The Single Plan for Student Achievement

Pacific Grove Middle School
School Name

27661340000000
CDS Code

Date of this revision: 8/27/2014

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 .

II. School Vision and Mission

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

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

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

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

III. School Profile

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

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

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 484 students enrolled in grades six through eight. This number includes a special day class composed of students with learning disabilities and an English language learner class. The student ethnicity is: 60.00% White (not Hispanic), 18.56% Hispanic, 11.13% Asian, 4.12% African American, 3.09% Unknown, 1.65% Filipino. Less than 1% American Indian or Alaskan Native or Native Hawaiian or Pacific Islander.

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

IV. Comprehensive Needs Assessment Components

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

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

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

We added math support classes in sixth and seventh grade last year. Additionally, we will be revamping the manner in which support is taught. Math Support teachers have greater access to technology to assist students now that we have purchased 12 iPads to augment those classes. This computer based practice will help differentiate instruction to the students' ability levels. With We plan to continue the after-school math tutorial funded through our site allocation.

All PGMS teachers are implementing the Common Core State Standards (CCSS). All departments will continue professional development activities designed to help our transition to these new standards. Last year, our school focused on the literacy shift of making frequent use of complex text and academic language. 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 2013-14 school year the 8th grade AVID class successfully serviced 26 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., math and math support classes, various study halls), 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). Last year our school built a more comprehensive approach to intervention through the addition of the Read 180 program to our curriculum. We have also added a social intervention elective called Thrive to address the needs of students who are capable of succeeding in school but have failed to make a connection to PGMS.

Direction in Professional Learning Communities, differentiated instruction, and support for advanced students, were goals met for the upcoming school year. In the current year, we will focus our professional development on the implementation of common core standards. Specifically, our site will focus on increased complexity and frequency of student academic speech all content areas. 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. Some staff participated in the training relevant to our district's Autism Project last year due to the expected flow of autistic students in the next couple of years. Our special day class teachers will continue their social pragmatics class designed to teach our autistic student population the appropriate way to interact in social situations. PGMS is looking forward to having a dedicated program to this special-needs population taught by an expert in the field of autism.

Technology continues to be a priority at PGMS. Every classroom is now equipped with an LCD projector. All classrooms have document cameras. Last year four classrooms were outfitted with Smart Boards using technology money from the math conference. With the uncertainty of outside funding from the district general fund, it is important to continue to set aside funding in the SPSA budget to purchase, maintain, and upgrade existing hardware and software because technology supports student achievement and is used by all disciplines. PGMS has three mobile computer units to offer more technology to more classes simultaneously. We will maintain a second computer lab for 2014-15 specifically to accommodate our video bulletin and computer classes as well as our ELD class.

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, 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, 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. Spring sports such as golf, wrestling, and tennis are not funded in the District budget and are funded through our site allocation. 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

Implementation of the Common Core State Standards. Goal 1
We have many interventions available to students, but not a coherent approach to intervention. Goal 2
Increasing the level of attachment students feel to PGMS. Goal 3

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase the level of complexity and frequency of student speech in the classroom	
What data did you use to form this goal (findings from data analysis)? A needs assessment done by instructional leaders at the site	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with our Local Control Accountability Plan because it focuses on the literacy skills of our students who show the greatest need.
What did the analysis of the data reveal that led you to this goal? Students have been trained to answer questions at DOK level 1. They will need to be able to address levels 2-4 in future tests.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, teachers, administration.
Who are the focus students and what is the expected growth? Focus students will be low socio-economic status, Latino and EL students as they have historically not performed as well as our other student groups. Our data from the STAR test is outdated, so we will use this year's data to establish a baseline.	**What data will be collected to measure student achievement?** Student speech as measured in the classroom, SBAC task analysis.
What process will you use to monitor and evaluate the data? Teachers will collaboratively develop a rubric to measure the complexity and frequency of student speech in the classroom. ELA data from SBAC will also be used to provide baseline data.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
professional development cycle focused on increasing the complexity of student speech	8/7/2014	Common Core Implementation Funding	Classroom observation, evaluation forms, analysis of student speech
professional development focused on depth of knowledge	8/7/2014	Common Core implementation funding	Classroom observation, evaluation forms, analysis of student work
Teacher release time to plan implementation, classroom lessons and strategies	8/7/2014	Site Budget	Classroom rubric, observations, presentation materials

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Bring 50 percent of the general education students currently enrolled in Read 180 up to grade level reading and exit them from the program

