearly met 66% Standard met/exceeded (Unchanged)

Grade 6 Math: 39% Standard not met/nearly met 61% Standard met/exceeded  
 Grade 7 Math: 36% Standard not met/nearly met 64% Standard met/exceeded  
 Grade 8 Math: 37% Standard not met/nearly met 63% Standard met/exceeded

This was our third 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 January, 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). School wide we will continue to use the professional learning community model (PLC). Our current PLCs are the main reason for our huge advances in Math and ELA SBAC scores. 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 2017-18 school year the 8th grade AVID class successfully serviced 28 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 intervention strategies and RTI. Specifically, our site will focus on what to do when students don't master the content. 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.

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 2018-19 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 interventions on struggling English Learners, low income students, Latino students, foster youth and students with disabilities. Goal 1

We are utilizing a new math intervention system (RTI Math and Transitional Math), teachers new to the curriculum are bound to have problems and gaps in knowledge. We are expanding our RTI to embed a new 6th Grade RTI Math Intervention class as well as a social skills class in special education and three grade level study hall classes. 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:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #1</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>Goal: Increase by 10% the number of English Learners, scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2017/18 and 2018/19. Continue gains made by Latino Students, Low Income students and Students with Disabilities scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2017/18 and 2018/19. |                                                                                                                                                                                                                                                                                                                                                        |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>A needs assessment done by instructional leaders at the site, data provided to the district for LCAP as well as a district focus.                                                                                                                                                                                                                                                                                                                          | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>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.                                                                                    |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>Though all other at risk student groups lowered the achievement gap, English Learners was the only sub group in which the achievement gap grew in scoring Proficient/Advanced on both the ELA and Math SBAC summative assessments.                                                                                                                                                                                                                            | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Teachers, school site council, PTSA and administration with parent consultation/approval after the goals were written.                                                                                                                                          |
| <b>Who are the focus students and what is the expected growth?</b><br>Our focus is English Learner (while maintaining data and gains for our Low Income, and special education student populations). We expect a greater than 10% growth for our English Learners and continued improvement for our students with disabilities and low income students in their ELA/Math Summative Assessment results.                                                                                                                                      | <b>What data will be collected to measure student achievement?</b><br>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. |
| <b>What process will you use to monitor and evaluate the data?</b><br>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, MDTP assessments, benchmark and summative assessments, Big Ideas assessments, Common Formative assessments ELA/Math, in their Professional Learning Communities.                                                                                                      | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                |                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #1</b>                                                                                                                                          |                                                                                    |
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                               | <b>Start Date Completion Date</b>                                                  |
| professional development cycle focused on using data to drive instruction.                                                                                     | 8/8/2018                                                                           |
| resources, professional development on targeted interventions for English Learners, Low Income students and students with disabilities.                        | 8/8/2018                                                                           |
| Teacher release time to plan implementation, classroom lessons and strategies benefiting English Learners, Low Income students and students with disabilities. | 8/8/2018                                                                           |
|                                                                                                                                                                | <b>Each Funding Source and Amount</b>                                              |
|                                                                                                                                                                | Site allocation                                                                    |
|                                                                                                                                                                | Site Allocation and Measure A funds                                                |
|                                                                                                                                                                | Site Budget                                                                        |
|                                                                                                                                                                | <b>Process for Evaluation</b>                                                      |
|                                                                                                                                                                | Classroom observation, evaluation forms, analysis of student writing               |
|                                                                                                                                                                | Classroom observation, evaluation forms, analysis of student work and technologies |
|                                                                                                                                                                | Classroom rubric, observations, presentation materials                             |

The Single Plan for Student Achievement

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| <b>SCHOOL GOAL #1</b> | <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                            | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                                                                                                                                                         |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | 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.                                                                   | 8/8/2018                              | 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).<br>Professiona Learning Cycle. |
|                       | Academic Intervention Class: Targeted intervention for our struggling Low Income students ; English Learner Academic Intervention Class: Targeted intervention for our Struggling English Learners.                                                         | 8/8/2018                              | Site Funds (\$10,000) Title III funds     | AIC/EL AIC attendance, Classroom grades and assessments, teacher evaluation.                                                                                                          |
|                       | Middle School Math Coach                                                                                                                                                                                                                                    | 8/8/2018                              | 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 a section for RTI grade 6 to support incoming struggling students. Add three Study Hall periods for embedded support for struggling students during the day.                                                                                            | 8/8/2018                              | 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. | 8/8/2018                              | ILT Stipends                              | Teacher pre and post survey on the impact of emphasis on organization.                                                                                                                |
|                       | Continue embedded math intervention sections at 7th grade, maintain the 8th grade section, to support math understanding.                                                                                                                                   | 8/8/2018                              | General Fund                              | Data comparison between this year and last year (benchmarks and checkpoint data comparison)                                                                                           |
|                       | ELD standards training from Director of Curriculum and Instruction.                                                                                                                                                                                         | 8/8/2018                              | General Fund                              | EL students monitored via the cycle of professional learning model.                                                                                                                   |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #2</b><br>(Goals should be prioritized, measurable, and focused on identified student learning needs)<br>Goal: All of the Math Cohort who is enrolled in Math 180 and the Transitional Math Class 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. |                                                                                                                                                                                                                                                                                                                |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Scholastic Math Inventory, Smarter Balanced Interim Assessment Blocks and Summative exam. Pre and post Illuminate tests for Transitional Math Class growth.                                                                                                                                                  | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>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. |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>We have students who are two or more grade levels below in Math. Students transitioning out of Math 180 are not ready for grade level math classes.                                                                                                                                                             | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Parents, teachers, administrators.                                                                                                                                                                                      |
| <b>Who are the focus students and what is the expected growth?</b><br>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.                                 | <b>What data will be collected to measure student achievement?</b><br>We will use the math assessments provided in Math180 as well as Interim Assessment data and SBAC summative assessment data.                                                                                                              |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will use the math assessments provided in Math180 as well as Interim Assessment data.                                                                                                                                                                                                                                | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s).                                                                        |

| <b>SCHOOL GOAL #2</b>                                                                                                                             |                            |                                              |                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------|
| 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.                                   | 8/8/2018 Ongoing           | Measure A                                    | Data analysis of Math assessments                                                         |
| Student Math assessment data will be monitored to ensure proper placement and program effectiveness.                                              | 8/8/2018 Ongoing           | District funds                               | Analysis of student work                                                                  |
| Math 180 teachers will continue to receive support and coaching in the implementation of Math 180.                                                | 8/8/2018 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.                                                               | 9/15/2018 Ongoing          | Site Funds: \$10,000                         | AIC/EL AIC attendance, Classroom grades and assessments, teacher evaluation.              |
| Monitoring and gaining data from transitional Math class to bridge the gap between Math 180 and grade level math content.                         | 8/8/2018                   | No funding necessary; 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). | 8/8/2018                   | No funding necessary, collaboration time.    | Analysis of Math 180 student progress and graduation rates.                               |

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The Single Plan for Student Achievement

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| <b>SCHOOL GOAL #2</b>                                                                                                                                                                                                                                                                                                                                                                                         |                                   |                                              |                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------|--|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Start Date Completion Date</b> | <b>Each Funding Source and Amount</b>        | <b>Process for Evaluation</b>                                                            |  |
| 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:<br>Number talks<br>Data analysis/ Learning target selection<br>Common Formative Assessment<br>Targeted Intervention tools for struggling students<br>Focus on Collaborative work (supports the 8 Mathematical Practices) | 8/8/2018                          | General Fund                                 | We will use the math assessments provided in Math180 as well as Interim Assessment data. |  |
| Students will utilize the Study Hall class embedded within the day for additional support and access.                                                                                                                                                                                                                                                                                                         | 8/8/2018                          | No funding necessary; master schedule change | Grades, benchmarks and IFA's in all disciplines.                                         |  |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #3</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>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.                                                                           |                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                                                                                                       |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student interviews, California Healthy Kids Survey, Student focus groups, bullying survey and Olweis Survey                                                                                                                                                                                       | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>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. | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Parents, students, teachers, adult staff, administrators             |                                                                                                                       |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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. |                                                                                                                                                                                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>Survey data, discipline reports, student feedback, Bullying survey and Olweis Survey. |                                                                                                                       |
| <b>Who are the focus students and what is the expected growth?</b><br>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.                                              |                                                                                                                                                                                                                                                                                             | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                          |                                                                                                                       |
| <b>What process will you use to monitor and evaluate the data?</b><br>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.                                                                                                                               |                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                                                                                                       |
| <b>SCHOOL GOAL #3</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                                                                                                       |
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                                                   | <b>Start Date Completion Date</b>                                                                                                                                                                                                                                                           | <b>Each Funding Source and Amount</b>                                                                                                                       | <b>Process for Evaluation</b>                                                                                         |
| Motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events                                                                                                                                                                                                                                                             | 8/8/2018 Ongoing                                                                                                                                                                                                                                                                            | Site Allocation                                                                                                                                             | Staff and student evaluation                                                                                          |
| Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis.                                                                                                                                                                                                                                                       | 8/8/2018                                                                                                                                                                                                                                                                                    | N/A                                                                                                                                                         | Staff and student evaluation                                                                                          |
| Staff wide presentation by Janie Lawrence of 2017/2018 California Healthy Kids Survey to identify levels of satisfaction students feel about our school.                                                                                                                                                                                                                           | 8/8/2018                                                                                                                                                                                                                                                                                    | N/A                                                                                                                                                         | Staff Feedback survey, California Healthy Kids Survey.                                                                |
| Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity                                                                                                                                                                                                                                                                                  | 8/8/2018 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                                                                                                                                                                                                                                                                                                                               | 8/8/2018                                                                                                                                                                                                                                                                                    | No Cost                                                                                                                                                     | Student survey results, staff/student feedback survey, California Healthy Kids Survey, discipline/attendance records. |

| <b>SCHOOL GOAL #3</b>                                                                                                                                                        |                                       |                                           |                                                                                                                       |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                             | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                                                                                         |  |
| Continue with Mind Up social-emotional-academic program to be run out of PE classes.                                                                                         | 8/8/2018                              | 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. | 8/8/2018                              | 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.                                                                 | 8/8/2018                              | 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.                                                 | 8/8/2018                              | No cost.                                  | Parent surveys, student surveys, feedback logs, sign in sheets.                                                       |  |
| Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s).                                    | 10/1/2018                             | No cost                                   | Student survey three times annually.                                                                                  |  |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                      |                                                                              |  |  |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|--|
| <b>SCHOOL GOAL #4</b><br>(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).  |  |  |

|                                           |                               |                                   |                        |
|-------------------------------------------|-------------------------------|-----------------------------------|------------------------|
| <b>SCHOOL GOAL #4</b>                     |                               |                                   |                        |
| Strategies/Actions to Implement this Goal | Start Date<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation |

## VI. Planned Improvements in Student Performance (continued)

| SCHOOL GOAL #5<br>(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<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation |

VI. Curriculum Components

Component #1: Language Arts

Goal:

Goal: Increase by 10% the number of English Learners, scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2017/18 and 2018/19. Continue gains made by Latino Students, Low Income students and Students with Disabilities scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2017/18 and 2018/19.

