



PACIFIC GROVE HIGH SCHOOL SINGLE PLAN FOR STUDENT ACHIEVEMENT

2011-2012

CDS Code: 27-66134-2733657

Approved: School Site Council: May 9, 2011

Board of Education: June 16, 2011

Revised:

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Matthew J. Bell
Principal, Pacific Grove High School
831.646.6590 X273
mbell@pgusd.org

TABLE OF CONTENTS

I.	SCHOOL COMMUNITY DESCRIPTION	3
II.	SPECIFIC SCHOOL PROGRAM DESCRIPTIONS.....	8
III.	MISSION AND VISION STATEMENTS	13
IV.	NEEDS ASSESSMENT.....	15
	• Tables 1-4: 2010 Parent, Student, Teacher, Classified WASC Survey Results	17
	• Table 5: 2010 SPSA Student Survey Results	23
	• Tables 6-7: STAR Results 2010 data and California Physical Fitness Report.....	24
	• Table 8: Summary of Results from 10 th grade CAHSEE	27
V.	SCHOOL BASED COORDINATED PLAN	
	• Component #1	28
	• Component #2	29
	• Component #3	30
	• Component #4	31
VI.	APPENDIX	
	A. Membership.....	32
	B. School Site Council By-laws.....	33
	C. Budget Summary	38

PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012

SCHOOL COMMUNITY DESCRIPTION

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 15,041. 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.

Pacific Grove High School is the 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. Despite the economic downturn, homes in the area have increased in value to a point where it is difficult for families with small children to own homes. Instead, many families rent, but costs force both parents to work full time. The increased cost of living has led to a declining enrollment throughout the district and to discussions regarding the reconfiguration of the district. This coupled with the current state budgetary crisis has forced PGHS and PGUSD to reexamine all expenditures and to evaluate their priority and efficacy. Many district-wide options have been discussed, but the most immediate impact at PGHS has been a reduction of course offerings over the past few years and the reduction and/or elimination of support services.

The current school enrollment is 559 students based on the 2010/11 CBEDS. Since the last WASC accreditation in 2006, the enrollment has fluctuated from a high of 658 to a low of 559. These numbers illustrate our declining enrollment as well as the transitory nature of some of our military families. The ethnic ratio is as follows: Asian, 11.1%; Pacific Islander, .7%; Filipino, .5%; Hispanic, 10.9%; African-American, 1.6%; Native American, 0.5%; White, 66.7%; multiple or no response, 7.9%. These ratios have remained fairly consistent. Forty-two students receive special education services; eleven students are classified as SDC students and receive the bulk of their core instruction in sheltered classes but are mainstreamed when appropriate.

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, 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 eight full time teachers, six 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. Also, during the 2010-11 school year, the District entered into a partnership with the city of Pacific Grove to hire a School Resource Officer using Federal stimulus funding. The Community Human Services program provides a counselor to facilitate group counseling and to work with students on a one-to-one basis. 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 two part-time licensed nurses through the Visiting Nurses Association. The IMPACT for Youth program provides support and education for drug and alcohol prevention in conjunction with the Natural High Club – a recent endeavor at PGHS to strengthen relationships between staff and students and to give students alternative activities not involving drugs.

The staff at Pacific Grove is a veteran staff. The average length of service is fifteen years. We recognize that we are blessed with a highly qualified, professional staff. 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 one has earned a doctorate degree.

A librarian and one clerical assistant staff the campus library. The library provides curriculum materials for teachers and students and supports the school's instructional program by hosting lessons in its computer lab and offering resources for students such as the Internet, printers, scanners, a lamination machine and a copy machine. It has become the center for technological resources. Students and staff can check out laptop computers, digital cameras, digital video cameras, and graphing calculators. In addition, staff can check out LCD projectors, VCRs, TVs, overhead projectors, and a laptop cart that provides a mobile mini-lab. All students possess a password protected folder in the library server to save computer-generated schoolwork as a portfolio of work completed in high school. Efforts to make the library a central hub for the high school were so effective that the staff felt we needed to dial back the social aspects of the library and recently redesignated our multi-purpose room as the *Student Union* to attract students to socialize there and refocus the library as the academic student center. These efforts have been successful as the library regularly has its tables filled during lunch with the vast majority of students studying in groups or individually.

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, STAR history, 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.

In 2006 voters passed Measure D, a school improvement bond that is bringing significant changes to PGHS. Major construction and renovation projects are already under way. The renovation of Breaker Stadium and the installation of security cameras have been completed with accolades from the entire community. Phase II was concluded in early 2011 and included totally renovated science classrooms and media and art rooms along with a remodel of our multipurpose room (*Student Union*) and administration building and minor improvements to heating in the classrooms and water runoff around the campus. The back parking lot has been repaved and received a better design for drop-off and pick up for the students attending Forest Grove Elementary School. Other future improvements include two new physical education facilities, pathways, tennis court improvements, and other more minor renovations. With the sale of the last block of bonds, it is hoped that construction of Phase III will begin in the spring of 2011.

Because PGUSD is a Basic Aid district, PGHS does not receive funding on the basis of Average Daily Attendance (ADA). The school has been able to supplement its program through the Regional Occupation Program (ROP). ROP helps expand the basic school program so that a much broader range of classes may be offered and class size can remain reasonable. Through college preparatory and Career Technical Education (CTE) courses, Pacific Grove High School provides a comprehensive education for all students. Courses are aligned to the California State Standards, and instructional leaders regularly assess and evaluate the curriculum. Current class offerings include one history honors class, three honors English classes, eleven Advanced Placement classes, and nineteen sections of ROP courses. During the budget crisis of the past two years, 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 ROP funding has been designated "tier III" by our Board of Education but currently has received only modest reductions.

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. Students may be placed on tardy or behavior contracts with the goal of improvement in those areas. On the other hand, the Renaissance Program, annual Renaissance Rally and Academic Breaker Challenge auctions have encouraged positive attitudes about scholarship and learning. The dropout rate of Pacific Grove High School has traditionally been the lowest in Monterey County. Notwithstanding the recent CALPADS new accounting procedure for counting dropouts, as of the 2008-09 school year, the four-year dropout rate was 2.1% which consisted of one 10th, one 11th, and one 12th grade student.

Pacific Grove High School has an open campus at lunch for students in grades 11-12. Those 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. This has proven to be popular with students and the small impact (three additional truancies over the 2009-10 year that was attributed to an open campus) it has had on the attendance is being addressed.

Clubs and sports provide students with opportunities to participate in extra-curricular activities. The Associated Student Body holds weekly meetings with its thirty-eight officers 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, Epic, Asian Culture, My Strength, My Life, Gay-Straight Alliance, Glee Club, Spanish and French, 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, and a Student Voices talent assembly enable students to show their class and peer support while vying for the annual spirit award. 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. The most recent API of 852, from the spring of 2010 is the second highest (only by 3!) of all high schools in Monterey County. The excellent API 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 improving the results in 2010. Flat results in between 2008 and 2009 was cause for some concern and resulted in looking for performance trends among student groups as well as scrutinizing the placement for students regarding math tests. Obviously we met success in 2010. In 2009, PGHS was honored as an Honor Roll School by the California Business for Education Excellence Foundation. This groups looks at performance on standardized tests through an unbiased eye. So it is apparent that the work of staff and students has been successful.