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?**
Reading assessment data (Scholastic Reading Inventory and Scholastic Phonics Inventory)	This goal aligns with our Local Control Accountability Plan by addressing the literacy needs of our students. Without being literate, it is difficult for a student to receive an equity aligned education.
What did the analysis of the data reveal that led you to this goal?	**Which stakeholders were involved in analyzing data and developing this goal?**
We have students who are reading below grade level	Parents, teachers, administrators.
Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
Students who are reading below grade level and having difficulty in classes as a result. We expect to exit most general education students from the program.	Data from reading assessments as part of the Read 180 class.
What process will you use to monitor and evaluate the data?	**Actions to improve achievement to exit program improvement (if applicable).**
We will use the reading assessments provided in Read 180	

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Students will be evaluated to see if they should be placed in Read 180.	8/7/2014 Ongoing	Common Core funding	Data analysis of reading assessments
School wide focus on reading complex texts and using academic language	8/7/2014 Ongoing	Common Core funding	Analysis of student work

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	
(Goals should be prioritized, measurable, and focused on identified student learning needs) Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.	
What data did you use to form this goal (findings from data analysis)? Student interviews, California Healthy Kids Survey, Student focus groups	**How does this goal align to your Local Educational Agency Plan goals?** This specifically addresses the needs described in LCAP goal #4 - All students attend safe,secure, and clean schools providing an environment of respect where students can comfortably focus on learning.
What did the analysis of the data reveal that led you to this goal? Student responses indicated that our character development program is having a positive effect. They gave good direction on how to adjust the program to make it more engaging.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, students, teachers, adult staff, administrators
Who are the focus students and what is the expected growth? The students who feel disenfranchised are our focus students. By developing this program, we seek to increase their level of comfort and acceptance at PGMS.	**What data will be collected to measure student achievement?** Survey data, discipline reports, student feedback
What process will you use to monitor and evaluate the data? Issue students a survey based on the 40 developmental assets to measure the cultural connection to our school.	**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**
Continue CHILL program	8/7/2013 Ongoing	Site Allocation	Staff and student evaluation
Continue thrive elective designed to the address the needs of students who have exhibited a difficulty connecting to PGMS	8/7/2013 Ongoing	General fund	Monitor student academic progress

VI. Planned Improvements in Student Performance (continued)

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

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

VI. Planned Improvements in Student Performance (continued)

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

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

VI. Curriculum Components

Component #1: Language Arts

Goal:
Increase the level of complexity and frequency of student speech in the classroom

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013
Student Learning and Achievement/Overall Educational Program

Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community | Students will increase complexity and frequency of their speech by 25 percent between baseline and summative measure as evidenced by a collaborative rubric. | All classes will employ higher level speaking strategies as taught through the cycle of professional development. | Scores will be compared from fall and spring measures. | Common Core Funding from state for professional development.

Site Fund |

VII. Curriculum Components

Component #2: Reading

Goal:
Bring 50 percent of the general education students currently enrolled in Read 180 up to grade level reading and exit them from the program

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013
Student Learning and Achievement/Overall Educational Program	General education students will exit from the Read 180 at a rate greater than 50 percent.	Students will participate in the Read 180 program strategies - these include small group instruction, computer assisted reading exercises, and independent reading.	Progress will be assessed by the Scholastic Reading Inventory.	Common Core Funds

VII. Curriculum Components

Component #3: School Climate

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

Aligns with District Goal #4	Objectives	Activities	Assessment	Budget 2012-2013
Establish a safe, clean and secure school environment o provide a welcoming environment where students and staff may come to school each day feeling safe, respected, proud and can comfortably focus on learning. o be free of all forms of violence. o promote respectful conversations and encourage students to interact and mix freely. • Teacher/student interactions will reflect mutual respect and facilitate dialog.	Students will build positive relationships with each other and staff.	Multiple assemblies designed to build positive character traits in students and staff. Staff professional development to recognize and foster character development in students.	Campus Climate survey Student Focus groups	$500 from Site Allocation

VII. Curriculum Components

Component #4:

Goal:

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013

VII. Curriculum Components

Component #5:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2012-2013

VII. Curriculum Components

Component #6:

Goal:
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Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2012-2013