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

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>Student Learning and Achievement/Overall Educational Program</p> <p>Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community</p> | <p>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 2017/2018 and 2018/2019. Continue gains with our students on IEP's and our low income students.</p> | <p>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).</p> <p>Continued participation in Smarter Balanced practice tests, to familiarize students with the rigors of the test and lower any affective filters students may have.</p> <p>Less homework prior to and during Smarter Balanced Interim Assessments and Summative tests.</p> <p>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.</p> <p>Professional development in the use Tier 2 interventions in the classroom to provide targeted support for English Learner, Low Income and special education students.</p> <p>Add one section of Learning Center and three sections of study hall.</p> <p>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.</p> <p>Add embedded math intervention sections at 6th and 7th grade, maintain the 8th grade section, to support math understanding.</p> <p>Student information system training from District Director of Technology.</p> <p>ELD standards training from Director of</p> | <p>A comparison of scores will made between the 2017/18 SBAC summative test and the 2018/19 SBAC summative test. Quarterly review of benchmark and formative assessment data. Student achievement data will be used to trigger tier 2/3 intervention(s).</p> | <p>Common Core Funding from state for professional development.</p> <p>Site Funds</p> |
| <p>The Single Plan for Student Achievement</p>                                                                                                                                                               | <p>16 of 41</p>                                                                                                                                                                                                                                                                          | <p>5/15/18</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                              |                                                                                       |

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VII. Curriculum Components

Component #2: Math Intervention Programs

Goal:

Goal: All of the Math Cohort who is enrolled in Math 180 and the Transitional Math Class 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 |
|------------------------------|------------|------------|------------|------------------|
|------------------------------|------------|------------|------------|------------------|

|                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p>Student Learning and Achievement/Overall Educational Program</p> <p>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.</p> | <p>100% of students in the Math Intervention program (Math 180 and Transitional Math) will increase their scores on the Smarter Balanced Summative test between 2017/18 and 2018/19.</p> | <p>Students will participate in the Math 180 program strategies and assessments - these include small group instruction, computer assisted reading exercises, and independent reading.</p> <p>Some students will receive additional support in Math in the Academic Intervention Class.</p> <p>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.</p> <p>Student Math assessment data will be monitored to ensure proper placement and program effectiveness.</p> <p>Math 180 teachers will continue to receive support and coaching in program implementation and monitoring.</p> <p>Students will attend AIC (Academic Intervention Class) for additional math support, as needed.</p> <p>Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s).</p> <p>Add transitional math class(es) to support students exiting out of Math 180 to be successful in grade level general education math classes</p> <p>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:</p> <ul style="list-style-type: none"> <li>Number talks</li> <li>Data analysis/Standards selection</li> <li>Common Formative Assessment</li> <li>Targeted Intervention tools for struggling students</li> <li>Focus on Collaborative work (supports the 8 Mathematical Practices)</li> </ul> | <p>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.</p> <p>Transitional Math will implement a progress monitoring system involving three grade level benchmarks to use to adjust instruction and act as a predictive device for the summative assessments.</p> | <p>Site and District Funds and Measure A funds.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|

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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 |
|------------------------------|------------|------------|------------|------------------|
|------------------------------|------------|------------|------------|------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p>Establish a safe, clean and secure school environment</p> <p>provide a welcoming environment where students and staff may come to school each day feeling safe, respected, proud and can comfortably focus on learning.</p> <p>be free of all forms of violence.</p> <p>promote respectful conversations, cultural sensitivity and encourage students to interact and mix freely.</p> <p>Teacher/student interactions will reflect mutual respect and facilitate dialog.</p> | <p>Students will build positive relationships with each other and staff.</p> <p>Students will demonstrate a commitment to serving the broader community</p> <p>Students will demonstrate cultural sensitivity with staff and each other.</p> | <p>Multiple assemblies designed to build positive character traits in students and staff.</p> <p>Staff professional development to recognize and foster character development in students.</p> <p>Greater staff collaboration between the grades to foster the sharing of student information.</p> <p>Continued safety drills and education regarding "The Big Five" to continue to maintain a safe learning environment.</p> <p>Motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events</p> <p>Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis.</p> <p>Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement.</p> <p>Staff will participate in further professional development and resources regarding Growth Mindset and Mindfulness to improve student achievement and reduce student anxiety.</p> <p>Maintain Peer to Peer partnership and implementation</p> <p>Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity</p> <p>Look for and select a Character Program based on Counselor input and attempt to align with elementary programs for consistency.</p> | <p>Campus Climate survey</p> <p>California Healthy Kids Survey</p> <p>Student Focus groups</p> <p>Student Bullying survey (administered 3 times)</p> <p>Referral/Suspension data</p> <p>Conflict Resolutions utilized</p> <p>Olweis Survey (Administered 3 times)</p> | <p>\$4500 from Site Allocation</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|

VII. Curriculum Components

Component #4:

Goal:

| Aligns with<br>District Goal #1 | Objectives | Activities | Assessment | Budget<br>2016-2017 |
|---------------------------------|------------|------------|------------|---------------------|
|                                 |            |            |            |                     |

VII. Curriculum Components

Component #5:

Goal:

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

VII. Curriculum Components

Component #6:

Goal:  
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| Aligns with<br>District Goal # | Objectives | Activities | Assessment | Budget<br>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<br><br>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           |
|  | Students, both at risk and not at risk will be monitored via our Students of Concern meetings and data tracking document (live document)              | Teachers will participate in bi-quarterly Students of Concern discussion; data entry and tracking, to share information about the whole student including home and personal information. These students will be referred to academic, social emotional or behavior support as a result of these meetings. | Students of Concern data sheet                                                                        | No cost                    |
|  | Creation of a grade level Study Hall where students will be placed based on need, with an opportunity to "graduate" out if they improve academically. | Initial selection will be voluntary, followed by a quarter 1 audit of grades and then parent contact/approval regarding placement.                                                                                                                                                                        | Grades, Illuminate IFA's, Summative SBAC assessments                                                  | No cost, shift in sections |

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   | 153   | 151                  | 184   | 150   | 150                       | 184   | 150   | 95.6                          | 96.3  | 98    |
| Grade 7                                | 168                    | 165   | 188   | 158                  | 159   | 179   | 157                       | 159   | 179   | 94.0                          | 95.8  | 95.2  |
| Grade 8                                | 161                    | 161   | 161   | 154                  | 154   | 156   | 154                       | 154   | 156   | 95.7                          | 95.7  | 96.9  |
| All Grades                             | 487                    | 517   | 502   | 463                  | 497   | 485   | 461                       | 497   | 485   | 95.1                          | 95.9  | 96.6  |

\* 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 | 2589.5 | 23                  | 33    | 37.33 | 36             | 39    | 44.67 | 27                    | 23    | 12.67 | 13                 | 5     | 5.33  |
| Grade 7                              | 2580.0           | 2580.2 | 2609.2 | 24                  | 25    | 30.73 | 40             | 39    | 48.60 | 22                    | 22    | 15.64 | 14                 | 14    | 5.03  |
| Grade 8                              | 2596.2           | 2606.7 | 2595.6 | 20                  | 29    | 23.08 | 46             | 37    | 42.95 | 24                    | 22    | 17.95 | 10                 | 12    | 16.03 |
| All Grades                           | N/A              | N/A    | N/A    | 22                  | 29    | 30.31 | 41             | 38    | 45.57 | 24                    | 22    | 15.46 | 12                 | 10    | 8.66  |

| Reading<br>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    | 40.00 | 51                    | 55    | 46.67 | 25               | 14    | 13.33 |
| Grade 7                                                                    | 31               | 28    | 41.90 | 51                    | 52    | 47.49 | 18               | 19    | 10.61 |
| Grade 8                                                                    | 40               | 37    | 35.90 | 42                    | 45    | 39.10 | 18               | 18    | 25.00 |
| All Grades                                                                 | 32               | 32    | 39.38 | 48                    | 51    | 44.54 | 20               | 17    | 16.08 |

| Writing<br>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    | 52.00 | 47                    | 46    | 40.67 | 16               | 8     | 7.33  |
| Grade 7                                           | 45               | 43    | 50.28 | 42                    | 46    | 43.58 | 13               | 11    | 6.15  |
| Grade 8                                           | 32               | 45    | 40.38 | 51                    | 44    | 46.15 | 18               | 10    | 13.46 |
| All Grades                                        | 38               | 45    | 47.63 | 47                    | 45    | 43.51 | 16               | 10    | 8.87  |

| Listening<br>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    | 20.00 | 69                    | 65    | 73.33 | 10               | 4     | 6.67  |
| Grade 7                                                   | 23               | 21    | 27.37 | 62                    | 70    | 65.92 | 15               | 9     | 6.70  |
| Grade 8                                                   | 19               | 29    | 25.64 | 73                    | 62    | 60.26 | 8                | 9     | 14.10 |
| All Grades                                                | 21               | 27    | 24.54 | 68                    | 66    | 66.39 | 11               | 7     | 9.07  |

| Research/Inquiry<br>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    | 56.67 | 60                    | 54    | 35.33 | 11               | 6     | 8.00  |
| Grade 7                                                                  | 34               | 33    | 42.46 | 52                    | 50    | 49.72 | 13               | 17    | 7.82  |
| Grade 8                                                                  | 27               | 32    | 32.05 | 61                    | 53    | 52.56 | 12               | 14    | 15.38 |
| All Grades                                                               | 30               | 35    | 43.51 | 58                    | 53    | 46.19 | 12               | 12    | 10.31 |

#### Conclusions based on this data:

1. Our school wide score is 67 points above level 3 and in the "blue" category.
2. Every at risk population except our English Learners increased and lessened the achievement gap. Goalsetting and progress monitoring our English Learner students includes shooting for "standard exceeded".
3. Scores improved as grade levels advanced, with the exception of 8th grade, which had minimal growth.

## 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   | 153   | 151                  | 183   | 150   | 151                       | 183   | 150   | 95.6                          | 95.8  | 98    |
| Grade 7                                | 168                    | 165   | 188   | 159                  | 159   | 180   | 158                       | 159   | 180   | 94.6                          | 95.8  | 95.7  |
| Grade 8                                | 161                    | 161   | 162   | 154                  | 155   | 157   | 154                       | 155   | 157   | 95.7                          | 96.3  | 96.9  |
| All Grades                             | 487                    | 517   | 503   | 464                  | 497   | 487   | 463                       | 497   | 487   | 95.3                          | 95.9  | 96.8  |

\* 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 | 2565.7 | 26                  | 28    | 30.67 | 26             | 26    | 30.00 | 30                    | 31    | 28.00 | 18                 | 14    | 11.33 |
| Grade 7                              | 2576.3           | 2562.6 | 2604.8 | 30                  | 26    | 41.11 | 21             | 25    | 23.33 | 30                    | 30    | 24.44 | 19                 | 19    | 11.11 |
| Grade 8                              | 2593.5           | 2597.8 | 2612.2 | 30                  | 36    | 40.76 | 23             | 19    | 22.29 | 30                    | 24    | 17.83 | 17                 | 21    | 19.11 |
| All Grades                           | N/A              | N/A    | N/A    | 29                  | 30    | 37.78 | 23             | 24    | 25.05 | 30                    | 28    | 23.41 | 18                 | 18    | 13.76 |

| Concepts & Procedures<br>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    | 39.33 | 39                    | 39    | 42.00 | 30               | 26    | 18.67 |
| Grade 7                                                                | 38               | 32    | 55.00 | 35                    | 38    | 30.00 | 27               | 30    | 15.00 |
| Grade 8                                                                | 33               | 37    | 47.77 | 43                    | 37    | 28.66 | 24               | 25    | 23.57 |
| All Grades                                                             | 34               | 35    | 47.84 | 39                    | 38    | 33.26 | 27               | 27    | 18.89 |

| Problem Solving & Modeling/Data Analysis<br>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    | 28.00 | 48                    | 61    | 60.67 | 25               | 15    | 11.33 |
| Grade 7                                                                                                                          | 31               | 31    | 38.33 | 50                    | 46    | 40.00 | 19               | 23    | 21.67 |
| Grade 8                                                                                                                          | 31               | 37    | 43.31 | 55                    | 46    | 37.58 | 15               | 17    | 19.11 |
| All Grades                                                                                                                       | 30               | 30    | 36.76 | 51                    | 52    | 45.59 | 19               | 18    | 17.66 |

| Communicating Reasoning<br>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    | 29.33 | 55                    | 55    | 55.33 | 14               | 12    | 15.33 |
| Grade 7                                                                              | 30               | 31    | 44.44 | 59                    | 50    | 43.89 | 11               | 19    | 11.67 |
| Grade 8                                                                              | 31               | 35    | 42.04 | 52                    | 44    | 40.13 | 18               | 21    | 17.83 |
| All Grades                                                                           | 31               | 33    | 39.01 | 55                    | 50    | 46.20 | 14               | 17    | 14.78 |

**Conclusions based on this data:**

1. Math SBAC scores rose by double digits across the board. Students with disabilities, Socio economically disadvantaged, Hispanic, White, Asian all had huge increases, only our English Learner population declined. The addition of a new common core aligned curriculum should have a positive impact.
2. School wide Math placement is "blue" with a score of 27 points above level three.
3. Need a school wide focus on our English Learners in ELA and Math.