Staff has completed a thorough process of aligning all courses with the California State Standards. Each department has completed course descriptions, course syllabi and course content maps. Each core course has interim assessments in place that reflects close alignment with the state standards. Each elective course has also developed interim assessments that not only assess student progress in the target subject but also serve to reinforce teaching of basic skills.

Along with the rest of the state, PGHS struggles with student motivation. Performance on standardized tests that students feel are important such as the California High School Exit Exam, has been strong. Last year 96% of sophomores passed both sections of the CAHSEE on their first attempt. In addition, the mean scaled score of our CAHSEE was increased from 403 to 407 in English and from 401 to 412 in math over the past three years. Of those students that didn't pass, 90% of those passed on a subsequent effort. This is further evidence of the fact that when students are motivated, they achieve. Steps have been taken to address student motivation through slogans such as "Shine our STAR" and "PGHS students and staff have C.L.A.S.S." (Character, Leadership, Attitude,

Scholarship, Service) as well as motivational posters placed around campus, bulletin announcements, and “pep” talks by teachers and administration. We have also started a 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. It is also hoped that underclass students would see the variety of colleges accepting PGHS students and be inspired.

During the 2008-09 school year, PGHS received a mid-term revisit from the Western Association of Schools and Colleges (WASC). This revisit reaffirmed the commendations that we received during their accreditation visit in 2006. Progress toward the goals set during that visit has been significant and this was noted during the revisit. The Single School Plan for Student Achievement (SSPSA) has set goals focused growth needs #3, *A comprehensive action plan (classes, teaching strategies, staff development, and communication/counseling) needs to be researched, discussed, and implemented to provide rigorous, relevant curriculum for students, especially the midrange learners,* and #5, *While technology is a significant portion of the instructional program, problems still exist with the implementation, upgrading, maintenance, and staffing.*

The goals set forth in our SSPSA supporting the 2006 WASC accreditation report are:

- 1) Improve academic expectations, relevancy, and rigor that will enhance student success in post high school life and career.
- 2) Provide students the services and support that will enable them to be successful in high school and beyond.
- 3) Provide support for the use of technology as a teaching, learning and communication tool.
- 4) Provide increased opportunities for students to grow as well rounded individuals and responsible citizens.

PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012

SPECIFIC SCHOOL PROGRAM DESCRIPTIONS

ENGLISH LEARNERS

Structured English Immersion Program (SEI)

Students who do not yet have reasonable fluency as measured by the California English Language Development Test (CELDT), are placed in the SEI program unless they have been granted a Parental Exception Waiver for placement in an Alternative Bilingual Program or in an English Language Mainstream classroom as required by law. This means that all subjects are taught in English. English is the language of instruction, textbooks and assessment. Primary language support may be used to introduce concepts, clarify and explain.

The SEI program may occur in two settings, the regular classroom and/or the English Language Development (ELD) classroom and includes the following components: systematic ELD, academic instruction using Specially Designed Academic Instruction in English (SDAIE) approach, instruction that is overwhelmingly in English with minimal primary language support, use of District adopted English Language Arts core curriculum materials.

English Learners at the lowest levels of English proficiency are not immediately expected to master grade-level core-content course work in English. The emphasis for English Learners performing at the Beginning, Early Intermediate, and low level Intermediate levels is primarily the development of English proficiency.

English Language Mainstream Program (ELM)

Students with reasonable fluency in English are those in the higher level of Intermediate, Early Advanced and Advanced levels on the California English Language Development Test (CELDT). The English Language Mainstream is the second phase of the program for English Learners. This setting uses decreasing SDAIE strategies, materials and primary language support. Instruction is provided by a California Teaching Certificate (CTC) authorized teacher and is differentiated to meet the needs and ELD levels of each student. The program contains the following components: systematic English Language Development (ELD), academic instruction through English, and use of District adopted core curriculum materials.

SERVICES AND INTERVENTION PROGRAMS FOR AT-RISK STUDENTS

PGHS utilizes educational practices that meet the needs of students who are underachieving, learning disabled, and gifted and talented through course offerings such as Honors, Advanced Placement, Basic Study Skills, and AVID. Accommodations and modifications are followed through the guidance of Individual Education Plans (IEPs) and 504 plans for the mainstreaming of students with mental, physical, and/or learning disabilities in the least restrictive environment. Options for students to be successful and complete course work not only include the regular scheduled courses on the main campus and Community High School, but also classes at the Pacific Grove Adult Education Center and Monterey Peninsula College (MPC).

Students not performing to educational expectations and/or behind graduation pace are placed on academic contracts. If a student is unable to improve a failing grade by the end of the semester, his/her counselor discusses options for placement so credits can be earned towards graduation. Students have access to extra academic help as instructors are available before and after school, and some at break and lunch to provide extra one-on-one assistance to students. Those students who need one-on-one attention are placed in a Basic Study Skills class and/or provided with an instructional aide in the mainstream classroom. There is an Algebra Support Class for those students who need extra help in Algebra I and for those who have made a C or lower in a previous math class. Our AVID class helps mid-range students to achieve better grades and prepare for college. Student and parent conferences are scheduled for all 11th graders who have not passed the high school exit exam (CAHSEE) and all 12th graders in jeopardy of not graduating. In addition, CAHSEE tutorial sessions are scheduled for all students not passing the CAHSEE as well as for any student interested in preparing for the exam.

Pacific Grove High School has narrowed the focus of its academic standards/ESLRs and their relation to the funding of our school programs. Specifically, we have focused upon funding and supporting drug and alcohol awareness, career education, technology to support differentiated instruction, support classes in our math department and improving our standards based instruction. Through ongoing self-study and our new growth targets, we will continue to evaluate our funding in relation to our academic standards and ESLRs.

Drug and alcohol awareness is still an area in need of attention. The staff is routinely provided in-servicing for drug and alcohol awareness by the Pacific Grove Police Department. In addition, students and staff have worked with IMPACT to increase leadership skills and drug/alcohol awareness. Outside counseling centers provide on campus counseling for students who have been found to have drugs or alcohol in their possession or are exhibiting signs of drug or alcohol use on campus. Additional assemblies and activities promoting strong character traits as well as preventative measures including drug sniffing dogs and breathalyzers have been and will be included in funding for this plan. This is particularly important in light of a recent horrific crash involving five PGHS students who had been drinking alcohol. Our student survey shows that our assemblies regarding this issue have been meaningful.

COUNSELING AND OTHER SUPPORT SERVICES

Students have access to counseling services to help them succeed academically. Freshmen meet with a counselor to prepare a four-year plan suited to the needs of the student. Students who need accommodations have IEP and 504 plans to ensure their success. Counselors meet individually with each student at least once a year. Counselors meet with all students receiving multiple Ds or Fs after each reporting period. Counselors may also refer students to more specialized help if needed. Students may be referred to individual counseling with a therapist from Community Human Services, the School Psychologist, the Speech Therapist, or the School Health Clerk.