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 2012-2013
Student Learning and Achievement/Overall Educational Program Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community	Students, both at risk and not at risk will use the after school study hall for: tutoring, library resources, computer use, and to do homework.	Provide an after-school study hall for an hour a day, three days a week in the library. The study hall will be supervised by a staff member who will tutor students in need.	Student attendance will be recorded.	Staff member will get adjunct duty credit; therefore, there is no need for funding.
	Students in the academic middle, who are underachieving but motivated, will improve study habits and set collect success as a goal.	An Advancement Via Individual Determination (AVID) class will be offered to qualifying students. Tutorial sessions will be held regularly to assist students. Staff will be trained in AVID teaching methodologies. Students will be able to visit colleges, attend workshops, and participate in special activities.	The make-up of the AVID class and student progress will be monitored by staff, and reports will be made to the Site Council.	$5,000
	The most at-risk students will bring their grades up to passing levels.	Provide a mandatory Academic Intervention Class after school for students most at risk of not passing their classes as determined by their grades and feedback from staff.	Students will have their grades and improvement monitored. Reports will be given to the Site Council.	To be determined

VII. Curriculum Components

Component #8:

Goal:

Aligns with District Goal #	Objectives	Activities	Assessment	Budget 2012-2013
	.			

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	429	437		267	268		12	10		50	49	
Growth API	883	885		890	899		820			946	964	
Base API	887	892		889	897			834		965	952	
Target	A	A		A	A							
Growth	-4	-7		1	2							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	65	79		30	46		79	92		48	59	
Growth API	813	807		731	825		791	794		663	672	
Base API	789	829		775	748		827	805		629	678	
Target		A					A	A				
Growth		-22					-36	-11				
Met Target		Yes					No	No				

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	87	99	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	87	99	
Number Met	65	67	
Percent Met	74.7	67.7	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	129	13	131	17		
Number Met	30	6	40	9		
Percent Met	23.3	46.2	30.5	52.9		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes***	**Yes**	**Yes***		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Met Target for AMAO 3	**No**	**Yes**	

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	340	337		218	218		8			45	44	
Percent At or Above Proficient	79.4	77.3		81.6	81.6		66.7	--		90.0	89.8	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	99	
Number At or Above Proficient	44	46		15	28		46	55		26	31	
Percent At or Above Proficient	67.7	58.2		50.0	60.9		58.2	59.8		54.2	53.4	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		--	--		No	Yes		--	--	

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	269	293		169	192		4			43	44	
Percent At or Above Proficient	62.7	67.0		63.3	71.6		33.3	--		86.0	89.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	31	31		8	27		29	39		14	18	
Percent At or Above Proficient	47.7	39.2		26.7	58.7		36.7	42.4		29.2	30.5	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		No	Yes		--	--	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

| Grade | 2013-14 CELDT (Annual Assessment) Results | | | | | | | | | | Number Tested |
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | |
	#	%	#	%	#	%	#	%	#	%	#
6	1	17	1	17	2	33	1	17	1	17	6
7	3	60	1	20	1	20					5
8			********	***	********	***	********	***			********
Total	4	29	3	21	4	29	2	14	1	7	14

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

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

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

Appendix D - 2014-15 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				

2013-14 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	**Description of Services**	**SIP Amount**	**Title I Amount**	**LEP Amount**	**Title V Amount**
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst**: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

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

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

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

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

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

[ ]   State Compensatory Education Advisory Committee

_____
Signature

[ ]   English Learner Advisory Committee

_____
Signature

[ ]   Special Education Advisory Committee

_____
Signature

[ ]   Gifted and Talented Education Program Advisory Committee

_____
Signature

[ ]   District/School Liaison Team for schools in Program Improvement

_____
Signature

[ ]   Compensatory Education Advisory Committee

_____
Signature

[ ]   Departmental Advisory Committee (secondary)

_____
Signature

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

_____
Signature

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

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

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

Attested:

Buck Roggeman
_____
Typed Name of School Principal

_____
Signature of School Principal

_____
Date

Alex Taurke
_____
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.

<u>Student Pledge</u>:

<u>Parents Pledge</u>:

<u>Staff Pledge</u>:

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
Eric Lauritzen	[ ]	[ ]	[ ]	[X]	[ ]
Alex Taurke	[ ]	[ ]	[ ]	[X]	[ ]
Chip Dorey	[ ]	[X]	[X]	[ ]	[ ]
Buck Roggeman	[X]	[ ]	[ ]	[X]	[ ]
Patti Odell	[ ]	[ ]	[X]	[ ]	[ ]
Kelly Hartwell	[ ]	[ ]	[ ]	[X]	[ ]
Becky Ohsiek	[ ]	[X]	[ ]	[ ]	[ ]
Numbers of members of each category	**1**	**2**	**2**	**4**	

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