## 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 |
| <b>6</b>     | 17                                                                  | 7     | 14    | 67             | 40    | 57    |              | 40    | 14    | 17                 | 7     |       |           | 7     | 14    |
| <b>7</b>     |                                                                     | 20    | 40    | 50             | 40    | 40    | 25           | 20    | 20    | 25                 | 25    | 13    |           | 20    |       |
| <b>8</b>     | 71                                                                  | 33    |       | 29             | 20    |       |              | 20    | ***   |                    | 40    | ***   |           | 20    |       |
| <b>Total</b> | 35                                                                  | 8     | 26    | 47             | 36    | 42    | 6            | 32    | 21    | 12                 | 12    | 5     |           | 12    | 5     |



## 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<br><u>Purpose</u> : Assist expectant and parenting students succeed in school.                                                                  | \$         |
| Economic Impact Aid/ State Compensatory Education<br><u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.                                          | \$         |
| Economic Impact Aid/ English Learner Program<br><u>Purpose</u> : Develop fluency in English and academic proficiency of English learners                                                 | \$         |
| Peer Assistance and Review<br><u>Purpose</u> : Assist teachers through coaching and mentoring.                                                                                           | \$         |
| Professional Development Block Grant<br><u>Purpose</u> : Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                          | \$         |
| Pupil Retention Block Grant<br><u>Purpose</u> : Prevent students from dropping out of school.                                                                                            | \$         |
| Quality Education Investment Act<br><u>Purpose</u> : 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<br><u>Purpose</u> : Improve library and other school programs.                                                                        | \$         |
| School Safety and Violence Prevention Act<br><u>Purpose</u> : Increase school safety.                                                                                                    | \$         |
| Tobacco-Use Prevention Education<br><u>Purpose</u> : 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                                                                                                                         | \$         |

| <b>Federal Programs under No Child Left Behind (NCLB)</b>                                                                                                                                                                        | <b>Allocation</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Title I, Neglected<br><u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution                                                                                 | \$                |
| Title I, Part D: Delinquent<br><u>Purpose:</u> Supplement instruction for delinquent youth                                                                                                                                       | \$                |
| Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas                                                                                          | \$                |
| Title I, Part A: Targeted Assistance Program<br><u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency                                                                    | \$                |
| Title I, Part A: Program Improvement<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals                                                                   | \$                |
| Title II, Part D: Enhancing Education Through Technology<br><u>Purpose:</u> Support professional development and the use of technology                                                                                           | \$                |
| Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose:</u> 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<br><u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.        | \$                |
| Title V: Innovative Programs<br><u>Purpose:</u> Support educational improvement, library, media, and at-risk students                                                                                                            | \$                |
| Title VI, Part B: Rural Education Achievement<br><u>Purpose:</u> 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                                                                                                                                                               | \$                |
| <b>Total amount of state and federal categorical funds allocated to this school</b>                                                                                                                                              | <b>\$</b>         |

\* 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                                               | <b>Director of Special Programs:</b> 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                                               | <b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.                                                                                                                                                |            |                |            |                |
| 2422                                               | <b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support                                                                                                                                                    |            |                |            |                |
| 2442                                               | <b>Technician:</b> Provides network support for language arts intervention programs                                                                                                                                                                           |            |                |            |                |
| 2452                                               | <b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support                                                                                                                                        |            |                |            |                |
| 2432                                               | <b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.                                                                                                                                                |            |                |            |                |
| 2932                                               | <b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.                                                                                                                                                   |            |                |            |                |
| 3000                                               | <b>Employee Benefits:</b> Certificate and classified benefits                                                                                                                                                                                                 |            |                |            |                |
| 4000                                               | <b>Supplies:</b> Programming curriculum materials, office supplies, computer software                                                                                                                                                                         |            |                |            |                |
| 5000                                               | <b>Conferences, Mileage:</b> 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

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

5-15-18  
\_\_\_\_\_  
Date

Chris Fitzpatrick

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

5/15/18  
\_\_\_\_\_  
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                  |
| Melody Roach                               |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category</b> | <b>1</b>  | <b>1</b>          | <b>2</b>           | <b>5</b>                   | <b>2</b>           |

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: April 23, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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 24, 2018.

## II. School Vision and Mission

### VISION STATEMENT:

Pacific Grove High School is a community of learners committed to providing students with opportunities to steer their lives toward academic, career, and personal success. Through collaboration, a commitment to evidence-based decision-making, and a spirit of inclusion, PGHS aims to cultivate culturally aware, employable, healthy, active students who are eager learners, conscientious digital citizens, environmental stewards, and effective communicators.

### SCHOOLWIDE LEARNING OUTCOMES (SLOs):

Every Breaker graduate shall demonstrate

Academic success by

- Searching for and evaluating adequate and reliable information from a variety of sources
- Organizing their time and priorities effectively
- Maintaining a growth mindset
- Working effectively both independently and collaboratively
- Utilizing study skills based on understanding their learning style

Career success by

- Composing communication through a variety of mediums appropriate to the audience
- Thinking innovatively
- Being punctual and prepared
- Understanding their own passions
- Utilizing knowledge and skills to learn something new
- Holding themselves accountable to that which they are responsible

Personal success by

- Advocating for themselves
- Maintaining a balance between work, academics, and their personal life
- Utilizing basic skills for independent living
- Maintaining a healthy life physically, socially, electronically, and emotionally
- Achieving a vision for themselves through challenging themselves, overcoming fears, and safe risk-taking
- Embracing lifelong learning

Effective communication skills by

- Writing clearly and professionally
- Making and articulating points both verbally and electronically
- Understanding and utilizing strong interpersonal communication
- Articulating in a logical fashion

Strong moral character by

- Displaying empathy toward others
- Taking responsibility for their own actions, laudable and not
- Being honest

Cultural awareness by

- Understanding geography
- Holding an open mind to different cultures, religions, political views, and life experiences
- Displaying tolerance to differences in others contrary to their own

Conscientious citizenship by

- Fulfilling civic duties such as registering to vote, choosing a political party and voting
- Volunteering both within and outside their community
- Employing a strong knowledge of technology to have a positive impact on society
- Seeking information actively

### 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 brought PGHS to ebb to 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 in October 2017 enrollment reached 618. Unlike Revenue Limit Districts that are funded primarily through the number of students, PGUSD and therefore, PGHS, receives no additional funding for additional students in the District. Additionally, the Local Control Funding Formula and fiduciary shifts in the State aimed at Basic Aid Districts paying a "fair share" has prevented any additional funds aimed at supporting targeted students from the State to flow to PGUSD because we are funded through the Basic Aid funding formula.

The current school enrollment of 618 students is based on the 2017/18 CBEDS. Since 2006, the enrollment has fluctuated from a low of 547 to a high of 658. The ethnic ratio is as follows: Asian, 10.8%; Pacific Islander, .8%; Hispanic, 18.1%; African-American, 2.1%; Native American, .2%; White, 57.6%; multiple or no response, 6.8% and unclassified, 3.6%. These ratios have remained fairly consistent although over the past ten years trends show a decreasing white population from 75% to 57.6%, Asians have risen from 7.9% to 10.8% and Hispanics have risen from 8.9% to 18.1%. There are 53 students who receive special education services; eleven students are classified as SDC students and receive some of their core instruction in sheltered classes but are mainstreamed when appropriate. A moderate/severe Special Education class started this year with three students who would otherwise been enrolled in a specialized class taught in a neighboring district.

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, Pacific Grove athletic competitions, Arts Collaboration, 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 and one part-time counselor, twenty-six full-time teachers, eight part-time teachers with eighteen full and part-time classified employees. A two-fifths school psychologist provides additional district services. Four special education teachers serve students identified as having mild to moderate disabilities and moderate to severe disabilities. Additionally, a speech pathologist is shared with other sites. This year we hired a part-time counselor to address targeted student needs as well as emotional health needs for any student who wanted it. This counselor specifically reviews Socioeconomic Disadvantaged, English Learner, and Hispanic students and develops plans for those not thriving. Additionally, other students who show academic failure are also seen. Students who show other signs of social/emotional stress are called in for counseling and potential referral. 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 by a District nurse.

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 sixteen 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.

A certificated librarian and one library tech staff the campus library. The library, as an information creator and place of 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. It also offers resources for students such as Wi-Fi access, 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 for the purposes of this lab. However, with the purchase of 600 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 for the teacher that is networked campus wide and includes a shared fiber connection to the Internet, Wi-Fi, a direct telephone extension line, and a set of Chromebooks. These all promote communication 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. The District, however, will no longer use PowerSchool after the 2017-18 school year. Beginning with the 2018-19 school year, Illuminate will replace PowerSchool as the District's student information system. The District has previously used Illuminate only as a data management system to allow access to standardized test scores as well as grades and, more importantly, the ability to disaggregate data to drive curricular and classroom decisions. Completing this adoption in using Illuminate as the gradebook, attendance and record storing platform should strengthen faculty use of the program.

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. In 2014 voters passed Measure A, an \$18 million school improvement bond focused solely on technology. It will last for eighteen years supplying six blocks of bonds of roughly \$3 million each block 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. The District is currently enjoying funding from its second block of bonds.

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 an approximately \$250,000 CTE Incentive Grant over three years to institute a stronger CTE pathway and dual enrollment program that emphasizes partnerships and internships. We have three pathways instituted for the 2018-19 year: Food Service and Hospitality; Design and Media Arts: Art and Design; and Media Arts: Photography. Network Engineering and Information Technology Essentials are both dual-enrollment courses earning credit at both PGHS and at MPC, the local junior college. 2018-19 class offerings include three honors English classes, sixteen Advanced Placement courses, 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 have 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, 15 during the 2015-16, and 23 during the 2016-17 school year. We have instituted some of the tenets of Restorative Justice in lieu of suspension in some cases that has had some impact reducing suspensions. Also, the Renaissance Program, annual Renaissance Rally, and Student of the Month program 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 93.2% for the class of 2015-16 which represented a 3.2% drop from the year before.

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, My Strength, My Life, Gay-Straight Alliance, Glee Club, Spanish and French Clubs, 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. For example, an assembly to address distracted driving took place in 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. CAASPP scores from 2017 showed a drop from the previous year's scores, where 90% of 11th grade students met or exceeded ELA standards and 70% of 11th grade students met or exceeded math standards. These scores dropped to 80.5% in ELA and 57.8% in math respectively for 2017. A bright piece of news was that numbers of students taking AP courses reached an all-time high of 165 students in 2017. The result was 317 AP tests taken, also an all-time high, with 82% of the students scoring a 3 or better on their exams. Currently there are 249 students taking AP courses during the 2017-18 school year. The excellent scores and trend 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 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 was continued 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. 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. Last year 76% of our seniors were on track to complete the a-g UC/CSU requirements yet only about 64% actually completed the 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. Last year, 44% of the students indicated that they planned to attend a 2-year institution and 48% planned on attending a 4-year institution. 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 2017-18 school year, PGHS hosted a visitation team from the Western Association of Schools and Colleges (WASC) as a follow-up to a 2015 visit. The synthesis of school wide critical areas for follow-up are listed below and in support of the new recommendations, the components and activities of this Single School Plan for Student Achievement will mirror those recommendations.

The Critical Areas for Follow-up are:

- 1) Site Administration, together with the Curriculum Director, Leadership Team and Site Council, design and implement a professional growth plan to support data collection and analysis via a change initiative to promote student learning.
- 2) School administration and site leadership strengthen collaboration processes and accountability to focus on creating interventions based on data collection and the analysis of this data to support student needs.
- 3) District and site administration, together with certificated and support staffs, counselors, and Site Council, provide a wide variety of academic supports in various formats to all students with extra attention to address underperforming students and targeted groups.
- 4) Curriculum Director and site administration together with certificated staff and counselors create clear and attainable career technical pathways as well as academic pathways that strengthen career and college readiness.
- 5) Site administration, staff, counselors, Site Council, Activities Director, and students create a culture at PGHS that promotes positive values and an overall sense of safety that reduces drug and alcohol use, bullying, and sad and hopeless feelings.
- 6) Site administration, together with site leadership, define leadership roles and areas of responsibility so as to streamline decision making processes and to promote student academic, personal, and emotional success.
- 7) Site administration and site leadership develop and implement increased communication strategies, particularly with systemic changes, with all partner groups.
- 8) Site administration, Curriculum Director, and certificated staff develop and implement school wide instructional practices that support student academic success, such as analysis of benchmark data, bell schedule, grading policies, communicating objectives and learning goals, and use of common assessments.