Students have the opportunity to participate in a number of support activities at school, including social activities such as lunch-time interest clubs, ASB noon-time activities, rallies, and dances. Students can express their individual talents through sports teams, dance team, the drama program, and the music program. A link crew, a proven freshman orientation program, is established through the leadership class to provide support for incoming freshmen to PGHS by linking them with upper classmen. Students can contribute to the community by becoming involved in Leadership, in a service club, becoming a Science Camp Counselor, or participating in a specialized one-time fundraising event. They have the opportunity to participate in annual events such as Shakespeare Day, Red Ribbon Week, Student Voices Assembly, and Sober Grad Night. A variety of field trips is offered to students throughout the year in various classes and has funding support through this plan. The Career Center is very active in scheduling speakers, arranging for job shadowing, and liaising with local businesses to provide students work experience through community service as well as arranging for visits to company facilities.

Within the community, students are supported by numerous organizations. For example, the Breakers Café, Archie's American Diner, and Pizza My Way host fund raising dinners and Pebble Beach Company continues its support of our school athletic and academic endeavors. Students have the opportunity to work with Rotary, which sponsors the Interact Service Club and organizes a Job Shadow Day. The Pacific Grove Recreation Department offers a number of support services to students, including after-school activities and winter ski trips. Many students are actively involved in their local church. The previously mentioned parent organizations like Music boosters, Breakers Club, PTA, Sober Grad Committee, and PG Pride are instrumental in providing support for students. The Pebble Beach Youth Foundation offers grants. The Monterey Jazz Festival (MJF) sends clinicians to PGHS once a month to work with students. Students also have the opportunity to attend concerts at the MJF for reduced prices and to audition for MJF Honors Groups. Non-profits and community organizations provide meaningful opportunities for community service.

PARENT INVOLVEMENT

Pacific Grove Unified School District has extraordinary parental and community involvement. Our parents have founded many organizations to support students in the teaching and learning process. Pacific Grove High School administration, faculty and staff work jointly with these organizations to raise awareness of, and funds for, the various needs of the school, including, but not limited to, the sports program, the music program, the instructional program, and the school infrastructure.

The Breakers Club holds several annual and on-going fundraisers for the sports program, and contributes numerous hours of volunteer time to sporting events including supervision and concession sales. The Music Boosters hold numerous fundraisers to provide instruments and uniforms and help fund field trips and to supplement district funding of various projects, including a jazz instructor for a jazz class. PG Pride hosts annual fundraisers including a walkathon called "Walk with Pride" and an elegant food and wine tasting and silent auction called "A Taste of PG." Last year PG PRIDE assembled a volunteer base of over 400 volunteers for the 2010 US Golf Open held at Pebble Beach which raised \$100,000 for their cause. PG PRIDE helps fund various PGHS projects requested by classroom teachers. The PTA focuses on student culture and classroom assistance and, through a subcommittee, puts on an elaborate annual Sober Grad Night for seniors. Our PTA plays an active role in providing funds and countless volunteer hours for PGHS. For example, they volunteer time to judge Senior Projects, provide guest speakers for classes, provide food and service at banquets, provide funds for needy students through "High Five," provide support during testing, and help with Freshman Orientation. Parents also pledge to be "SAFE-homes" and also volunteer for the various teen substance prevention programs on our campus including Impact, Natural High and Epic Youth clubs. In addition, parents volunteer and help with activities for the Fellowship of Christian Athletes club. These parent organizations bring the school and the community together at memorable events and are an integral part of our program. Also of note was the parent involvement in the Every 15 Minutes program put on in March, 2011. Parents were integral in helping with gaining grants, organizing student support, and being part of the actual program.

Parents are highly involved in the decision-making process at PGHS. They have participated in surveys regarding issues such as block scheduling, communication and campus safety as well as current WASC accreditation surveys. They are members of School Site Council, the WASC committee, hiring committees and various other committees contributing their time, talents, and invaluable input to improving PGHS.

Communication with parents has become a priority for PGHS. We have established a computer program called PowerSchool which allows parents to access the records of their individual student from their home computer as well as homework assignments and class scheduling. Our PGHS website has links to these sites, as well as access to course outlines and standards, the daily bulletin, the monthly newsletter, and counseling news. An automated home calling and email system to inform parents of student tardies and absences called Blackboard Connect has been used extensively this year. Our two counselors hold conferences with freshmen students and their parents to discuss four-year plans, host College Night for junior parents, and Financial Aid Night for senior parents. PGHS

hosts the traditional Back to School Night and has recently revamped our Open House to be more student-centered and to showcase student achievement. This year the administration also established a meeting with incoming freshmen parents anticipating being at the high school for the 2011-12 school year. This meeting was designed to inform parents of what to expect culturally, academically, and socially as well as to communicate the roles and expectations that they need to fill through the next four years while their child is a student at PGHS.

The city and community of Pacific Grove are very supportive of PGUSD. PGHS works together with public officials, community volunteers and organizations to put on a variety of events, including Walk with Pride, the Butterfly Festival, the Homecoming Parade, the PG Triathlon, Project Santa, Junior Diabetes Research Foundation, the Holiday Parade of Lights, the Big Sur Marathon, Good Old Days, Food Drive, Blood Drive, the AT&T Golf Tournament, the Asilomar Math Conference, the Rotary Track meet, and Pennies for Patients. The community also comes together to raise funds for and awareness of one-time events, such as disasters like the Tsunami of 2004, Hurricane Katrina, the recent earthquake and tsunami in Japan and for local students who are suffering a serious illness or loss. Recently a retired teacher learned that his son had inoperable brain tumors. The students, staff and community all have rallied to put on art shows, concerts, and special events to raise funds for treatment and support for the family. The Pacific Grove Recreation Center is an incredible asset for our students, providing daily, weekly, monthly and annual activities for their after-school enjoyment. Our high school library and public library are in partnership to provide the most extensive and accessible resources possible for our students. We believe that our relationship with the parents and community is a mutually beneficial one, and we feel fortunate to have the incredible support that we do.

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012**

MISSION AND VISION STATEMENTS

VISION STATEMENT:

The vision of Pacific Grove High School is to promote active learning, creative problem solving, and integration of skills and knowledge for application within and beyond the classroom by providing a safe, supporting, and intellectually challenging learning community that fosters diversity, choice, and voice among staff, students, and parents.

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

PACIFIC GROVE HIGH SCHOOL SINGLE PLAN FOR STUDENT ACHIEVEMENT 2011-2012

Needs Assessment

Each year the Site Council reviews the funded components of the Single School 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 department 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 technology, field trips, and guest speakers, the staff also indicated a need to more deeply address needs in establishing a career day, internships, and collaborative and cross-curricular activities. These areas have been discussed and will be supported either through the School Plan or through other means for the 2011-12 school year.

Parents were given an on-line survey during the 2008-09 school year in which they were asked for feedback with respect to the funded areas of the current Single School Plan, important issues that they feel need addressing, prioritization of issues, quality of communication with faculty and administration, and safety concerns. Through this survey, parents had the ability to add additional comments as well as to rate their satisfaction in several areas. The Site Council was pleased to have 138 responses in contrast to very few responses using the paper surveys used in the past. In interpreting the results of the survey, it appears that the majority of parents (59%) were satisfied or very satisfied with the expenditures of the Site Plan. Only 11% expressed dissatisfaction and the rest were neutral. 66% were satisfied or very satisfied with communication between the school and home and 14% were dissatisfied with the remainder neutral. 83% felt that their child was safe or very safe at school with 2% feeling as though their child was unsafe. The individual comments were too varied to list in this plan.

