

The Single Plan for Student Achievement

Pacific Grove High School

School Name

27-66134-2733657

CDS Code

Date of this revision: May 8, 2017

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

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Pacific Grove Unified School District

School District

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

II. School Vision and Mission

VISION STATEMENT:

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

MISSION STATEMENT:

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

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs):

Effective Communicators Who:

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

Well Rounded Individuals Who :

- Demonstrate appreciation and/or aptitude for the fine arts
- Demonstrate a knowledge of the importance of good physical health

Life-Long, Self-Directed Learners Who:

- Maintain curiosity for learning
- Develop wide areas of interest

Educated Individuals Who Demonstrate Competency In:

- Demonstrate competency in reading, writing, mathematics and technology

Responsible Citizens Who:

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

III. School Profile

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

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

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

Community and parent support for Pacific Grove High School is strong. In many ways the high school is the source of community pride. Parents, alumni, and community members are involved in numerous organizations, which support projects to improve student achievement to allow participation in extra-curricular activities, and to improve school facilities. These include the Parent Teacher Association, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, P.G. Athletic Foundation, Sober Grad Night, and P. G. Pride (parent and community fund raisers for district programs). Many businesses donate their products and facilities for fundraising activities. In addition, many school events are civic events. The homecoming parade, the Pacific Grove athletic competitions, the Arts Collaboration, the Arts Expo, band concerts and drama productions are examples of events in which the entire community participates.

Pacific Grove High School is staffed by two administrators, two full-time counselors, twenty six full-time teachers, eight part-time teachers, plus eighteen full and part time classified employees. A two-fifths school psychologist provides additional district services. Three special education teachers serve students identified as having mild to moderate disabilities as well as a speech pathologist that is shared with other sites. The Community Human Services program provides a counselor to facilitate group counseling and to work with students on a one-to-one basis. Students who see the counselor are often self-referred. There are a few exceptions to this, most notably students who have been referred due to being caught with drugs/alcohol. A health clerk is on campus for one day each week to maintain student health records and coordinate the state mandated hearing and vision testing program. The health clerk is supported with a part-time licensed nurse through the Visiting Nurses Association. Drug and alcohol prevention has gained some additional support based on parent concern surveys. Anti-drug messages and activities have been designed in conjunction with the Natural High Club – a club at PGHS designed to strengthen relationships between staff and students and to give students alternative activities not involving drugs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

During the 2014-15 school year, PGHS hosted a visitation team from the Western Association of Schools and Colleges (WASC) as a follow-up to a 2012 visit. In support of the new recommendations of the WASC team, the components of this Single School Plan for Student Achievement mirror those recommendations.

The goals set forth in our SPSA supporting the 2012 WASC accreditation report are:

- 1) Increase and facilitate stronger college and career preparation.
- 2) Ensure the consistency of curriculum and instruction within departments and across departments.
- 3) Create a culture that establishes positive values.
- 4) Improve communication between departments, within the district and the community.
- 5) Utilize technology in all aspects of our instruction.

Additional recommendations included the following from the 2015 visit:

- 1) The staff to focus on student-centered instruction rather than lecture-driven curriculum delivery.
- 2) During the visiting team meeting with students, the students expressed their concerns about the block schedule. The visiting team recommends that the administration and staff collaborate with student leadership and investigate changes in the academic daily schedule that will meet the needs of students and staff. (It should be noted that a student survey was then held to determine the extent of negative feelings toward block scheduling. Results come back overwhelmingly positive to keep block scheduling. We did, however, move our collaboration day from a Wednesday to Monday based on the survey results.)

IV. Comprehensive Needs Assessment Components

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

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

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

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

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

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

- 1) Increase and facilitate stronger college and career preparation.

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

V. Description of Barriers and Related School Goals

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

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

VI. Planned Improvements in Student Performance

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

<p>SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) 80% of all students will show college and career readiness at graduation as measured by meeting the “Prepared Level” of the California Department of Education College and Career Indicator. Low socio-economic, EL students, Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <ul style="list-style-type: none"> • Ineligibility list generated each quarter • PowerSchool data • CalPads data • Teacher input • Student survey • Parent survey 	<p>How does this goal align to your Local Educational Agency Plan goals? All students demonstrate achievement of the Common Core State Standards and have access to a broad course of study ensuring college and career readiness upon high school graduation. (LCAP Goal 1, 2, 3)</p>
<p>What did the analysis of the data reveal that led you to this goal? Early Assessment scores are below anticipated levels, Despite A-G completion analysis showing a marked improvement, student grade analysis showed that too many students were still receiving D and F grades. Recent implementation of CTE pathway and dual enrollment courses will need attention to direct students into those pathways. Grades of students struggling in math led to revisions of the math support class model and support for that class.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Staff, Site Council</p>
<p>Who are the focus students and what is the expected growth? Students who are generally not taking AP courses include AVID, low SED, EL and other targeted students. Expected growth will be an increase in AVID, EL, low SED and other targeted students in AP/honors courses. Students who need math support as indicated by poor grades on unit exams. Expected growth will be improved CAASPP scores and grades - particularly in IM1 and 2. Students who are not focused in taking and completing CTE pathways. Expected growth will be measured through student completion of the pathway.</p>	<p>What data will be collected to measure student achievement? Struggling students need additional support with Common Core State Standards so support classes will be added with research-based curriculum. Additionally, with college and career readiness as a goal, EAP scores will be analyzed from the Smarter Balance assessments. Additionally, AVID enrollment will be increased through a second class and analyzed with a goal of increasing the number of students completing the 4-year program.</p>
<p>What process will you use to monitor and evaluate the data? AVID student sign ups for honors/AP courses will be monitored. Targeted students' math student scores from CAASPP, monitored, pathway and dual enrollment enrollment will be monitored, grades and EAP will also be monitored with an emphasis on this monitoring by new counselor. Also students meeting A-G requirements will be tracked.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #1