#### 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 targeted students and student emotional health. The recent WASC visit recommended using data to drive collaboration discussion and academic decisions 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 2018-19 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 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 23% and 19% of the 9th and 11th grade students respectively "seriously considered suicide." While this number was at national norms, the staff this issue and others warranted a full-time counselor dedicated to working with targeted students. The School Board approved this position in January, 2018 to begin in August, 2018.

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.

## **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 UC/CSU 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 2018-19 school year. Additionally, the math tutoring center has gained popularity with students to such a point that there was demand expressed to expand the availability of tutoring to other subjects. A parent-led tutorial model generated interest and is being developed in the activities. Goal 1.

Alcohol and drugs continue to be an issue for PGHS students as does student emotional health. While there was a 10% drop from 17% to 7% in binge drinking since 2015 according to the California Healthy Kid Survey, alcohol continues to be a strong concern. 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:

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| <b>SCHOOL GOAL #1</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>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.                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>What data did you use to form this goal (findings from data analysis)?</b> <ul style="list-style-type: none"> <li>• Ineligibility list generated each quarter</li> <li>• PowerSchool data</li> <li>• CalPads data</li> <li>• Teacher input</li> <li>• Student survey</li> <li>• Parent survey</li> </ul>                                                                                                                                                                                                                                                                                                     | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>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 upon graduation. (LCAP Goal 1)<br><br>All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic students will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments. (LCAP Goal 2)<br><br>All English Learners, Socioeconomically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments. (LCAP Goal 3) |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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 and/or not completing a 3rd year of mathematics. 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.                     | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Staff, Site Council, parents, students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Who are the focus students and what is the expected growth?</b><br>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.<br>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.<br>Students who are not focused in taking and completing CTE pathways. Expected growth will be measured through student completion of the pathway. | <b>What data will be collected to measure student achievement?</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>What process will you use to monitor and evaluate the data?</b><br>AVID student sign ups for honors/AP courses will be monitored. Targeted students' math student scores from CAASPP, monitored, pathway and dual 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. | <b>Actions to improve achievement to exit program improvement (if applicable).</b> |
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| <b>SCHOOL GOAL #1</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |                                                                                                            |                                                                                                                                                                                                           |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                                                        | <b>Start Date Completion Date</b>                                                                                                                                                    | <b>Each Funding Source and Amount</b>                                                                      | <b>Process for Evaluation</b>                                                                                                                                                                             |
| 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, 2018<br>Staff will be enrolled in AVID training July, 2018                                                                             | \$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. 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, 2018.                                                                                                                               | \$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.            |
| 3. Continue instructional aide hours for after school math tutorial class.                                                                                                                                                                                                                                                                                                              | Schedule established August, 2018                                                                                                                                                    | \$4,000 for aide costs: Site Funding                                                                       | Student math scores in IM1 and teacher feedback will be reported to the Site Council.                                                                                                                     |
| 4. Expand math tutorial 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, 2018                                                                                                                                                   | \$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. |
| 5. Create 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 2018: Establish steering committee comprised of Rotary Club, PTA, and other community members<br>September 2018: establish calendar of tutors and publicize to school community. | \$2,500 for a coordinator stipend to schedule the tutors.<br>\$1,000 for Live Scan charges                 | Questions regarding the efficacy of the program will be included in the Site Council survey.                                                                                                              |
| 6. 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.                                                                                                                                                                   | Counselors will have met with targeted students at risk of not meeting a-g requirements by December, 2018.                                                                           | No direct costs                                                                                            | Quarterly review of targeted students will be made by the counselor to the Site Council.                                                                                                                  |

| <b>SCHOOL GOAL #1</b>                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                           |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                 | <b>Start Date<br/>Completion Date</b>                                                                                                                                                                   | <b>Each Funding<br/>Source and Amount</b>                                                                                                                                                                                                                                                                                                 | <b>Process for Evaluation</b>                                                                                             |
| 7. Expand the College Rush/Career Exploration Week with an emphasis toward juniors.                                                                                                                              | Meet with College/Career Tech and counselors June, 2018<br>Establish college representatives to attend September 2018<br>Hold two College Rush/Career Exploration Weeks during the 2018-19 school year. | \$500 for banners to advertise the event and to promote college application and attendance.                                                                                                                                                                                                                                               | Counselors will analyze student college applications for an increase in number as well as a diversified list of colleges. |
| 8. 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, 2018 and Board approved by April, 2019.                                                                                                                        | \$10,000 funding for personnel stipends for coordinating and supervising CTSO's, and materials funding for the organizations: CTE Federal and State Grant funding<br>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.                              |
| 9. Establish scheduling to enhance Action Pedagogy process in supporting targeted student groups, data collection, and institutional instructional decisions.                                                    | 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<br><br>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.                                                   | August/December 2018                                                                                                                                                                                    | \$500 for coffee and breakfast items                                                                                                                                                                                                                                                                                                      | Monthly faculty meeting reports from groups, targeted student counselor, and WASC report                                  |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #2</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>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.                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>What data did you use to form this goal (findings from data analysis)?</b> <ul style="list-style-type: none"> <li>California Healthy Kids Survey (CHKS)</li> <li>Student survey by Site Council</li> <li>Parent survey by Site Council</li> <li>Discipline reports through PowerSchool</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>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 upon graduation. (LCAP goal #1) |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>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." | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>Parents, staff, and students.                                                                                                                                                                                                                                                                                                                |
| <b>Who are the focus students and what is the expected growth?</b><br>All students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>What data will be collected to measure student achievement?</b><br>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.                                                                                                                                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>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.                                                                                                                                                                                                                                                                                                                                                                            | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                     |                                       |                                                                               |                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #2</b>                                                                                                                                                                               |                                       |                                                                               |                                                                                                                                        |
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                    | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b>                                     | <b>Process for Evaluation</b>                                                                                                          |
| 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, 2018   | \$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. |

| <b>SCHOOL GOAL #2</b>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                                                                                                                                                     |                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Start Date<br/>Completion Date</b>                                                                                                                                                                      | <b>Each Funding<br/>Source and Amount</b>                                                                                                                                                           | <b>Process for Evaluation</b>                                                                                                                                          |
| 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.<br>August 2018                                                                                               | \$2,000 to cover contract fees:<br>District 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<br>Hold a Shakespeare Day once a year<br>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.:<br>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/addiction, etc) will be offered several times a year with follow-up group meetings and accompanying support services.<br>Low socio-economic, EL, and other targeted students will have special invitations and encouragement to attend these evenings.<br>Coffee with the Principal will follow these evenings for parent discussion and resources. | September 2018<br>Coordinator positions are filled and calendar of evenings is created along with themes.                                                                                                  | \$1,000 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 the Activities Director by September 2018                                                                                                                                | \$2,000 for speakers, materials: Site Funds                                                                                                                                                         | CHKS and Site Council survey will show drop in hopeless feelings.                                                                                                      |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                      |                                                                              |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #3</b><br>(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).  |

|                                           |                               |                                   |                        |
|-------------------------------------------|-------------------------------|-----------------------------------|------------------------|
| <b>SCHOOL GOAL #3</b>                     |                               |                                   |                        |
| Strategies/Actions to Implement this Goal | Start Date<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                      |                                                                              |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #4</b><br>(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).  |

|                                           |                               |                                   |                        |
|-------------------------------------------|-------------------------------|-----------------------------------|------------------------|
| <b>SCHOOL GOAL #4</b>                     |                               |                                   |                        |
| Strategies/Actions to Implement this Goal | Start Date<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                      |                                                                              |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #5</b><br>(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).  |

|                                           |                               |                                   |                        |
|-------------------------------------------|-------------------------------|-----------------------------------|------------------------|
| <b>SCHOOL GOAL #5</b>                     |                               |                                   |                        |
| Strategies/Actions to Implement this Goal | Start Date<br>Completion Date | Each Funding<br>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 | Objectives                                                                     | Activities                                                                                                                                                                                                                                                                                                                                                                                             | Assessment                                                                            | Budget 2016-2017 |
|---------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------|
|                                 | 1. Increase the number of students completing a-g requirements to 80%          | <ul style="list-style-type: none"> <li>Counsel students to include completion of A-G requirements in their 4-year high school plan.</li> <li>Train teachers in AVID methodologies</li> <li>Hire a second AVID teacher</li> <li>Purchase Cornell planners for students</li> </ul>                                                                                                                       | Review number of students completing a-g requirements                                 | \$25,000         |
|                                 | 2. Increase the number of students completing a dual-enrollment or CTE pathway | <ul style="list-style-type: none"> <li>Hire a part-time counselor to focus on targeted students enrollment in CTE courses as well as AP/honors courses.</li> <li>Add two dual-enrollment courses and complete pathways for Health pathways.</li> <li>Establish middle school courses that can count as fundamental pathway courses</li> <li>Expand and better advertise college/career week</li> </ul> | Review numbers of students completing a pathway and set annual goals for improvement. | \$12,000         |
|                                 | 3. Improve performance of Integrated Math I and II students                    | <ul style="list-style-type: none"> <li>Redesign the math support class to address immediate and short term concept deficiencies</li> <li>Add an aide to the math support class</li> </ul>                                                                                                                                                                                                              | 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 #3 | Objectives                                                                     | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessment                                                                                                                                                                                                                                         | Budget 2016-2017 |
|------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                              | Deepen the efforts to fight drug and alcohol use by students.                  | <ul style="list-style-type: none"> <li>Bring in at least one speaker during the school year to speak to students regarding making healthy and safe decisions.</li> <li>Create activities that promote non-drug use and provide alternatives that send a message that drug use isn't necessary to have fun.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>California Healthy Kids Survey</li> <li>Student survey given by Site Council in early spring.</li> <li>Parent survey given by Site Council in early spring</li> <li>Review of suspension records</li> </ul> | \$4,000          |
|                              | Create a culture that celebrates a wide variety of student talents and skills. | <ul style="list-style-type: none"> <li>Hold a Visual And Performing Arts week alongside of additional activities regarding visual and performing arts</li> <li>Hold a Shakespeare assembly and various activities</li> <li>Publish a literary magazine</li> <li>Highlight random student talents through a Pagoda club presentation at least once a month.</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>California Healthy Kids Survey</li> <li>Student survey given by Site Council in early spring.</li> <li>Parent survey given by Site Council in early spring</li> </ul>                                       | \$3,500          |

|  |                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                                 |         |
|--|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|  | Reduce the percentage of students feeling sad and hopeless as well as those who have suicidal thoughts | <ul style="list-style-type: none"> <li>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.</li> </ul> | 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. | \$3,000 |
|--|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|

**VII. Curriculum Components****Component #3:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #4:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #5:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #6:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |



**VII. Curriculum Components****Component #7:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #8:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

## 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   | 130   | 139                  | 137   | 123   | 139                       | 137   | 123   | 95.9                          | 95.1  | 94.6  |
| All Grades                             | 145                    | 143   | 130   | 139                  | 137   | 123   | 139                       | 137   | 123   | 95.9                          | 95.1  | 94.6  |

\* 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 | 2658.1 | 45                  | 62    | 52.03 | 37             | 26    | 28.46 | 12                    | 7     | 6.50  | 6                  | 4     | 13.01 |
| All Grades                           | N/A              | N/A    | N/A    | 45                  | 62    | 52.03 | 37             | 26    | 28.46 | 12                    | 7     | 6.50  | 6                  | 4     | 13.01 |

| Reading<br>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    | 58.20 | 37                    | 34    | 27.05 | 8                | 6     | 14.75 |
| All Grades                                                                 | 55               | 61    | 58.20 | 37                    | 34    | 27.05 | 8                | 6     | 14.75 |

| Writing<br>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    | 61.48 | 35                    | 23    | 28.69 | 6                | 5     | 9.84  |
| All Grades                                        | 59               | 72    | 61.48 | 35                    | 23    | 28.69 | 6                | 5     | 9.84  |

| Listening<br>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    | 38.52 | 63                    | 50    | 50.82 | 6                | 4     | 10.66 |
| All Grades                                                | 32               | 45    | 38.52 | 63                    | 50    | 50.82 | 6                | 4     | 10.66 |

| Research/Inquiry<br>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    | 51.64 | 45                    | 31    | 36.89 | 3                | 4     | 11.48 |
| All Grades                                                               | 53               | 65    | 51.64 | 45                    | 31    | 36.89 | 3                | 4     | 11.48 |