Student input was studied from the High School Survey of Student Engagement (HSSSE) that was given to students in the spring of 2007. This report has a wealth of data and was deemed by the Site Council as relevant in assessing student culture and needs so no funding was set for an additional study for the 2009-10 school year. However, an on-line student survey was given to assess student feelings with respect to areas that receive funding from the Site Plan (see table 4). Responses show that the vast majority of students feel safe at PGHS and that our efforts to bring in relevant speakers have been effective. Communication and student pride show the weakest response although those responses are still positive overall. Funding was adjusted and/or earmarked to address the cultural need for student pride. Also, student members of the Site Council brought back council questions to student leadership and reported back to the Council as well as giving their own input.

At the end of 2010, PGHS began the WASC accreditation process in which five surveys were sent out to parents, students, and staff (certificated and classified) that asked the same questions. This was deliberate in an effort to check perception in each group. 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. The raw results for parent, student, certificated, and classified surveys are shown in tables 1-4. If taken as a whole, the 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 site WASC team and Site committees. The student survey confirms student confidence in the staff, classroom instruction and supplies, and campus safety. Relative concerns arose over higher education or career opportunities counseling support, although this area had almost equal responses between agree and disagree. To that end, discussions and plans are being sought to strengthen this area. 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. Like the student survey, there was more concern shown over students not being counseled in higher education options. Technology has shown to be highly regarded in all surveys results.

Creating a site where all rooms have appropriate and adequate teaching tools has presented itself as a priority need and will receive funding support in this Plan and has been brought to the Board of Education as a high priority need for Measure D funding consideration. The SSPSA technology plan addresses the need for standardizing equipment throughout the school. To that end, printers were bought over the 2009-10 school year, wireless routers put in place in most places around campus, and the oldest computers replaced. Continued funding will go toward replacing the older equipment and further standardizing technological equipment.

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 STAR, CAHSEE, SAT, and Physical Fitness assessments (See tables 5, 6, and 7). In an effort to analyze the data and make systemic changes to address trends, some of the funding from the Single School Plan allowed whole departments to take a collaboration day to discuss and plan. This was deemed time and funding well spent and is a element in component #1 for this plan.

The Western Association of Schools and Colleges (WASC) visitation of 2006 identified areas of need that were the basis of the 2006-2007 Single Plan for Student Achievement. During the 2008-09 revisit, the visiting team affirmed those areas and commended PGHS for progress made. The WASC Action Plans were developed for 6 years and the WASC Visiting Committee approved using these action plans as the basis of the Site Plan:

- 1) Improve academic expectations, relevancy and rigor that will enhance student success in post high school life and career.
- 2) Provide students the services and support that will enable them to be successful in high school and beyond.
- 3) Provide the support for the use of technology as teaching learning and communication tool,
- 4) Provide increased opportunities for students to grow as well rounded individuals and responsible citizens.

Table 1 Parent Response to WASC survey 2010

React to each statement below as: 1) Strongly Disagree; 2) Disagree; 3) Neutral; 4) Agree; 5) Strongly Agree						
Answer Options	1	2	3	4	5	Response Count
1. The Pacific Grove faculty and staff believe that all students can achieve at high academic levels.	9	18	37	63	30	157
2. Pacific Grove High School is a safe and clean place to attend school.	3	10	23	80	41	157
3. Pacific Grove High School provides my child with plenty of classroom books, materials, and supplies so he or she can learn the academic content.	2	12	23	74	46	157
4. Pacific Grove High School provides faculty with the books, materials, and supplies necessary to teach my child the academic content.	2	12	56	61	25	156
5. Pacific Grove High School staff is helpful and supportive when my child needs assistance with school matters outside of the classroom.	3	17	48	58	29	155
6. My child's teachers both expect and challenge him or her to think critically in class.	6	12	36	76	26	156
7. Pacific Grove High School teachers instruct my child in a way that makes the class content understandable.	8	16	51	66	14	155
8. My child's counselor ensures that he or she is well informed about the Pacific Grove High School academic programs he or she may participate in.	9	24	50	40	31	154
9. My child has been informed by the Pacific Grove High School staff regarding the athletic programs and extracurricular activities I may participate in.	4	7	41	67	35	154
10. My child's counselor has provided my child with the information necessary to meet graduation requirements.	4	9	26	61	56	156
11. My child's teachers use some form of technology as part of their daily instructional routine.	2	7	49	65	31	154
12. The assessments (tests, quizzes, essays, etc.) my child's teachers give are a close match with regard to what the teachers have taught my child.	5	13	43	72	20	153
13. When my child does not understand a concept, his or her teachers are willing to re-teach it upon request.	8	21	50	57	17	153
14. My child's teachers provide opportunities for my child to learn class content on a daily basis by engaging him or her in reading, writing, listening, and speaking activities.	7	10	32	77	27	153
15. My child's teachers routinely instruct my child on the "how to" tasks related to analysis, synthesis, and evaluation of class content-related information.	7	13	65	49	16	150
16. My child's teachers provide my child with opportunities to learn class content on a daily basis by allowing him or her to work both independently and collaboratively in groups to complete tasks.	3	6	44	75	26	154
17. My child's teachers outline and effectively communicate to my child both timelines and deadlines for class content assignments and assessments so he or she knows when tasks are due.	6	8	28	81	27	150
18. My child's teachers have instructed my child on how to use technology to retrieve, organize and communicate content-related information.	1	12	46	74	19	152

19. My child's teachers expect my child to verbally contribute to class content -related discussions on a daily basis.	2	3	46	76	25	152
20. My child's teachers communicate rules for classroom conduct as well as academic expectations and my child is expected to follow these on a daily basis.	1	7	30	83	33	154
21. Pacific Grove High School provides a curriculum that is relevant and rigorous.	7	18	35	62	32	154
22. Pacific Grove High School administration is visible, available, and communicates expectations.	5	12	32	68	37	154
23. Academic expectations are consistent between teachers within a department.	15	22	60	39	16	152
24. My child's counselor has informed my child about options for higher education or career opportunities.	11	26	39	53	26	155
25. My child's ROP and fine arts classes have inspired him or her to consider pursuing a related career pathway.	14	14	72	29	16	145
26. My child's elective courses have influenced my child to stay in school.	17	16	66	34	17	150
27. My child's ROP and fine arts classes have shown him or her connections between academic classes and life skills.	9	14	73	33	17	146

Table 2 Student Response to WASC survey 2010

React to each statement below as: 1) Strongly Disagree; 2) Disagree; 3) Neutral; 4) Agree; 5) Strongly Agree						
Answer Options	1	2	3	4	5	Response Count
1. The Pacific Grove faculty and staff believe that all students can achieve at high academic levels.	15	29	79	139	55	317
2. Pacific Grove High School is a safe and clean place to attend school.	14	19	58	135	90	316
3. Pacific Grove High School provides me with plenty of classroom books, materials, and supplies so I can learn the academic content.	8	29	70	135	74	316
4. Pacific Grove High School provides faculty with the books, materials, and supplies necessary to teach me the academic content.	15	22	69	138	69	313
5. Pacific Grove High School staff is helpful and supportive when I need assistance with school matters outside of the classroom.	27	38	95	92	63	315
6. My teachers both expect and challenge me to think critically in class.	15	19	71	131	78	314
7. My teachers instruct me in a way that makes the class content understandable.	15	27	98	128	47	315
8. My counselor ensures that I am well informed about the Pacific Grove High School academic programs I may participate in.	60	66	80	67	42	315
9. I have been informed by the Pacific Grove High School staff regarding the athletic programs and extracurricular activities I may participate in.	22	42	78	92	82	316
10. My counselor has provided me with information necessary to meet graduation requirements.	30	45	50	91	100	316
11. My teachers use some form of technology as part of their daily instructional routine.	10	18	69	111	106	314

