

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

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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:

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**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
School Improvement Plan (SIP)
2011-2012**

SCHOOL COMMUNITY DESCRIPTION

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support and, until recently, has been experiencing declining enrollment. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Parcel taxes have been approved to allow restoration of programs and personnel that had been previously cut. Measure D, was passed in 2006, giving the district \$42 million for facility improvements. The first of these improvements at PGMS has been a new classroom for the music program and improvements to the Performing Arts Center. The track was paved, drainage was added, and the outdoor basketball courts were resurfaced. A new set of bleachers was added to the gymnasium. New windows and flooring were installed, and the exterior was painted in the summer of 2008. Our Measure D committee, comprising staff and parents, continues to work with an architect to develop and refine projects at PGMS that will be funded through Measure D. New projects, including modernization of science labs, home economic kitchen, school cafeteria, physical education locker rooms, and outdoor student eating areas were completed in 2011. The completion of an outdoor learning center and a faculty parking lot will occur before the end of the school year. Four new portable classrooms will be installed in April. New window coverings for each classroom and the office area as well as brand new student lockers will be installed by the end of summer 2011. These projects for Pacific Grove Middle School are constantly reviewed by district and site Measure D committees.

As a philosophy, PGMS seeks to give each student a variety of experiences with the purpose of preparing them for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

The middle school years present students with profound physical, social and psychological changes. It is the bridge from childhood to early adulthood. PGMS takes pride in the achievements of its students along this journey as reflected by above-average test scores, a well-behaved student body, regular community service participation, and a commitment to the visual and performing arts. Through these achievements, and others, PGMS graduates have begun the process of building their own bridges toward a successful future.

PGMS currently has 418 students enrolled in grades six through eight. This number includes a special day class composed of students with learning handicaps and an English language learner class. The student ethnicity is: 66.5% Caucasian, 11.3% Asian, 12% Hispanic, 2.4% African American, 6.9% multiple-response or other, and 1.2% Filipino.

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

Due to our high 2007/08 test scores, PGMS was awarded California Distinguished School honors which we will retain through the 2013 school year.

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SPECIFIC SCHOOL PROGRAM DESCRIPTIONS

ENGLISH LEARNERS

Structured English Immersion Program (SEI)

Students who do not have reasonable fluency 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.

SEI is to be taught overwhelmingly in English. 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 ELD classroom and includes the following components: systematic English language development (ELD), academic instruction using the Specially Designed Academic Instruction in English (SDAIE) approach, instruction that is overwhelmingly in English with minimal primary language support, and 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 with reasonable fluency in English. 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 ELD, academic instruction through English, and use of district adopted core curriculum materials.

GIFTED AND TALENTED PROGRAM

Activities for gifted and talented education (GATE) students have been held during lunch time, occasional Saturdays, or after school. The purpose of these activities is to give GATE students an opportunity to work with other GATE students, to challenge them to higher level thinking, and to give them some enrichment experiences that they would not have in the regular classroom. These activities cover a wide range of academic interests and learning styles.

Criteria for GATE selection includes teacher recommendations, standardized test scores in the 95th percentile or higher, high academic grades, and high scores on the Structures of Intellect (SOI) test.

Additional pathways for GATE students who want to challenge themselves in the regular curriculum have also been created. They include algebra in the 7th grade, geometry in the 8th grade, and Spanish I, which is the equivalent of high school Spanish I.

COUNSELING SERVICES

PGMS has one full-time counselor and one part-time counselor. Academic counseling is the responsibility of both counselors; however, our part-time counselor focuses on working with students who are at risk for failure in multiple classes and face the possibility of non-promotion. This counselor coordinates intervention services for these students, holds parent and student meetings, and works with the teachers to give the student the best chance for success. The full-time counselor oversees this counseling program, as well as outside services such as SuperKids and County Mental Health Services for students in need of counseling for more specific needs, County Mental Health, and various rape crisis and sexual harassment programs. The counseling department uses a student data system named PowerSchool to track and identify the students described above. They also oversee school-wide programs, such as Challenge Day for seventh-grade students, which is offered to act as a vehicle to promote tolerance and understanding. Students with atypical academic needs, other than special education requirements (such as home hospital assignments) are monitored by both school counselors. These intervention programs are intended to, and have proven to be, beneficial for most of our students and enable them to feel more a part of PGMS.