**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   | 130   | 140                  | 137   | 128   | 140                       | 137   | 128   | 96.6                          | 95.1  | 98.5  |
| All Grades                             | 145                    | 143   | 130   | 140                  | 137   | 128   | 140                       | 137   | 128   | 96.6                          | 95.1  | 98.5  |

\* 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 | 2633.2 | 21                  | 39    | 28.13 | 34             | 31    | 29.69 | 21                    | 15    | 17.97 | 24                 | 15    | 24.22 |
| All Grades                           | N/A              | N/A    | N/A    | 21                  | 39    | 28.13 | 34             | 31    | 29.69 | 21                    | 15    | 17.97 | 24                 | 15    | 24.22 |

| Concepts & Procedures<br>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    | 42.19 | 39                    | 26    | 23.44 | 29               | 20    | 34.38 |
| All Grades                                                             | 31               | 54    | 42.19 | 39                    | 26    | 23.44 | 29               | 20    | 34.38 |

| Problem Solving & Modeling/Data Analysis<br>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    | 32.81 | 55                    | 39    | 45.31 | 14               | 12    | 21.88 |
| All Grades                                                                                                                       | 31               | 48    | 32.81 | 55                    | 39    | 45.31 | 14               | 12    | 21.88 |

| Communicating Reasoning<br>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    | 32.03 | 54                    | 53    | 53.13 | 15               | 11    | 14.84 |
| All Grades                                                                           | 31               | 36    | 32.03 | 54                    | 53    | 53.13 | 15               | 11    | 14.84 |

#### Conclusions based on this data:

1.



## 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                 |       | ***   |           |       | ***   |
| 10    |                                                                     |       |       |                |       | ***   |              |       |       |                    |       |       |           |       |       |
| 11    | ***                                                                 |       |       | ***            |       |       |              |       |       |                    |       |       |           |       |       |
| 12    |                                                                     | ***   |       |                | ***   |       | ***          |       |       | ***                |       |       |           |       |       |
| Total | 33                                                                  | 33    |       | 11             | 67    | 25    | 22           |       | 25    | 33                 |       | 25    |           |       | 25    |

## 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<br><u>Purpose:</u> Assist expectant and parenting students succeed in school.                                                                  | \$         |
| Economic Impact Aid/ State Compensatory Education<br><u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.                                          | \$         |
| Economic Impact Aid/ English Learner Program<br><u>Purpose:</u> Develop fluency in English and academic proficiency of English learners                                                 | \$         |
| Peer Assistance and Review<br><u>Purpose:</u> Assist teachers through coaching and mentoring.                                                                                           | \$         |
| Professional Development Block Grant<br><u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                          | \$         |
| Pupil Retention Block Grant<br><u>Purpose:</u> Prevent students from dropping out of school.                                                                                            | \$         |
| Quality Education Investment Act<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve library and other school programs.                                                                        | \$         |
| School Safety and Violence Prevention Act<br><u>Purpose:</u> Increase school safety.                                                                                                    | \$         |
| Tobacco-Use Prevention Education<br><u>Purpose:</u> 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                                                                                                                        | \$         |

| <b>Federal Programs under No Child Left Behind (NCLB)</b>                                                                                                                                                                        | <b>Allocation</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Title I, Neglected<br><u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution                                                                                 | \$                |
| Title I, Part D: Delinquent<br><u>Purpose:</u> Supplement instruction for delinquent youth                                                                                                                                       | \$                |
| Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas                                                                                          | \$                |
| Title I, Part A: Targeted Assistance Program<br><u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency                                                                    | \$                |
| Title I, Part A: Program Improvement<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals                                                                   | \$                |
| Title II, Part D: Enhancing Education Through Technology<br><u>Purpose:</u> Support professional development and the use of technology                                                                                           | \$                |
| Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose:</u> 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<br><u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.        | \$                |
| Title V: Innovative Programs<br><u>Purpose:</u> Support educational improvement, library, media, and at-risk students                                                                                                            | \$                |
| Title VI, Part B: Rural Education Achievement<br><u>Purpose:</u> 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                                                                                                                                                               | \$                |
| <b>Total amount of state and federal categorical funds allocated to this school</b>                                                                                                                                              | <b>\$</b>         |

\* 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                                               | <b>Director of Special Programs:</b> 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                                               | <b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.                                                                                                                                                |            |                |            |                |
| 2422                                               | <b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support                                                                                                                                                    |            |                |            |                |
| 2442                                               | <b>Technician:</b> Provides network support for language arts intervention programs                                                                                                                                                                           |            |                |            |                |
| 2452                                               | <b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support                                                                                                                                        |            |                |            |                |
| 2432                                               | <b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.                                                                                                                                                |            |                |            |                |
| 2932                                               | <b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.                                                                                                                                                   |            |                |            |                |
| 3000                                               | <b>Employee Benefits:</b> Certificate and classified benefits                                                                                                                                                                                                 |            |                |            |                |
| 4000                                               | <b>Supplies:</b> Programming curriculum materials, office supplies, computer software                                                                                                                                                                         |            |                |            |                |
| 5000                                               | <b>Conferences, Mileage:</b> 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:

Matt Bell

Typed Name of School Principal

Signature of School Principal

Date

Robin Enochs

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 |
|--------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Robin Enochs                               |           |                   |                    | X                          |                    |
| Julie Cantwell                             |           |                   |                    | X                          |                    |
| Toula Hubbard                              |           |                   |                    | X                          |                    |
| Gabby Giraldo                              |           |                   |                    |                            | X                  |
| Parker Llantero                            |           |                   |                    |                            | X                  |
| Leslie King                                |           |                   | X                  |                            |                    |
| Alex Morrison                              |           | X                 |                    |                            |                    |
| Shane Steinback                            |           | X                 |                    |                            |                    |
| Sean Keller                                |           |                   | X                  |                            |                    |
| Matthew J. Bell                            | X         |                   |                    |                            |                    |
| <b>Numbers of members of each category</b> | <b>1</b>  | <b>2</b>          | <b>2</b>           | <b>3</b>                   | <b>2</b>           |

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 Community High School

School Name



27661342731115

CDS Code

Date of this revision: 05/01/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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 May 24, 2018.



## II. School Vision and Mission

### PACIFIC GROVE COMMUNITY HIGH SCHOOL VISION STATEMENT

Revised 2015

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

### SCHOOL-WIDE LEARNING OUTCOMES

Revised 2017

Pacific Grove Community High School graduates will be:

#### EDUCATED INDIVIDUALS WHO:

Demonstrate competence in reading, writing, mathematics, science, social studies, and technology

Build on our strengths and interests, and recognize myriad opportunities for learning in our everyday lives

Earn a high school diploma and have a plan for post-graduation success

#### CRITICAL THINKERS AND PROBLEM SOLVERS WHO:

Think through and solve problems by using relevant evidence and information

Are informed consumers who make educated decisions

Consider the consequences of their actions

#### INDEPENDENT AND COLLABORATIVE WORKERS WHO:

Set goals, organize time and tasks to meet deadlines

Participate cooperatively in group projects

Produce independent and 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, and take care of themselves mentally and physically

Resolve conflicts through positive actions

Demonstrate tolerance and respect for diversity, recognizing how their actions impact others

### 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

Pacific Grove Community High School is a continuation school that primarily serves as the intervention high school for Pacific Grove Unified School District. The student population generally consists of students who are at moderate to extreme risk of not graduating from Pacific Grove High School. Students moving into the district who are significantly behind in their credits are also encouraged to attend Community High School. As of May 2017, approximately 4.5% of PG High School's total student population had transferred to/enrolled at PG Community High School. Additionally, some students transfer to PG Community High School from the county's Independent Study program.

#### SCHOOLWIDE LEARNING OUTCOMES

Revised 2017

Pacific Grove Community High School graduates will be:

##### EDUCATED INDIVIDUALS WHO:

- " Demonstrate competence in reading, writing, mathematics, science, social studies, and technology
- " Build on our strengths and interests, and recognize myriad opportunities for learning in our everyday lives
- " Earn a high school diploma and have a plan for post-graduation success

##### CRITICAL THINKERS AND PROBLEM SOLVERS WHO:

- " Think through and solve problems by using relevant evidence and information
- " Are informed consumers who make educated decisions
- " Consider the consequences of their actions

##### INDEPENDENT AND COLLABORATIVE WORKERS WHO:

- " Set goals, organize time and tasks to meet deadlines
- " Participate cooperatively in group projects
- " Produce independent and group work that reflects academic content standards

##### RESPONSIBLE CITIZENS WHO:

- " Are employable and able to successfully participate in a college environment

#### Staff

The staff at Community High School consists of two full-time certificated instructors and a part time administrative assistant. The principal of the comprehensive high school is also the administrator of Community High School. An itinerant Special Education teacher from Pacific Grove High School provides small group instruction to Special Education students for approximately 30-60 minutes each week. Some students also receive behavioral counseling once each week with an outside specialist (per their IEPs). Additionally, a PG High School targeted student counselor visits the school

once each week in order to work with students on further developing their career and college plans as well as to lead individual and small group social/emotional counseling meetings.

### School Schedule

Students are typically required to attend school five days a week, at least three and a half hours a day (17.5 hours per week). The daily schedule includes both a morning and an afternoon session. Students attending the morning session are in school from 9:00am to 12:30pm. The afternoon session runs from 11:00am to 2:30pm. This later session is set aside for those students who have shown a need for a longer instructional day, for those who are not consistently meeting weekly credit/point goals (as outlined on their Individualized Learning Plans), or for those who have been unsuccessful in the morning session due to behavioral or attendance issues. Additionally, all students with an extreme credit deficiency are required to attend school for both the morning and afternoon sessions at least 2 days per week, and until such time as his/her timely graduation is back on track.

During direct instruction on Tuesday and Thursday, students are split into two one-hour classes; one-half of the students attend English/social studies, while the other half attend math/science. 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 specific Individualized Learning Plan goals, and have the opportunity to meet with the special education teacher (as indicated by an IEP) and/or the Pacific Grove High School academic counselor.

As of January 2018, the school will supplement the weekly schedule with a research-based Nature Immersion Program consisting of 15 total classes. This weekly course will be led by an ancillary teacher who will collaborate with PGCHS staff to align the supplemental program to PGCHS coursework in English Language Arts, Social Studies, Science, and Health.

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.

### Enrollment

Over the last 6 years, Community High School's annual average enrollment falls between 22 to 25 students. Our student population at the time of this writing is 18; by gender the count is 7 girls and 11 boys; 8 seniors, 9 juniors, and 1 sophomore. As with any continuation school, enrollment fluctuates with the needs of the community and district. Each school year sees an increase in students as the year progresses, as more students are referred by the comprehensive high school, or seek alternative education options.

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.

### 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

Credits are given on a mastery basis. Those seniors that do not complete the school year typically enroll in Adult School or the North Monterey County Independent Study program contracted by the District.

Completion rates: The numbers of students who graduated over the last twelve years are listed in following table. Most students enter PGCHS as a junior or senior to complete their final graduation requirements.

#### NUMBER OF STUDENTS GRADUATING

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|------|------|------|------|------|------|------|------|------|------|------|------|
| 9    | 5    | 8    |      | 9    | 8    | 9    |      | 9    | 7    | 14   |      |
|      |      |      |      |      |      |      |      |      |      | 13   | 6    |
|      |      |      |      |      |      |      |      |      |      |      | 6    |

Most students enroll in a community college, trade school, or get a job after graduation.

Area of need: Students consistently struggle to meet the Community Service requirement of the district (12 hours per year of high school attendance). At this time, none of our senior grade level students have completed their Community Service hours. This is a trend we have noted annually at PGCHS, and is often the final and substantial hurdle for students in attaining their high school diplomas.