12. The assessments (tests, quizzes, essays, etc.) my teachers give me are a close match with regard to what my teachers have taught me.	17	21	77	132	67	314
13. When I do not understand a concept, my teachers are willing to re-teach me upon request.	22	41	80	115	57	315
14. My teachers provide me with opportunities to learn class content on a daily basis by engaging us in reading, writing, listening, and speaking activities.	11	14	78	156	57	316
15. My teachers routinely instruct me on the “how to” tasks related to analysis, synthesis, and evaluation of class content-related information.	13	40	127	104	32	316
16. My teachers provide me with opportunities to learn class content on a daily basis by allowing me to work both independently and collaboratively in groups to complete tasks.	9	23	76	150	56	314
17. My teachers outline and effectively communicate to me both timelines and deadlines for class content assignments and assessments so I know when tasks are due.	11	26	77	118	84	316
18. My teachers have instructed me on how to use technology to retrieve, organize and communicate content-related information.	15	32	101	108	60	316
19. My teachers expect me to verbally contribute to class content -related discussions on a daily basis.	11	27	87	126	64	315
20. My teachers communicate rules for classroom conduct as well as academic expectations and I am expected to follow these on a daily basis.	12	16	82	131	73	314
21. Pacific Grove High School provides a curriculum that is relevant and rigorous.	16	32	103	111	52	314
22. Pacific Grove High School administration is visible, available, and communicates expectations.	20	33	88	125	49	315
23. Academic expectations are consistent between teachers within a department.	26	42	107	101	37	313
24. My counselor has informed me about options for higher education or career opportunities.	60	69	64	69	52	314
25. My ROP and fine arts classes have inspired me to consider pursuing a related career pathway.	53	38	102	53	69	315
26. My elective courses have influenced me to stay in school.	46	37	81	77	73	314
27. My ROP and fine arts classes have shown me connections between academic classes and life skills.	28	45	86	84	72	315

Table 3 Teacher Response to WASC survey 2010

React to each statement below as: 1) Strongly Disagree; 2) Disagree; 3) Neutral; 4) Agree; 5) Strongly Agree						
Answer Options	1	2	3	4	5	Response Count
1. The Pacific Grove faculty and staff believe that all students can achieve at high academic levels.	0	5	5	12	10	32
2. Pacific Grove High School is a safe and clean place to attend school.	1	3	1	14	13	32
3. Pacific Grove High school provides students with plenty of classroom books, materials and supplies so students can learn academic content.	0	2	3	12	15	32
4. Pacific Grove High school provides faculty with plenty of classroom books, materials and	2	0	6	13	11	32

supplies so students can learn academic content.						
5. Pacific Grove High School staff is helpful and supportive when students need assistance with school matters outside of the classroom.	0	1	7	16	8	32
6. I both expect and challenge my students to think critically in class.	0	1	2	13	16	32
7. I utilize a variety of instructional strategies to ensure students understand class content.	0	0	1	14	16	31
8. Counselors ensure all students are well-informed regarding the Pacific Grove High School academic programs they may participate in.	0	2	16	8	5	31
9. Pacific Grove High School staff ensures all students are well-informed regarding the athletic programs and extracurricular activities they may participate in.	2	3	10	4	13	32
10. Counselors provide students with ample information necessary to meet graduation requirements.	0	1	5	14	12	32
11. I use at least one form of technology as part of my daily instructional routine.	1	4	3	6	18	32
12. The assessments I use are a fair representation of the academic content I have taught.	0	0	0	8	24	32
13. When a student verbalizes to me that he or she does not comprehend a concept I have just instructed in class, I am willing to re-teach the concept.	0	1	0	11	20	32
14. I provide my students with daily opportunities to learn class content by facilitating content-related reading, writing, listening, and speaking activities.	0	1	1	12	17	31
15. I provide my students with daily opportunities to learn class content by facilitating learning activities that call for critical thinking and/or problem solving activities.	0	1	4	9	18	32
16. I routinely instruct my students on the “how to” task related to analysis, synthesis, and evaluation of class content-related information.	2	1	3	13	13	32
17. I utilize a variety of student groupings (independent, partners, and cooperative learning groups) to complete content-related tasks.	0	3	4	8	17	32
18. I effectively outline, communicate and reiterate timelines and deadlines for class content assignments and assessments.	0	1	2	14	15	32
19. I routinely instruct my students on how to use technology to retrieve, organize and communicate content-related information.	2	4	8	8	10	32
20. I expect and challenge my students to contribute verbally to class content-related discussion.	0	0	1	16	15	32
21. I effectively communicate rules for classroom conduct as well as academic expectations and expect students to follow these on a daily basis.	0	0	0	12	20	32
22. Pacific Grove High School provides a curriculum that is relevant and rigorous.	0	2	5	17	8	32
23. Pacific Grove High School administration is visible, available, and communicates expectations.	2	6	4	14	6	32

Table 4 Classified Employee Response to WASC survey 2010

React to each statement below as: 1) Strongly Disagree; 2) Disagree; 3) Neutral; 4) Agree; 5) Strongly Agree

Answer Options	1	2	3	4	5	Response Count
1. The Pacific Grove faculty and staff believe that all students can achieve at high academic levels.	0	2	4	8	3	17
2. Pacific Grove High School is a safe and clean place to attend school.	0	2	1	9	5	17
3. Pacific Grove High school provides students with plenty of classroom books, materials and supplies so students can learn academic content.	0	1	1	11	4	17
4. Pacific Grove High school provides staff with plenty of materials and supplies so they are able to support the faculty and students.	0	1	6	6	3	16
5. Pacific Grove High School staff is helpful and supportive when students need assistance with school matters outside of the classroom.	0	2	3	6	6	17
6. The Pacific Grove High School teachers both expect and challenge students to think critically in class.	1	0	6	7	3	17
7. The Pacific Grove High School teachers utilize a variety of instructional strategies to ensure students understand class content.	0	1	4	9	3	17
8. The Pacific Grove High School Counselors ensure all students are well-informed regarding the Pacific Grove High School academic programs they may participate in.	1	1	2	9	4	17
9. Pacific Grove High School staff ensures all students are well-informed regarding the athletic programs and extracurricular activities they may participate in.	0	0	2	9	6	17
10. The Pacific Grove High School Counselors provide students with ample information necessary to meet graduation requirements.	1	0	2	8	6	17
11. You use at least one form of technology as part of your daily routine.	0	0	1	7	9	17
12. The assessments used by the PGHS teachers are a fair representation of the academic content they have taught.	0	0	6	9	2	17
13. When a student verbalizes that they do not comprehend a concept teachers are willing to re-teach the concept.	0	1	12	2	2	17
14. The PGHS teachers provide students with daily opportunities to learn class content by facilitating content-related reading, writing, listening, and speaking activities.	0	0	5	8	4	17
15. The PGHS teachers provide students with daily opportunities to learn class content by facilitating learning activities that call for critical thinking and/or problem solving activities.	0	1	6	7	3	17
16. The PGHS teachers instruct students on the "how to" task related to analysis, synthesis, and evaluation of class content-related information.	1	0	8	6	2	17
17. The PGHS teachers use a variety of student groupings (independent, partners, and cooperative learning groups) to complete content-related tasks.	0	0	3	10	4	17
18. The PGHS teachers effectively outline, communicate and reiterate timelines and deadlines for class content assignments and assessments.	0	1	4	9	3	17
19. The PGHS teachers routinely instruct students on how to use technology to retrieve, organize and communicate content-related information.	0	1	6	7	3	17