SERVICES AND INTERVENTION PROGRAMS FOR AT-RISK STUDENTS

The most academically at-risk students are students receiving D and F grades. After each grading period, these students meet with the counselor to discuss promotion requirements and strategies for improvement. The counselor contacts parents via letters and phone calls. Student Study Teams (SST's) are scheduled to determine the reason for the inadequate performance and to provide additional means of support for the student's academic success. Student Study Teams are also offered for students with attendance and behavior problems which interfere with academic performance. Additional strategies include: weekly progress reports via email through PowerSchool, a web-based academic and attendance program to keep parents and students informed of grades and assignments; study hall provided before school daily in the library; after school study hall at least three days a week in the library with tutoring provided by a teacher on duty; and math and algebra support classes available during the school day. An English/language arts support class is offered during first period. Also offered is an after-school math tutoring class for selected at-risk math students conducted by a teacher's aide three days per week.

The "DOT" program reviewed by the Grand Jury in 2008 consisted of simple staff contact with students in ways other than academic. This is a result of a middle/high school staff development session that addressed varying learning and teaching styles of our students and staff. Student names were listed in our PGMS lounge as well as electronically. Each time a staff member "connected" with a student on a personal level, a dot is placed by the student name. The original goal was to ensure that each student had at least three dots (three points of contact) each semester. As mentioned, "DOTTIE" is now online which has enabled the staff to "dot" students more efficiently. The "DOT" program is no longer the theme of PGMS, although the principles remain

intact. Alongside the “DOT” program came a weekly club entitled Be the Change. This gathering of students spread the message of mutual respect throughout our campus by engaging in connecting-types of activities and helped to keep The “DOT” concept alive. PGMS has a new theme as a result of a grant obtained by one of the teachers. Our school is striving to earn the title of Ocean Guardian School and should be declared such a school in fall of 2011. Awareness of saving our ocean and loving our environment are the products of this goal and has been enthusiastically greeted by students and staff.

PARENT INVOLVEMENT

Parent involvement takes on several forms at PGMS. Parent surveys gather input as it relates to our curricular offerings, homework, expectations, communication, student connectedness, and other areas.

PGMS has enjoyed an active PTSA. Parents volunteer around the school in a variety of ways: in the library during study hall at noon-time, at school dances, promotion ceremonies, play supervision, traffic safety, and myriad other ways. This group has implemented fundraising activities to help pay for our lunch time clubs, dances, the promotion celebration, special projects, various classroom materials, and other expenses. All of their efforts have provided for PGMS a much richer place not only for the students but also for our visitors.

In addition, parents and community members are encouraged to join various other groups and committees, including but not limited to: School Site Council, the Measure D Planning/Oversight Committees, Promotion Committee, the Student-Parent Handbook Committee, PTSA, and lunchtime supervision.

INPUT ANALYSIS

The parent survey was conducted during third quarter this year. Nearly half of the surveys were returned to the school. The next parent survey will be offered online during the school year 2012-13 with hopes that the return rate will increase if done every other year. The results from the 2011 offered parents the opportunity to express their opinions related to PGMS via rating scales, short answers, and general comments. The rating scales covered three areas: Academic/Curriculum, School Culture/ Safety, and School/Home Communications. The response count for each question varied, but generally speaking, the feedback was positive in relation to quantity/quality of homework (51-71%), in-depth curriculum (82%), and preparation for next grade level (93%).

Percentages represent AGREE/STRONGLY AGREE responses.

Short answers from parents included concerns with pedestrian safety, desires to expand our elective program and GATE offerings, varying teaching styles, course outlines not posted online, the lack of a 7th grade field trip, a need for more technology, and increasing the number of math levels. These concerns were cited in our April 2011 newsletter with responses from administration.