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

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.	
What data did you use to form this goal (findings from data analysis)? <ul style="list-style-type: none"> California Healthy Kids Survey (CHKS) Student survey by Site Council Parent survey by Site Council Discipline reports through PowerSchool 	How does this goal align to your Local Educational Agency Plan goals? All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning. (LCAP Goal 3, 4)
What did the analysis of the data reveal that led you to this goal? The California Healthy Kids Survey (CHKS) showed unacceptably high levels of 11th grade students (17% in 2015) who have participated in binge drinking. Additionally, anecdotal data shows that alcohol and drug use continues to be common and a main concern of parents as found in the parent survey. While overall drug and alcohol use appears to be diminishing at the 9th grade level, reported use is still widespread and concerning. Also, 26% and 37% of our 9th and 11th grade students respectively have “chronic sad or hopeless feelings over the past 12 months” and 10% and 12% of those students have “seriously considered suicide over the past 12 months.”	Which stakeholders were involved in analyzing data and developing this goal? Parents, staff, and students.
Who are the focus students and what is the expected growth? All students.	What data will be collected to measure student achievement? The California Healthy Kids Survey (CHKS), student survey, and the parent survey all have questions regarding drug use, alcohol use, bullying, and/or general feelings of campus safety.
What process will you use to monitor and evaluate the data? Diminishing drug and alcohol use as well as increased awareness and aversion to their use and as well as diminishing bullying as reported by the CHKS. The student survey done by the site council will include questions regarding sad feelings and suicidal thoughts and will be used as a measuring tool.	Actions to improve achievement to exit program improvement (if applicable).

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

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

VI. Planned Improvements in Student Performance (continued)

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

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

VI. Planned Improvements in Student Performance (continued)

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

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

VI. Planned Improvements in Student Performance (continued)

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

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

VI. Curriculum Components

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

Goal:

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

Aligns with District Goal #1, 2, 3	Objectives	Activities	Assessment	Budget 2016-2017
	1. Increase the number of students completing a-g requirements to 80%	<ul style="list-style-type: none"> • Counsel students to include completion of A-G requirements in their 4-year high school plan. • Train teachers in AVID methodologies • Hire a second AVID teacher • Purchase Cornell planners for students 	Review number of students completing a-g requirements	\$22,000
	2. Increase the number of students completing a dual-enrollment or CTE pathway	<ul style="list-style-type: none"> • Hire a part-time counselor to focus on targeted students enrollment in CTE courses as well as AP/honors courses. • Add two dual-enrollment courses and complete pathways for Health pathways. • Establish middle school courses that can count as fundamental pathway courses • Expand and better advertise college/career week 	Review numbers of students completing a pathway and set annual goals for improvement.	\$22,000
	3. Improve performance of Integrated Math I and II students	<ul style="list-style-type: none"> • Redesign the math support class to address immediate and short term concept deficiencies • Add an aide to the math support class 	Review grades and Smarter Balanced scores for improvement	\$6000

VII. Curriculum Components

Component #2: Student safety

Goal:

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

Aligns with District Goal #1,2, 3	Objectives	Activities	Assessment	Budget 2016-2017
	Deepen the efforts to fight drug and alcohol use by students.	<ul style="list-style-type: none"> • Bring in at least one speaker during the school year to speak to students regarding making healthy and safe decisions. • Create activities that promote non-drug use and provide alternatives that send a message that drug use isn't necessary to have fun. • Bring drug sniffing dogs to school at various times to catch students with drugs and/or alcohol as well as to send a message to students not to bring such things to campus. 	<ul style="list-style-type: none"> • California Healthy Kids Survey • Student survey given by Site Council in early spring. • Parent survey given by Site Council in early spring • Review of suspension records 	\$2,500
	Create a culture that celebrates a wide variety of student talents and skills.	<ul style="list-style-type: none"> • Hold a Visual And Performing Arts week alongside of additional activities regarding visual and performing arts • Hold a Shakespeare assembly and various activities • Publish a literary magazine • Highlight random student talents through a Pagoda club presentation at least once a month. 	<ul style="list-style-type: none"> • California Healthy Kids Survey • Student survey given by Site Council in early spring. • Parent survey given by Site Council in early spring 	\$3,500

	<p>Reduce the percentage of students feeling sad and hopeless as well as those who have suicidal thoughts</p>	<ul style="list-style-type: none"> • 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. 	<p>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.</p>	<p>\$1,500</p>
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VII. Curriculum Components

Component #3:

Goal:

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

VII. Curriculum Components

Component #4:

Goal:

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

VII. Curriculum Components

Component #5:

Goal:

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

VII. Curriculum Components

Component #6:

Goal:

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

VII. Curriculum Components

Component #7:

Goal:

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

VII. Curriculum Components

Component #8:

Goal:

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

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

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

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

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

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

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

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

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

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

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

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

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

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

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

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

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

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

Appendix B - Analysis of Current Instructional Program

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

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

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

Opportunity and Equal Educational Access

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

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

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

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

Involvement

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

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

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

Funding

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

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
Professional Development Block Grant <u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
Quality Education Investment Act <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 <u>Purpose:</u> Improve library and other school programs.	\$
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
Tobacco-Use Prevention Education <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	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Program Improvement <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 <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <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 <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 <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <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	\$
Total amount of state and federal categorical funds allocated to this school	\$

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

Appendix D - 2017-18 Categorical District Services Budget

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

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

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

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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

Attested:

Matt Bell

Typed Name of School Principal

Signature of School Principal

Date

Jean Therou

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix F - Home/School Compact

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

Student Pledge:

Parents Pledge:

Staff Pledge:

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

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

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

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