20. The PGHS teachers expect and challenge their students to contribute verbally to class content-related discussion.	0	0	7	7	3	17
21. The PGHS teachers effectively communicate rules for classroom conduct as well as academic expectations and expect students to follow these on a daily basis.	1	0	4	8	3	16
22. Pacific Grove High School provides a curriculum that is relevant and rigorous.	0	0	4	10	3	17
23. Pacific Grove High School administration is visible, available, and communicates expectations.	1	3	1	11	1	17
24. Academic expectations are consistent between teachers within a department.	1	2	7	5	2	17
25. The counselors inform students about options for higher education or career opportunities.	1	0	3	9	4	17
26. The ROP and fine arts classes have inspired students to consider pursuing a related career pathway.	0	0	5	9	3	17
27. The elective courses have influenced students to stay in school.	1	0	9	5	2	17
28. The ROP and fine arts classes have shown students the connections between academic classes and life skills.	0	0	6	8	3	17

Table 5
2010 SPSA Student Survey Results

Answer Options	1= Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree	Response Count
a. I feel safe on campus.	11	2	23	109	107	252
b. I feel that there is adequate communication between me and my teachers.	8	32	82	97	32	251
c. I feel that there is adequate communication between me and my counselor.	45	50	70	59	24	248
d. I feel classes adequately prepare me for college.	21	52	78	85	14	250
e. I feel classes adequately prepare me for life after school.	35	56	84	57	15	247
f. I feel that the motivational speakers at school are effective in a positive way.	18	25	68	96	41	248
g. I feel that food on campus is good/healthy.	44	64	80	48	15	251
h. I am proud of my school.	29	23	102	75	22	251
					<i>answered question</i>	252
					<i>skipped question</i>	0

PACIFIC GROVE HIGH SCHOOL

2011 – 2012

Table 6 STAR Results 2009–10

Year	2005	2006	2007	2008	2009	2010
API base score	794	812	826	831	831	853
State / schools rank	8 / 1	9 / 3	10/6	10/4	9/3	9/5

STAR California Standards Test (CST) Results (All results are in percentiles)																		
English / Language Arts																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	52	50	47	26	26	29	16	17	18	4	6	5	2	1	2	78	76	76
10	34	38	49	36	32	24	19	23	18	7	5	4	4	3	4	70	70	73
11	36	39	52	31	28	18	24	18	21	7	7	4	1	8	5	67	67	70
Algebra I																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	5	0	0	29	19	19	43	41	17	19	31	54	5	9	11	34	19	19
10	0	0	0	25	14	16	31	18	20	28	45	48	17	23	16	25	14	16
11	-	0	0	-	0	-	-	8	-	-	62	-	-	31	-	-	0	0
Geometry																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	19	14	4	41	41	47	35	29	28	6	16	21	0	0	0	60	55	51
10	0	3	0	22	12	21	44	41	46	28	38	33	6	6	0	22	15	21
11	4	0	0	27	6	9	31	33	45	35	44	36	4	17	9	31	6	9

Algebra II																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	3	33	18	30	33	55	43	33	27	13	0	0	10	0	0	33	66	73
10	3	6	16	6	19	26	46	40	46	34	32	8	11	3	3	9	25	42
11	7	4	4	19	8	17	41	24	26	22	40	48	11	24	4	26	12	21
General Math (9th grade only)																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	0	10	-	13	21	-	39	38	-	35	24	-	13	7	-	13	31	-
Summative High School Math																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	21	50	-	71	50	-	7	0	-	0	0	-	0	0	-	92	100	-
10	13	20	-	44	40	-	31	30	-	13	10	-	0	0	-	57	60	-
11	15	6	17	51	48	30	25	19	41	9	23	11	0	4	0	66	54	47
World History (10th grade)																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
10	30	44	46	38	26	24	19	23	23	5	6	3	7	2	4	68	70	70
US History (11th grade only)																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
11	44	47	48	27	26	27	21	17	16	6	3	5	1	7	4	71	73	75

Life Science																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
10	34	44	43	30	27	30	20	20	18	6	6	6	10	4	3	64	71	73
Biology/Life Science																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	39	36	42	36	29	31	15	29	24	6	5	3	4	0	0	75	65	73
10	16	12	41	41	42	14	33	35	31	6	7	7	4	5	7	57	54	55
11	43	51	58	24	20	17	24	17	8	7	5	17	2	7	0	67	71	75
Chemistry																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
10	21	13	18	37	38	37	39	44	37	0	4	6	3	0	2	58	51	55
11	7	4	33	26	30	29	54	56	33	4	7	4	9	4	0	33	34	62
Earth Science																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	31	7	23	25	33	9	38	40	36	0	20	18	6	0	14	56	40	32
10	-	0	23	-	30	38	-	70	23	-	0	8	-	0	8	-	30	61
11	13	15	5	47	38	42	20	23	37	7	23	5	13	0	11	60	53	47
Physics																		
	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	-	68	17	-	16	17	-	16	50	-	0	17	-	0	0	-	84	34
11		9	29		27	25		55	38		9	8		0	0		36	54

Table 7 Summary of Results of the California Physical Fitness Report for 9th Grade

Number of fitness standards achieved	PGHS Percent			PGHS Cum percent			State Percent	State Cum percent
	2008	2009	2010	2008	2009	2010	2010	2010
6 of 6 fitness standards	64.6	58.9	59.9	64.6	58.9	59.9	38.5	38.5
5 of 6 fitness standards	23.8	25.2	30.3	88.4	84.1	90.2	27.5	66.0
4 of 6 fitness standards	8.8	8.6	7.0	97.3	92.7	97.2	16.0	82.0
3 of 6 fitness standards	1.4	6.0	2.1	98.6	98.7	99.3	9.7	91.7
2 of 6 fitness standards	1.4	1.3	.7	100	100	100	5.0	96.7
1 of 6 fitness standards	0	0	0	100	100	100	2.3	99.0
0 of 6 fitness standards	0	0	0	100	100	100	1.1	100

**Table 8
Summary of Results from 10th grade CAHSEE taken in March**

	Tested			Number passed			Percent Passed			Mean Scaled Score		
	08	09	2010	08	09	2010	08	09	2010	08	09	2010
English	142	138	136	133	133	131	94	96	96	403	406	407
Math	142	138	137	130	130	132	92	94	96	401	409	412

PACIFIC GROVE HIGH SCHOOL

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012**

COMPONENT #1: Improve academic expectations, relevancy and rigor that will enhance student success in post high school life and career.

GOAL: Improve assessment performance and student retention, optimize course offerings, and increase educational relevancy and awareness of post-secondary opportunities.