As of 2013, the school began to post Community Service options near the entrance of the school, send home lists of Community Service options as part of school newsletters, post service options on teacher/class websites, and make in-class announcements re: upcoming Community Service opportunities. Unfortunately, parents and students continue to report that they have difficulty finding ways for their students to meet the requirement, and that the school's current approach to offering Community Service opportunities is not meeting their needs.

#### 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 was our primary tools in assessing our needs to improve Community High School's instructional programs.

In the full WASC accreditation visit in February, 2018, there were five areas noted for critical follow up:

1. The school, including teachers and administration should continue to focus on instructional and curricular practices for math to improve student achievement in mathematics, through multiple indicators.
2. The teachers, administration and staff continue to update and expand the ways in which the school communicates with and includes parents in their students' educational progress and community service activities to engage parents in their students' education.
3. The teachers, along with administration and staff continue to promote a positive climate and supportive school culture and examine ways to recognize students for positive contributions to the community.
4. Teachers, administration and staff, examine ways to increase the variety of community interactions, focusing on career pathways that require certifications and other career opportunities for students to pursue upon graduation.
5. Teachers and administration, along with the special education teachers at the comprehensive school, work to ensure a smooth transition for students with IEPs so that PGCHS teachers know the required accommodations and modifications for each student.

##### Needs Assessments for 2018-2019

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

We are currently:

- Requiring students to fulfill their math credits at a quicker pace to ensure that they are not scrambling right before graduation and that they learn more deeply.

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.

##### 2. 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.
5. Special Education faculty at PGHS will meet with PGCHS faculty to go over IEP's for each special education student at PGCHS to discuss accommodations and goals.

## 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.

## V. Description of Barriers and Related School Goals

### Standardized Testing barriers:

It is difficult to draw meaningful conclusions from SBAC test data for grade level or school averages for several reasons:

1. The small number of test takers
2. The transient rate of our school population; most students who are taking the SBAC have been at PGCHS for less than one full year, some as little as a few weeks.
3. There are a high number of students taking content tests on content they have not yet studied due to gaps in their educational sequence. (For example, all students testing in geometry while many of them have not yet enrolled in/taken a geometry class)
4. The students are frequently not invested in their achievement on standardized exams due to prior negative test-taking experiences, and because said exams are not required components of high school graduation. Therefore, standardized test scores typically do not reflect actual ability (as might be demonstrated on other assigned coursework).

### Instructional barriers:

The teaching staff is comprised of two full-time certificated instructors and one part time administrative assistant. The principal of the comprehensive high school is also the administrator of Community High School. An itinerant Special Education teacher from Pacific Grove High School provides small group mathematics instruction to Special Education students for approximately 30-60 minutes each week, and is unable to visit the school at all at least once each month (on average), due to schedule conflicts that arise due to the itinerant scheduling. Accommodations are provided in all of the general education classes the site offers, and the district model of "full inclusion" for all students is followed.



## 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)**

2017-2018 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: (meet any ONE of the following)

1. CTE Pathway completion
2. Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
3. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
4. Completion of courses that meet the UC or CSU a-g criteria

2018-2019 Goal: Increase specific enrollment and post-secondary supports available to PGCHS students so that they might more successfully access opportunities for dual enrollment, CTE pathways, military enlistment, college enrollment, etc.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>         2017-2018 goal: 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.</p> <p>As of May 2017, 0 graduating seniors met at least one of the CCR standards.</p> <p>As of April 2018, 1-2 graduating seniors have met at least one of the CCR standards. (JGO and IB; see below)</p> <p>1 senior student (JGO) is enrolled at PGHS in a CTE course (indicator 1), but has not completed a CTE pathway at this time, nor has how to officiate transcripts between the schools been codified.</p> <p>1 student (senior: IB) has met indicator 3; 2 additional students (underclassmen, RN and AMO) are enrolled in MPC classes, but have not passed their MPC classes as of the writing of this goal.</p> <p>0 students meet indicators 2 or 4<br/>         (12% of the total student enrollment is meeting CCR indicators at this time; when RN and AMO pass MPC: 24%)</p> <p>2017-2018 Goal met (within 1%).</p> <p>Of the graduating class for 2017, 4/7 students enrolled at MPC or another Jr. College following graduation (57%)</p> <p>Of the graduating class for 2018, 5/10 students are enrolled at MPC, another Jr. College, or another post-secondary institution (50%)</p> | <p><b>How does this goal align to your Local Educational Agency Plan goals?</b><br/>         2017-2018 LCAP Goal 1:<br/>         High quality and differentiated instructional program provided to all students in a positive, safe, and stimulating environment, leading to college and career readiness upon graduation</p> <p>2017-2018 LCAP Goal 2:<br/>         All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students with Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.</p> <p>2017-2018 LCAP Goal 3:<br/>         All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.</p> <p>2017-2018 State Priorities (from SARC, 2017-2018)<br/>         Pupil Outcomes in CTE, School Climate (improving dropout/graduation rates)</p> <p>Academic Counselors and support staff (0.1 increment for each a Resource Teacher and Career/Behavioral Counselor; 0.2 total increments)</p> |
| <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>         Review of CDE College/Career Readiness Indicators reveals that PGCHS is not meeting state goals for college and career measures (which recognize that students pursue various options to prepare for post-secondary institutions, and allows for fair comparisons across the state).</p> <p>WASC visitation (2018), and the concomitant self-study, along with analysis of data from 2017-2018, reveals that approximately 50% of students graduating from PGCHS have a plan in place to pursue a post-secondary or vocational opportunity following graduation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Which stakeholders were involved in analyzing data and developing this goal?</b><br/>         Teachers, counselors, students, parents, college representatives</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><b>Who are the focus students and what is the expected growth?</b><br/>All PGCHS students are the focus. The expected growth is that will increase college/career matriculation for graduating seniors from 50% to 75%; additionally, 100% of PGCHS seniors will complete key components of post-secondary readiness, to include: a resume, a FAFSA application (or comparable financial aid application/plan), and a Personal Finance course (Acellus). 75% of students will have a formal post-secondary plan in place upon graduation.</p> | <p><b>What data will be collected to measure student achievement?</b><br/>In 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.</p> <p>Staff will also review grade reports to tally the number of students completing: a graduation plan, a resume, a FAFSA application (or comparable financial aid application/plan), and a Personal Finance course (Acellus).</p> |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>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; transcripts review to show that 100% of graduating students completed a resume, FAFSA application (or comparable financial aid application/plan), and a Personal Finance course prior to graduation.</p>                                                                                       | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                       |

| <b>SCHOOL GOAL #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                          |                                                                                                                                                  |                                                                                                                                                                                                              |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Start Date<br/>Completion Date</b>                                                    | <b>Each Funding<br/>Source and Amount</b>                                                                                                        | <b>Process for Evaluation</b>                                                                                                                                                                                |
| <p>Increase matriculation of graduating seniors to junior colleges or other vocational programs, including military service (WASC, pg. 12)</p> <p>Status Quo:<br/>5/10 Seniors enrolled in MPC or another post-secondary institution/organization for Fall 2018 (4 college/training program: IM, BT, JGO, KS; 1 military: RG; 5/10 graduating seniors have no post-secondary plan at this time: WK, MP, CF, AP, MM)</p> <p>Goal: By April 2019, 75% of graduating seniors will work with PGCHS staff and the PGHS vocational counselor to create a post-secondary plan prior to graduation. Staff will work together to create an assignment/project/rubric for students as a measure of this goal.</p>                                                                                                                                                                              | 2018-2019                                                                                | <p>Title I money used 2017-2018 for PGHS counselor's salary (\$3500)</p> <p>Position funded by PGUSD District Funds for 2018-2019 (\$80,000)</p> | <p>Formal and informal records kept by PGCHS staff and the assigned PGHS vocational counselor</p> <p>Rubric developed and implemented for "graduation plan" by PGCHS staff and PGHS vocational counselor</p> |
| <p>Develop a plan to promote that Pacific Grove Community High School students concurrently participate in the CTE Pathways at the comprehensive high school, PG Adult School, and/or at MPC (2018 WASC, pg. 12)</p> <p>Status Quo: (12%)<br/>1 PGCHS student has remained enrolled at PGHS in CTE Culinary Arts; still working on how to officially record credits earned at PGHS on official transcripts; attempted to enroll 1 additional student in a CSIS course at PGHS for 2018-2019, but due to transcript issue, have not.</p> <p>3/17 students are dual enrolled in MPC Spring classes as of April 2018</p> <p>Goal: PGCHS administration will work with MPC, PGHS CTE courses, and PG Adult School to codify recruitment for and enrollment in courses there, and determine the method for maintaining credit records for any credits earned from these institutions.</p> | A first draft of the plan will be developed by August 2018, and finalized by April 2019. | No cost associated with this goal.                                                                                                               | Plan for MPC enrollment and credits; plan for PGHS CTE pathway recruitment, enrollment, and credit records developed; both in writing and added to 2018-2019 PGCHS Student Handbook.                         |

| <b>SCHOOL GOAL #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                           |                                                                                   |                                                                                                                                                                                                                        |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Start Date<br/>Completion Date</b>                     | <b>Each Funding<br/>Source and Amount</b>                                         | <b>Process for Evaluation</b>                                                                                                                                                                                          |
| <p>Examine ways to incorporate personal finance curriculum and assignments into projects (2018 WASC, pg. 12)</p> <p>Status Quo:<br/>Use district text book, Life After High School (supplementary text), National Endowment for Financial Education (NEFE), Acellus: Personal Finance class, and Biz Kids Video series for Economics curriculum at this time. Of 10 senior students, 70% completed the Acellus course, while the other 30% utilized the Biz Kids, supplementary reading, and/or NEFE options.</p> <p>Goal: Working with PGCHS staff and a vocational counselor from PGHS, 100% of PGCHS seniors will complete key components of post-secondary readiness, to include: a resume, a FAFSA application (or comparable financial aid application/plan), and a Personal Finance course (Acellus).</p> | <p>Spring, 2018 begin<br/>Completion by March 1, 2019</p> | <p>Supplementary text purchased 2017-2018 (\$500 via site or Title 1 funding)</p> | <p>Records review to show that 100% of graduating students completed a resume, FAFSA application (or comparable financial aid application/plan, as applicable), and a Personal Finance course prior to graduation.</p> |

