

The Single Plan for Student Achievement

Pacific Grove Community High School

School Name



27661342731115

CDS Code

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

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

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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

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

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

III. School Profile

The Community

Pacific Grove Community High School is the continuation high school which was established in 1971 for students deemed at-risk or who otherwise required an alternative to the comprehensive high school. In addition to Community High School, the district is comprised of two elementary schools, a middle school, a comprehensive high school, and an adult school. The district is 3.3 square miles, covering the city of Pacific Grove and a portion of Pebble Beach.

The school district serves an area which is mainly upper middle-class in a tourist-oriented residential community. Most people are employed in service industries, although there is a significant military presence in the area. The Defense Language Institute and the Naval Post Graduate School are located nearby and we have students from families employed there. The area has many fine restaurants, hotels and golf courses. Many tourists are attracted to the beautiful coastline, the AT&T golf tournaments, antique car shows, Laguna Seca Raceway and numerous festivals.

The School

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

Staff

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

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

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

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

School Schedule

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

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

Enrollment

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

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

Attendance

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

Graduation Rates

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

Expected Student Learning Results (ESLRs)

Community High School graduates will be:

EDUCATED INDIVIDUALS WHO:

- Demonstrate competence in reading, writing, mathematics, science, social studies, & technology

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:

- Think through & solve problems using relevant evidence & information

INDEPENDENT AND COLLABORATIVE WORKERS WHO:

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

RESPONSIBLE CITIZENS WHO:

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

HEALTHY INDIVIDUALS WHO:

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

IV. Comprehensive Needs Assessment Components

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

Identified needs from the accreditation process include:

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

Needs Assessments for 2017-2018

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

We are currently:

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

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

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

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

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

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

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

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

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

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

III. Assessment of Student Data

We are using a variety of sources to collect data:

- State test scores including California Assessment of Student Performance and Progress (CAASPP).\ This consists of Smarter Balance Assessment Consortium (SBAC) ELA and Math tests for Grade 11, and the California Standards Test (CST) Science test for Grade 10.
- Diagnostic and Achievement Scores including online ALEKS for math and Illuminate.
- Individual Learning Plans
- Course-embedded Interim Assessments
- Academic Progress through tests, assessments, teacher observations, and student work samples
- Attendance and credit data

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

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

IV. Increase Parent Participation at Pacific Grove Community High School

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

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

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

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

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

VI. Planned Improvements in Student Performance

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

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

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

VI. Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Staff will develop a site-specific survey to more accurately indicate areas of student need, as relates to positive problem-solving, stress management, healthy lifestyle choices, emotional health, and bullying.	Fall of 2017	None	Site-specific survey is completed and administered to student body at least twice during the school year.

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

VI. Planned Improvements in Student Performance (continued)

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

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

VI. Curriculum Components

Component #1: College/Career Readiness

Goal:

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

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

VII. Curriculum Components

Component #2: Parent Participation/Culture

Goal:

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

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

VII. Curriculum Components

Component #3: Curriculum

Goal:

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

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