Objectives	Activities	Assessment	Budget
1.1 Improve student learning	<ul style="list-style-type: none"> •Purchase appropriate instructional materials; to better address student instruction •Teachers will collaborate •Teachers will attend professional development opportunities 	Student performances on Calif. Standards Tests (CSTs). Evaluate CAHSEE, SAT, ACT, and STAR results as well as grade point averages of students.	\$28,500 Site budget District professional development budget Federal stimulus funds (\$9,500 additional funds if available Jan. 2012)
1.2 Improve performance on state exams.	Provide CAHSEE tutorial services (2.1) Identify underperforming subgroups and target in-class and afterschool support services	Evaluate the CAHSEE and STAR results and grade point averages of students.	
1.3 Provide students with relevant field experience to enhance their classroom learning	<ul style="list-style-type: none"> • Classes will take field trip opportunities to develop student awareness of educational, cultural and vocational relevance of course. •Students will reflect on field trip experience through a standards based assignment. •Jr. Class field trip to MPC Career Fair 	Teacher feedback through student surveys for the value of field trips. Student reflection on their field trip experience.	\$2,500
1.4 Expose students to real-world jobs	<ul style="list-style-type: none"> • Students will participate in job shadowing experience. • Implement a career day. 	Increased number of students involved in job shadowing opportunities. Maintain and update job shadowing data base.	ROP funding Career Center funding
1.5 Connect real-world publications with relevant classes and increase public awareness of PGHS student work	<ul style="list-style-type: none"> •Publish a school newspaper that allows students to see full cycle of journalism process. •Publish “Literary Magazine” to showcase student work. 	Articles printed in local PG Community Bulletin paper. Production of Literary magazine	\$4,500

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012**

COMPONENT #2: Provide students and staff the services and support that will enable them to be successful in High School and beyond.

GOAL: PGHS will implement programs specifically aimed at supporting students who need academic help as well as post-secondary opportunity guidance.

Objectives	Activities	Assessment	Budget
2.1 Improve low performing and/or struggling student achievement	<ul style="list-style-type: none"> •Promote tutorial services (AVID English and Math) •Provide after-school and/or evening tutorial for students. •Provide after school CAHSEE preparation courses. 	Evaluate and expand as needed. Track students who utilize tutorial help through grade improvement.	\$1,500 (\$500 additional funds if available Jan. 2012)
2.2 To provide students services and support enabling their success.	Provide all students with planners to promote organization and strengthen study skills.	Survey staff and students as to the efficacy of the planners.	Donated by Jostens
2.3 Counsel students with options for higher education and career opportunities.	<ul style="list-style-type: none"> • develop a plan for staff development with respect to post-secondary opportunities • review current activities and priorities of Career Counselor and Academic Counselors to see possible reallocation of time to add post-secondary counseling 	Student and parent surveys	\$1,000 (\$4,000 additional funds if available Jan. 2012)

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012**

COMPONENT #3: Provide support for the use of technology as a teaching, learning, and communication tool.

GOAL: Increase the technological support staff on campus, increase the use of technology by students, improve staff development opportunities, and develop a technology replacement / rotation plan for campus equipment.

Objectives	Activities	Assessment	Budget
3.1 Develop an ongoing technology staff development plan.	<ul style="list-style-type: none"> •Ongoing training of new staff in the use of grading, communication and student data programs. •Staff development in the use of software/ hardware. 	Annual survey of teaching staff on technology training needs. Implement & then evaluate effectiveness of selected training.	District Curriculum and staff development budget
3.2 Develop a plan for the continued replacement and rotation of technology equipment	Implement the replacement and rotation of equipment based on functionality and needs.	Assess how technology equipment is functioning and supporting the needs of the students and staff.	\$7,000 District Tech Funds

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012**

COMPONENT #4: Provide increased opportunities for students to grow as well-rounded individuals and responsible citizens.

GOAL: Expand community service connections, develop a character education program.

Objectives	Activities	Assessment	Budget
4.1 Increase relevancy of community service requirement for graduation.	<ul style="list-style-type: none"> •Distribute data base to students. •Match student interest with community opportunities. 	<ul style="list-style-type: none"> •Report EOY individual community service and hours. •Develop a data base to monitor student progress toward community service requirements. 	Career and Community Service Center funding.
4.2 Implement character and accountability education.	<ul style="list-style-type: none"> • Develop action plan for implementation of character education program. •Implement a character development program. 	<ul style="list-style-type: none"> •Test Group Survey •Coordinator Feedback •Review discipline records for trends 	\$3,000 (\$1,000 additional funds if available Jan. 2012)
4.3 Provide opportunities for student growth in the visual and performing arts.	<ul style="list-style-type: none"> •Fund increased opportunities in art, music, drama and photography. • Implement a social dance unit in PE 	<ul style="list-style-type: none"> •Staff Feedback •Student Feedback 	\$2,000 (\$1,000 additional funds if available Jan. 2012)

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011–12
Appendix A**

SCHOOL SITE COUNCIL MEMBERS

The following are elected members of the School Site Council or are members in fulfillment of legal requirements.

NAME	REPRESENTING	TERM EXPIRES
Mary Beth Long	Parent	2010-2012
Sarah Weber	Parent	2010-2012
Ron Fenstermaker	Parent	2011-2013
Tom Jamison	Parent	2011-2013
Melissa Hilton	Parent alternate	2011-2013
Laura Posson	Parent alternate	2011-2013
To Be Determined	Student	2011-2012
To Be Determined	Student	2011-2012
Carolyn Hawes	Faculty	2010-2012
Linda Vrijenhoek	Faculty	2010-2012
Marc Afifi	Faculty	2011-2013
Travis Selfridge	Faculty	2011-2013
To Be Determined	Faculty	2011-2013
Rachel Mein	Classified	2010-2012
Matthew J. Bell	Principal	Perpetual

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011–12
Appendix B
BYLAWS**

ARTICLE I NAME

The name of this committee shall be Pacific Grove High School Site Council (“Council”).

ARTICLE II PURPOSE

The purpose of this committee shall be to:

1. Develop and recommend the Single Plan for Student Achievement.
2. Have ongoing responsibility to review with the principal, teachers, and other school personnel the implementation of the School Improvement Program and to assess periodically the effectiveness of the program.
3. Annually review the Single Plan for Student Achievement, establish a new school budget consistent with the Education Code, and, if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

ARTICLE III MEMBERSHIP

1. a. The Council shall be composed of the principal and representatives of teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school or other community members elected by such parents; and pupils elected by pupils attending the school.
- b. The Council shall be constituted to ensure parity between the following two “groups”: (a) the principal, classroom teachers, and other school personnel (collectively “school staff”); and (b) equal numbers of parents or other community members elected by parents and pupils (collectively “parents”).
- c. Classroom teachers shall comprise the majority of those persons representing the school staff.
- d. Council members representing parents shall not be employees at Pacific Grove High School.