**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 promote a healthy school environment that encourages a positive school culture, supportive and healthy peer relationships, and healthy food and lifestyle choices for all PGCHS students and families.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <p>Results from the 2017 CA Healthy Kids Survey (CAHKS) show that PGCHS was generally successful in encouraging students to have healthier stress management strategies and to use proactive problem-solving skills. We instituted a "cell phone free" zone on school campus and almost completely eliminated cyber bullying as a result of phone misuse during school hours. We installed lockers and completely eliminated theft of personal property. Overall, we made measurable gains in several areas, significantly improving almost 100% of our "positive and supportive culture" ratings, according to the CAHKS. In 2017:</p> <p>100% of students felt that the adults at school had moderate to high expectations of them.<br/> 93% reported that they felt that adults at school cared for them<br/> 93% felt that their parents were moderately to highly involved in their schooling.<br/> 93% of student respondents felt that they were moderately to highly connected with school.<br/> 77% felt like their participation in their own schooling was meaningful.</p> <p>In 2016, approximately 40% of our students had feelings of depression or suicidal ideation; in 2017, only 7% reported similar feelings. (33% decrease)</p> <p>In 2016, 40% reported being bullied, physically and/or verbally; in 2017, that decreased to 14%, overall, with 7% of that reporting only one incident over the last 12 months. (26% decrease)</p> <p>In 2016, 60% of students reported feeling harassed at any time over the last 12 months; in 2017, 29% report one incident of harassment. (31% decrease)</p> <p>Despite these improvements, a significant number of students did not feel connected to their peers. 42% of the students did not feel close to a peer; 28% did not feel a part of the school, and 28% also did not feel that students were treated fairly. 31% were not interested in their school work enough to be motivated to do it.</p> <p>Additionally, 31% of students report involvement in a gang; and drug and alcohol use appear to occur at approx. double the PGHS usage rate of 19% (lifetime use), with 36% of PGCHS students reporting drug or alcohol use within the past 30 days.</p> <p>71% of students report that they do not eat breakfast daily, and 67% of our students qualify for free or reduced meals.</p> <p>The 2018 WASC accreditation visit also indicated a need for PGCHS to develop PE options that encouraged mindfulness practices (such as tai chi or yoga).</p> <p>The WASC team also indicated a need for PGCHS to find ways to solicit greater parent input and involvement via informal meetings, as well as ways to promote and celebrate positive behaviors and contributions to the school and to our community.</p> | <p><b>How does this goal align to your Local Educational Agency Plan goals?</b></p> <p>2017-2018 LCAP Goal 1: High quality and differentiated instructional program provided to all students in a positive, safe, and stimulating environment, leading to college and career readiness upon graduation</p> <p>2017-2018 State Priorities: #3 Parent Involvement</p> <p>Parent Engagement:<br/> Promote parent education and inclusion: we seek to increase parent participation in all areas of the school and have set goals through our WASC process to widen our communication methods and increase opportunities for parent participation.</p> <p>School Climate:<br/> Academic Counselors and support staff (0.1 increment for each a Resource Teacher and Career/Behavioral Counselor; 0.2 total increments)</p> <p>Other parent ideas from April 2018 SSC meeting:</p> <p>Parents attending the meeting would like to see more support for students/families during their transition from the HS or another outside of district school; the move can be hard on families and they may not be ready to deal with all of the PGCHS policies in just one sitting or mailer; consider breaking them up into smaller pieces, and offering more support initially with understanding college and career impacts of continuation schools</p> <p>Provide more information on what PGCHS offers students, and do so before it is mandatory for a student to attend PGCHS (if possible); make it not such a negative to come to PGCHS (change the negative perceptions of the school)</p> <p>Clarify the way students can return to the HS, if they choose; follow up with parents about it more regularly (if that is the plan)</p> <p>Offer more support to parents with college enrollment (e.g. a FAFSA night, personalized calls, more outreach).</p> <p>Help families access counseling and support groups</p> <p>Mail home information on food service and policies</p> <p>Have a system for introducing/supporting new students (e.g. a senior assigned to help a new kid out the first week)</p> <p>Offer more PE options for students, vs. just one thing all year.</p> <p>Offer more vocational program type opportunities (i.e. guest speakers in certain fields and field trips to businesses)</p> |
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| <b>What did the analysis of the data reveal that led you to this goal?</b><br>Results from the CA Healthy Kids Survey show that students and families may need more support with fostering supportive peer relationships, and making healthier food and lifestyle choices. The report of WASC for 2018 also indicated a need for these types of interventions/strategies. | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>PGCHS staff and counselor, WASC team 2018, parents, students                                                                                                                                                                                                                                                                                                                                                 |
| <b>Who are the focus students and what is the expected growth?</b><br>All PGCHS students and families will be the focus and the growth will be in the development of, and self-reporting via CAHKS and PGCHS-made surveys regarding healthy lifestyle choices and attitudes.                                                                                              | <b>What data will be collected to measure student achievement?</b><br>Counseling staff will keep an anecdotal record of monthly topics and student participation levels.<br><br>Meeting summaries will be compiled by PGCHS staff at each luncheon.<br><br>Results from the 2018 CAHKS, and the PGCHS parent survey will be used to show the summative effect of these strategies.<br><br>Staff will keep a record of all related activities and report out at SSC luncheons/meetings re: progress. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Comparison of pre- and post- student responses for both the CA Healthy Kids Survey and the site-based survey; student and parent feedback forms; anecdotal records, formative assessments and event records                                                                                         | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |

| <b>SCHOOL GOAL #2</b>                                                                                                                                                                                                                                                                     |                                       |                                                                                                                            |                                                                                                                                                                                                                                  |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                          | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b>                                                                                  | <b>Process for Evaluation</b>                                                                                                                                                                                                    |
| The PE / health curricula and school expectations will be expanded to include mindfulness practices and other Positive Behavioral Interventions and Supports (PBIS). It will also support development of positive peer relationships and healthy lifestyle choices re: drugs and alcohol. | Workshop enrolled by June, 2018       | Title I:<br>\$500 for professional development, e.g. AVID, Restorative Practices, PBIS training, etc.                      | Evidence of expanded health curriculum and creation of topical projects/assignment/activity options                                                                                                                              |
| To promote a more connected and positive culture, PGHS counselor and PGCHS staff will use the results of the student surveys to determine topics for monthly or bi-monthly leadership/team building activities to be held at PGCHS.                                                       | Groups formed by August, 2018         | Title I:<br>\$150 for activities<br><br>Textbook Purchase: \$100<br>Choices Magazine (health topics)<br>Ordered April 2018 | Students will participate in a counselor-led debriefing and topic reflection as a component of each activity. Students will be able to explain what they learned or had reinforced during the activity via formative assessment. |
| Guest speakers will present to students at least twice per semester on topics related to proactive problem-solving, positive stress management, and/or healthy food and lifestyle choices.                                                                                                | 2017-2019 (successful and continued)  | No cost associated with this goal                                                                                          | Students will continue to complete a "Guest Speaker Form" on each guest presentation, or will complete some other type of debriefing/ formative assessment; teacher-created.                                                     |

| <b>SCHOOL GOAL #2</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                      |                                                                                                                                                                                                                                                                |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                                                                                                                                | <b>Start Date<br/>Completion Date</b>                                                                                                                                                                                                                                                        | <b>Each Funding<br/>Source and Amount</b>                                                                                            | <b>Process for Evaluation</b>                                                                                                                                                                                                                                  |
| Once per semester, PGCHS staff will promote and celebrate students' positive contributions to their school and community in an Honors Assembly. Students will be recognized for exceptional achievement, community service, acts of character, notable credit acquisition, etc. | 2018-2019                                                                                                                                                                                                                                                                                    | Title I:<br>\$300 for supplies used as part of this PBIS system                                                                      | Holding the event and recording anecdotal and formal data on its rates of attendance.                                                                                                                                                                          |
| Once per semester, staff and counselor will schedule a school luncheon/informal meeting where students, staff, parents, and other stakeholders will be invited to reflect on the school's progress and offer feedback/suggestions.                                              | 2017-2019 (modified and continued)                                                                                                                                                                                                                                                           | Title I:<br>\$250 for food and supplies to be used for luncheons (\$125 per luncheon)                                                | Luncheons with the stakeholders will provide the opportunity for direct feedback on the efficacy of the scheduled activities and topics. Informal data on topics, to include feedback forms, will be kept by PGCHS staff.                                      |
| PGCHS will encourage 100% of students to a) apply for free or reduced meal eligibility and b) eat healthy food options each day while at school and c) improve the part of our health curriculum that promotes healthy food choices.                                            | Free and reduced applications completed before August, 2018<br><br>An additional snack time is established by August, 2018<br><br>Healthy food choices curriculum added by August, 2018.<br><br>Communication to parents regarding food choices and focus will be sent home by August, 2108. | Funds for garden and healthy food choices curriculum (\$500 site funds)<br>Buy new refrigerator (\$1000 site funds or Title 1 funds) | Record of student Meal Eligibility Form completion rates.<br><br>Schedule of snack time will be posted.<br><br>Evidence will be shown in student assignments and will measure efficacy and use of curriculum.<br><br>Notes sent home with registration packet. |



## VI. Planned Improvements in Student Performance (continued)

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| <b>SCHOOL GOAL #3</b><br><b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>SBAC, SMI, ILP data, parent surveys, student surveys and teacher assessment. we found improvement in credits earned by requiring students to attend a daily math class as well as direct instruction two times per week. Every student except one had failed at least one math class at the high school.<br>Since the beginning of the 2017 school year students who have worked at least 30 hours on math we have seen the following average growth in math knowledge from an initial knowledge check to their latest assessment:<br>California Algebra 1 : 42%<br>Foundation of Math: 29%<br>Integrated Math 1: 34%<br><br>Since starting the direct instruction and morning math classes average credits per student for each round have more than doubled. | <b>How does this goal align to your Local Educational Agency Plan goals?</b><br>LCAP 2: All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments. |
| <b>What did the analysis of the data reveal that led you to this goal?</b><br>Low scores on diagnostic tests. Low ability of incoming students measured by Students and parents requesting more diverse class offerings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Which stakeholders were involved in analyzing data and developing this goal?</b><br>School site council, CHS faculty, District Curriculum Director                                                                                                                                                                                                                                                     |
| <b>Who are the focus students and what is the expected growth?</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>What data will be collected to measure student achievement?</b><br>We are using an Illuminate assessment; ALEKS to measure progress in Math course completion.                                                                                                                                                                                                                                         |
| <b>What process will you use to monitor and evaluate the data?</b><br>Illuminate, SMI, ALEKS progress reports and course offerings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                                                        |

| <b>SCHOOL GOAL #3</b>                                                                                                                                              |                                       |                                                                              |                                                                          |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                                                                   | <b>Start Date<br/>Completion Date</b> | <b>Each Funding<br/>Source and Amount</b>                                    | <b>Process for Evaluation</b>                                            |
| 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. | 2018-2019                             | District funds for ALEKS                                                     | Number of credits earned in math each grading period. Progress on ALEKS. |
| Reorganize the technology curriculum to include 3-D printing as an alternative unit and incorporating projects in with the core curriculum                         | 2018-2019                             | District funding through Measure A : \$500                                   | Student projects                                                         |
| Continue to utilize online, M.P.C and adult school course opportunities.                                                                                           | Ongoing                               | District funds for Acellus (\$500). Title 1 funds for MPC textbooks and Fees | Number of students enrolled in alternative, college, or online courses.  |

| <b>SCHOOL GOAL #3</b>                                                                                                    |                                                                                                                                             |                                           |                                                                          |
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| <b>Strategies/Actions to Implement this Goal</b>                                                                         | <b>Start Date<br/>Completion Date</b>                                                                                                       | <b>Each Funding<br/>Source and Amount</b> | <b>Process for Evaluation</b>                                            |
| Create a mandatory minimum weekly number of math points for students falling behind in credits.                          | Each student behind in credits will have an established number of math points created by September, 2018 and included in their round 2 ILP. | No cost associated with this goal.        | Number of credits earned in math each grading period. Progress on ALEKS. |
| Continue a direct instruction math class for students far behind in math on Tuesday and Thursdays for one hour each day. | 2017 - present                                                                                                                              | No cost associated with this goal.        | Number of credits earned in math each grading period. Progress on ALEKS. |

## VI. Planned Improvements in Student Performance (continued)

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|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #4</b><br>(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).  |

|                                           |                               |                                   |                        |
|-------------------------------------------|-------------------------------|-----------------------------------|------------------------|
| <b>SCHOOL GOAL #4</b>                     |                               |                                   |                        |
| Strategies/Actions to Implement this Goal | Start Date<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation |

## VI. Planned Improvements in Student Performance (continued)

|                                                                                                                      |                                                                              |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>SCHOOL GOAL #5</b><br>(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).  |

|                                           |                               |                                   |                        |
|-------------------------------------------|-------------------------------|-----------------------------------|------------------------|
| <b>SCHOOL GOAL #5</b>                     |                               |                                   |                        |
| Strategies/Actions to Implement this Goal | Start Date<br>Completion Date | Each Funding<br>Source and Amount | Process for Evaluation |

## VI. Curriculum Components

### Component #1: College and Career Readiness Indicators

**Goal:**

2017-2018 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: (meet any ONE of the following)

1. CTE Pathway completion
2. Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
3. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
4. Completion of courses that meet the UC or CSU a-g criteria

2018-2019 Goal: Increase specific enrollment and post-secondary supports available to PGCHS students so that they might more successfully access opportunities for dual enrollment, CTE pathways, military enlistment, college enrollment, etc.

| Aligns with<br>District Goal #1 | Objectives | Activities | Assessment | Budget<br>2016-2017 |
|---------------------------------|------------|------------|------------|---------------------|
|---------------------------------|------------|------------|------------|---------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>2017-2018 LCAP Goal 1:<br/>High quality and differentiated instructional program provided to all students in a positive, safe, and stimulating environment, leading to college and career readiness upon graduation</p> <p>2017-2018 State Priorities (from SARC, 2017-2018)<br/>Pupil Outcomes in CTE, School Climate (improving dropout/graduation rates)</p> <p>Academic Counselors and support staff (0.1 increment for each a Resource Teacher and Career/Behavioral Counselor; 0.2 total increments)</p> | <p>2018-2019: Increase the career and college (post-secondary) supports available to PGCHS students so that they might be more successful in accessing CTE and post-secondary opportunities.</p> <p>By April 2019, 75% of graduating seniors will work with PGCHS staff and the PGHS vocational counselor to create a post-secondary plan prior to graduation. Staff will work together to create a rubric for students to meet as a measure of this goal.</p> <p>Working with PGCHS staff and a vocational counselor from PGHS, 100% of PGCHS seniors will complete key components of post-secondary readiness, to include: a resume, a FAFSA application (or comparable financial aid application/plan), and a Personal Finance course (Acellus).</p> <p>PGCHS administration will work with PGHS CTE courses and PG Adult School to codify recruitment and enrollment in, and credit records for, any CTE coursework at PGHS and PG Adult School. A formal plan will be developed by August 2018.</p> | <p>Meet any of the College and Career Readiness Indicators for "Approaching Prepared" or complete a resume, FAFSA (or comparable) form, pass Personal Finance Acellus course; complete a graduation plan with a career counselor.</p> <p>Meetings/collaborative planning with district and PGHS staff re: how to make dual HS enrollment and related credits work at both schools. Plan TBD.</p> | <p>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</p> <p>Records review to show that 100% of graduating students completed a graduation plan, a resume, FAFSA application (or comparable financial aid application/plan), and a Personal Finance course prior to graduation.</p> <p>Plan for CTE pathway recruitment, enrollment, and credit records; plan will be developed formally/in writing, and added to 2018-2019 PGCHS Student Handbook.</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## VII. Curriculum Components

### Component #2: Parent Engagement and School Climate

**Goal:**

Pacific Grove Community High School will promote a healthy school environment that encourages a positive school culture, supportive and healthy peer relationships, and healthy food and lifestyle choices for all PGCHS students and families.

| <b>Aligns with District Goal #2</b>                                                                                                                                                                                                           | <b>Objectives</b>                                                                                | <b>Activities</b>                                                                 | <b>Assessment</b>                 | <b>Budget 2016-2017</b>                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------|
| 2014-2017: 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                                                       |                                   |                                                       |
| 2014-2018: 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  |                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p>2017-2018 LCAP Goal 1:<br/>2017-2018 LCAP Goal 1: High quality and differentiated instructional program provided to all students in a positive, safe, and stimulating environment, leading to college and career readiness upon graduation</p> <p>2017-2018 State Priorities: (From SARC, 2017-2018)</p> <p>Parent Engagement:<br/>Promote parent education and inclusion: we seek to increase parent participation in all areas of the school and have set goals through our WASC process to widen our communication methods and increase opportunities for parent participation.</p> <p>School Climate:<br/>Academic Counselors and support staff (0.1 increment for each a Resource Teacher and Career/Behavioral Counselor; 0.2 total increments)</p> | <p>TBD</p> <p>Goal A: The PE and health curricula will be expanded to include: mindfulness practices and other Positive Behavioral Interventions and Supports (PBIS). It will also support development of positive peer relationships and healthy lifestyle choices re: drugs and alcohol.</p> <p>Goal B. To promote a more supportive and positive culture, PGHS counselor and PGCHS staff will use the results of the student surveys to determine topics for monthly or bi-monthly problem-solving groups/team building activities to be held at PGCHS.</p> <p>Goal C. Guest speakers will present to students at least twice per semester on topics related to proactive problem-solving, positive stress management, and/or healthy food and lifestyle choices.</p> <p>Goal D. Once per semester, PGCHS staff will promote and celebrate students' positive contributions to their school and community in an Honors Assembly. Students will be recognized for exceptional achievement, community service, acts of character, notable credit acquisition, etc.</p> <p>Goal E. Once per semester, staff and counselor will schedule a school luncheon/informal meeting where students, staff, parents, and other stakeholders will be invited to reflect on the school's progress and offer feedback/suggestions.</p> <p>Goal F. PGCHS will encourage 100% of students to: a) apply for free or reduced meal eligibility. Additionally,</p> | <p>TBD</p> <p>Counselor might use: Choices Magazine, or topical issues set (from Scholastic); could team with teacher to sponsor class activities/assignments/projects that promote healthy choices</p> | <p>TBD</p> <p>Counseling staff will keep an anecdotal record of bi-/monthly topics and student participation levels.</p> <p>Meeting summaries will be compiled by PGCHS staff at each luncheon.</p> <p>Guest speaker forms</p> <p>Results from the 2018 CAHKS, and the PGCHS parent and student surveys will be used to show the summative effect of these strategies.</p> <p>Staff will keep a record of all related activities and report out at SSC meetings re: progress (meal eligibility form completion rates; honors assembly info and feedback; guest speaker forms;</p> | <p>2018-2019 Title 1 funds of approximately \$1200 (plus garden/market? )</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|





## 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.

| <b>Aligns with<br/>District Goal #3</b>                                                                                                                                                                                         | <b>Objectives</b>                                                                                               | <b>Activities</b>                                                                                                                                                 | <b>Assessment</b>                                                                                  | <b>Budget<br/>2016-2017</b>                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 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 meet the needs of students who are not meeting standards.<br>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:<br>\$6,000 (partial Resource Teacher salary) |

**VII. Curriculum Components****Component #4:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #5:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #6:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #7:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

**VII. Curriculum Components****Component #8:****Goal:**

| <b>Aligns with<br/>District Goal #</b> | <b>Objectives</b> | <b>Activities</b> | <b>Assessment</b> | <b>Budget<br/>2016-2017</b> |
|----------------------------------------|-------------------|-------------------|-------------------|-----------------------------|
|                                        |                   |                   |                   |                             |

## 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                               | 9                      | 8     | 8     | 7                    | 6     | 8     | 7                         | 6     | 8     | 77.8                          | 75    |       |
| All Grades                             | 9                      | 8     | 8     | 7                    | 6     | 8     | 7                         | 6     | 8     | 77.8                          | 75    |       |

\* 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                             | *                | *     | *     | *                   | *     | 1     | *              | *     | 2     | *                     | *     | 4     | *                  | *     | 1     |
| All Grades                           | N/A              | N/A   | N/A   | *                   | *     | 1     | *              | *     | 2     | *                     | *     | 4     | *                  | *     | 1     |

| Reading<br>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                                                                   | *                | *     | 1     | *                     | *     | 5     | *                | *     | 2     |
| All Grades                                                                 | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Writing<br>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                                          | *                | *     | 1     | *                     | *     | 6     | *                | *     | 1     |
| All Grades                                        | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Listening<br>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                                                  | *                | *     | 1     | *                     | *     | 4     | *                | *     | 3     |
| All Grades                                                | *                | *     | *     | *                     | *     | *     | *                | *     | *     |



| Research/Inquiry<br>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                                                                 | *                | *     | 1     | *                     | *     | 6     | *                | *     | 1     |
| All Grades                                                               | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

### Conclusions based on this data:

1. The majority of students taking the exam perform at or near standards.
2. Those students falling below standards in one or more areas are currently on IEPs and receiving specialized intervention/instruction to remediate skill gaps.
3. Students' scores may be slightly depressed due to their perception of the value of the exam, and due to gaps in education that typically let to their placement in the Tier III/credit recovery environment. Many students join PGCHS during the middle of their junior year, taking the Smarter Balanced exams within less than one semester of enrollment.

# 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                               | 9                      | 8     | *     | 7                    | 8     | *     | 7                         | 7     | *     | 77.8                          | 100   |       |
| All Grades                             | 9                      | 8     | *     | 7                    | 8     | *     | 7                         | 7     | *     | 77.8                          | 100   |       |

\* 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                             | *                | *     | *     | *                   | *     | *     | *              | *     | *     | *                     | *     | *     | *                  | *     | *     |
| All Grades                           | N/A              | N/A   | N/A   | *                   | *     | *     | *              | *     | *     | *                     | *     | *     | *                  | *     | *     |

| Concepts & Procedures<br>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                                                               | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                             | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Problem Solving & Modeling/Data Analysis<br>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                                                                                                                         | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                                                                                       | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Communicating Reasoning<br>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                                                                             | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                                           | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

### Conclusions based on this data:

1.



## 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 |
| 11    |                                                                     |       | ***   |                |       |       |              |       |       |                    |       |       |           |       |       |
| Total |                                                                     |       | 100   |                |       |       |              |       |       |                    |       |       |           |       |       |

## 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)
  - Read 180 reading scores (10 students; 11/9/2017)
    - 5: advanced
    - 3: proficient
    - 2: basic
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<br><u>Purpose:</u> Assist expectant and parenting students succeed in school.                                                                  | \$         |
| Economic Impact Aid/ State Compensatory Education<br><u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.                                          | \$         |
| Economic Impact Aid/ English Learner Program<br><u>Purpose:</u> Develop fluency in English and academic proficiency of English learners                                                 | \$         |
| Peer Assistance and Review<br><u>Purpose:</u> Assist teachers through coaching and mentoring.                                                                                           | \$         |
| Professional Development Block Grant<br><u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                          | \$         |
| Pupil Retention Block Grant<br><u>Purpose:</u> Prevent students from dropping out of school.                                                                                            | \$         |
| Quality Education Investment Act<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve library and other school programs.                                                                        | \$         |
| School Safety and Violence Prevention Act<br><u>Purpose:</u> Increase school safety.                                                                                                    | \$         |
| Tobacco-Use Prevention Education<br><u>Purpose:</u> 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                                                                                                                        | \$         |



| <b>Federal Programs under No Child Left Behind (NCLB)</b>                                                                                                                                                                        | <b>Allocation</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Title I, Neglected<br><u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution                                                                                 | \$                |
| Title I, Part D: Delinquent<br><u>Purpose:</u> Supplement instruction for delinquent youth                                                                                                                                       | \$                |
| Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas                                                                                          | \$                |
| Title I, Part A: Targeted Assistance Program<br><u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency                                                                    | \$                |
| Title I, Part A: Program Improvement<br><u>Purpose:</u> 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<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals                                                                   | \$                |
| Title II, Part D: Enhancing Education Through Technology<br><u>Purpose:</u> Support professional development and the use of technology                                                                                           | \$                |
| Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose:</u> 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<br><u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.        | \$                |
| Title V: Innovative Programs<br><u>Purpose:</u> Support educational improvement, library, media, and at-risk students                                                                                                            | \$                |
| Title VI, Part B: Rural Education Achievement<br><u>Purpose:</u> 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                                                                                                                                                               | \$                |
| <b>Total amount of state and federal categorical funds allocated to this school</b>                                                                                                                                              | <b>\$</b>         |

\* 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                                               | <b>Director of Special Programs:</b> 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                                               | <b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.                                                                                                                                                |            |                |            |                |
| 2422                                               | <b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support                                                                                                                                                    |            |                |            |                |
| 2442                                               | <b>Technician:</b> Provides network support for language arts intervention programs                                                                                                                                                                           |            |                |            |                |
| 2452                                               | <b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support                                                                                                                                        |            |                |            |                |
| 2432                                               | <b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.                                                                                                                                                |            |                |            |                |
| 2932                                               | <b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.                                                                                                                                                   |            |                |            |                |
| 3000                                               | <b>Employee Benefits:</b> Certificate and classified benefits                                                                                                                                                                                                 |            |                |            |                |
| 4000                                               | <b>Supplies:</b> Programming curriculum materials, office supplies, computer software                                                                                                                                                                         |            |                |            |                |
| 5000                                               | <b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing                                                                                                                                   |            |                |            |                |

## 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: 4/24/2018

Attested:

Matthew Bell

Typed Name of School Principal

  
Signature of School Principal

4/24/2018  
Date

Valerie Torres

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

4/24/2018  
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 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                 |                    |                            |                    |
| Amanda Jaramillo                           |           |                   | X                  |                            |                    |
| Valerie Torres                             |           |                   |                    | X                          |                    |
| Isabella Torres                            |           |                   |                    |                            | X                  |
| Julie Laurent                              |           |                   |                    | X                          |                    |
| Marco Sierra                               |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category</b> | <b>1</b>  | <b>2</b>          | <b>1</b>           | <b>2</b>                   | <b>2</b>           |

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.