2. The membership of the Council shall not exceed 12 and must be an even number to ensure parity between representative groups.
3. Resignation will be effective upon written notice to the chairperson and the principal.
4. Membership will be established to ensure parity between parents/students and school personnel. Except for student representatives who shall serve a one-year term, each representative (excluding the principal, who is a perpetual representative) shall serve a two-year term or such portion of the term remaining for the “seat” to which a member is elected, with the option of running for, and if reelected, serving consecutive terms. Term is defined as the school year commencing the first day of the school year in the calendar year of election and ending two years thereafter. Regular elections are to be held in May of each school year with the term commencing the following first day of the next school year. Members shall be elected to designated “seats” on the Council to ensure a regular rotation of membership.
5. At each School Site Council election, the candidates failing election to vacancies as representatives for each constituency group (school, staff and parents) but receiving the next higher number of votes, may be designated as first and second alternates, respectively, and shall participate in the School Site Council as specified herein. Alternates so elected shall serve until the next regular election.
6. Voting rights — Each member shall be entitled to vote on each matter submitted to a vote of the Council. The elected alternate (from the group of an absent member [e.g., school staff or parents]) shall vote in the absence of a member from their group. There shall be no absentee voting.
7. Membership shall automatically terminate for any member who is absent from three consecutive meetings at the end of the third such meeting.
8. Vacancies on the Council (either the result of resignation or automatic termination) shall be filled for the remainder of the term of the seat vacated by the appointment of the first alternate or if necessary, the second alternate of the appropriate group. The appointee shall serve only to the end of the term of the seat vacated at which time the vacated seat will be filled by regular election. If no alternate is available to fill a vacancy, a special election shall be held to fill the vacancy.

ARTICLE IV

OFFICERS

The officers of this Council shall be a chairperson, vice-chairperson, and a secretary. The Chair and Vice-chair should be from different member groups.

ARTICLE V

ELECTION OF OFFICERS

1. All officers shall be elected for the school year by the Council at the first meeting of the school year, written notices of the election having been given.
2. New officers shall assume their duties at the first meeting of the school year.
3. No member shall hold the same office for more than two years in succession.
4. Should an officer resign or be terminated before new elections are held, the chairperson (or Council in the event the chairperson is absent) shall appoint a member in good standing to assume the office for the balance of the school year.

ARTICLE VI

MEETING AND QUORUM

1. All meetings of the Council are to be open and public, and all persons shall be permitted to attend any Council meeting and address the Council on any item within the jurisdiction of the Council.
2. Regular monthly meetings of the Council shall be determined each year by the current Council. At least 72 hours before each meeting, a notice shall be posted at the school or other appropriate place accessible to the public that specifies the date, time, location, and agenda of the meeting. The agenda shall contain a brief description of each item to be discussed or acted upon. Only those items on the agenda that have been discussed by the Council at a previous meeting may be acted upon except as allowed under applicable laws and except that non-agenda laws and/or non-action (i.e., discussion) items of an emergency nature may be acted upon at a regular meeting with approval of all of the members present.
3. Special meetings may be called at any time by the chairperson or by a majority of all members, by providing written notice (delivered by mail, by hand, or electronically by facsimile) to all members at least 24 hours in advance of the special meeting. The notice shall specify the time and place of the special meeting and the business to be transacted. No other business shall be considered at the special meeting.
4. School Site Council meeting agendas, minutes, and other writings prepared for discussions or consideration at a public meeting of the School Site Council, are to be considered public records and shall be reasonably made available for public inspection as required by applicable sections of the California Public Records Act.
5. A simple majority of the membership, provided each group is represented by at least one member (and in the case of the parents' group, said member is a parent), shall constitute a quorum.

ARTICLE VII

DUTIES OF OFFICERS

1. It shall be the duty of the chairperson to preside at all meetings and sign all official correspondence and communications from the Council.
2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.
3. The secretary shall create a written record of the minutes of meetings (or ensure that such record is made), post notice of meetings, and provide meeting agendas as required herein.

ARTICLE VIII

DUTIES OF COUNCIL MEMBERS AND ALTERNATES

1. It shall be the duty of all council members to:
 - a. Attend all meetings or notify the chairperson in advance when unable to attend.
 - b. Accept positions as officers or subcommittee members when so elected or appointed, unless unable to carry out the duties required of such positions.
2. It shall be the duty of all elected alternates to:
 - a. Attend all meetings or notify the chairperson in advance when unable to attend.
 - b. Take part in Council discussions and, when necessitated by the absence of a member in that alternate's group (school staff or parents), participate in any votes conducted at that meeting.
 - c. Accept positions as subcommittee members when so elected or appointed, unless unable to carry out the duties required of such positions.
3. A member or alternate of the School Site Council shall be required to disqualify herself or himself from a matter under discussion or vote when the member or alternate has a financial interest in the matter. (A financial interest is defined as a situation in which it is reasonably foreseeable that a decision will have a material financial effect, distinguishable from its effect on the public generally or on school personnel generally, on the member or her or his immediate family, or upon any business activity in which the member is an employee, or holds any position of management, control, or fiscal interest.)

ARTICLE IX

COMMITTEES

The chairperson shall appoint such committees as directed by a majority of the members present.

ARTICLE X

AMENDMENTS

1. The bylaws may be amended at any regular meeting by a vote of a majority of the full Council membership of each group.
2. The meetings will be governed by these by-laws and any disputes will be settled by Roberts Rules of Order.

**PACIFIC GROVE HIGH SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012 Program Funding Summary**

Funding:

2010-11 Carryover	\$16,941	
2011-2012 Allocation	<u>\$38,725</u>	
Total funds available	\$55,666*	* based on PGUSD 2011-12 budget revision #1, Aug. 18, 2011

Components	Expenditures	2011-12 Budget	Possible Revision #1
COMPONENT #1: Improve academic expectations, relevancy and rigor that will enhance student success in post high school life and career.			
1.1 Use of assessment data to modify instruction.	Instructional Materials; staff development	\$28,500	\$9,500
1.2 Assessment performance on state exams	Instructional Materials		
1.3 Provide students with relevant field experience to enhance their classroom learning	Release time; Fees for admission and transportation	\$2,500	
1.4 Expose students to real-world jobs	Release time; instructional materials		
1.5 Improve academic expectations, relevancy and rigor. (Literary Magazine & PG Community Bulletin to showcase student work).	Preparation and Publishing costs	\$4,500	
COMPONENT #2: Provides students the services and support that will enable them to be successful in high school and beyond.			
2.1 Improve low performing and/or struggling student achievement	Tutorial Services; Instructional Materials	\$1,500	\$500
2.2 To provide students services and support enabling their success.	Support materials	Donated by Jostens	
2.3 Counsel students with options for higher education and career opportunities	College counseling services, materials	\$1,000	\$4,000
COMPONENT #3: Provide support for the use of technology as a teaching, learning and communication tool.			
3.1 Develop an ongoing staff technology development plan.	Tutorial; Staff Development Instructional Materials		
3.2 Replacement/rotation of technology equipment.	Hardware/software; Instructional Materials	\$7,000	
COMPONENT #4: Provide increased opportunities for students to grow as well-rounded individuals and responsible citizens.			
4.1 Increase relevancy of community service requirement for graduation.	Release Time; Instructional materials		
4.2 Implement character and accountability education.	Release Time; Instructional materials	\$3,000	\$1,000
4.3 Opportunities for student growth in the visual and performing arts.	Performances; field trips; equipment/ instructional materials; guest speakers/performers and guest Instructors	\$2,000	\$1,000
Allocated Funds (Subtotal)		\$50,000	\$16,000
Unallocated Funds		\$5,666	\$661
TOTAL EXPENDITURES			\$66,661