Pacific Grove Middle School once again received strong results from the State Testing and Reporting (STAR) program. The school's academic performance index (API) was 905 in the spring of 2010. This means that the vast majority of our students scored either proficient or advanced in each of the testing areas. Here is a breakdown of the percentage of students who scored proficient or advanced in each of the content areas: English-Language Arts 86.3%; Mathematics 75.3%; History (8th grade only) 88%; Science (8th grade only) 84%. We have set a goal of maintaining at least the academic performance index of 905 on this year's test. The intent of the goal is to encourage teachers to use the information from the testing data to guide their instruction in the classroom. Professional development has been designed around this concept, and we hope that our students will continue to master the California content standards. This year we look forward to a special STAR Rally to energize our students and staff prior to our April STAR testing dates. During this assembly, our students will showcase their accomplishments and competitions between staff and students are planned.

A significant focus on writing across the curriculum in the past several years has contributed to the rising writing scores in seventh grade. For the 2011-12 school year, a grades 7/8 support class for history and science will be offered along with a writing support class for the same grade levels. There continues to be significant support from SIP for math tutoring, in addition to the math support classes offered during the school day for seventh- and eighth-grade students who are struggling in math. It was decided that we will continue the after school tutorial math program. Ongoing data analysis shows this program to be an effective one. Reports regarding the various components of the SIP have been made throughout the year and have been used to make decisions for funding for the 2011-2012 school year. The technology budget expenditures remain of particular interest because that amounts to almost a third of the entire SIP budget.

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2011-2012**

MISSION AND VISION STATEMENTS

MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

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

VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

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

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

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

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2011-2012**

NEEDS ASSESSMENT

Our school exceeded its goal of a 900 academic performance index score. Our score of 905 was driven by significant gains in all 8th grade academic areas (English Language Arts, history, science, algebra, and general math). Seventh grade scores remained the same in English language arts and rose in math. Sixth grade scores rose in English and fell slightly in math. The scores in math were particularly impressive in all grades except sixth. Two directions for the 2011-12 school year are set: continue the after-school math tutorial funded through SIP and maintain a 6th-grade math support class. The goals of providing our students more math support was met this year via our support classes for all grade levels, before and after school. Student grades improved and parent interest has encouraged these support systems to remain in place for the 2011-2012 school year. The PGMS math department has adopted curriculum maps and pacing guides aligned to the state standards in an effort to teach content standards in uniform manner. This should make our support classes more effective. Our English/language arts department has identified the need for a writing support class to take the place of the support class for our struggling readers who perhaps did not qualify for special education. The small number of students enrolled in this class reflected a declining need thus turning our emphasis to assisting struggling writers with a support class in 2011-2012. Our 2010 English/language arts scores showed evidence of growth since 2009. Every grade level showed remarkable percentages of students who scored advanced or proficient (6th grade 80-87%, 7th grade 87-87%, 8th grade 73-85%). We believe this is due to a teacher led effort to analyze how the standards are best implemented into daily English language arts instruction. More impressive is a look at our cohort progress (Class of 2016 83-87%, Class of 2015 80-87%, Class of 2014 improved 87-85%). This shows student improvement on the STAR test from one year to the next. It is clear that our English/language arts program is having the desired effect on our students. Advancement via Individual Determination (AVID) classes has been explored by both the School Site Council, as well as the staff. There is general agreement that students need academic support, study skills, and post-secondary school goal-setting. For the 2010-11 school year the 8th grade AVID class as well as the 6th grade explorative, based on AVID philosophy, successfully serviced 24 8th graders and all of our 6th grade students. Our staff continues to support the concept of providing study support and college-bound ideals. For 2011-12 curricula our support classes will include AVID, math, history, science, and writing. The SIP plan will continue to support AVID.

This year due to low enrollment, our Spanish I offering was reduced to one class. A total of 24 8th grade students were enrolled. We will continue to offer one section in 2011-12. This class is open only to 8th grade students because they will be able to enroll in Spanish II as freshmen.

The focus in previous years has been on specific needs of students who fall into underperforming areas (e.g., math and algebra support classes, various study halls), on the school climate and culture (e.g., Challenge Day, PGMS musical support, after school sports, various incentives), and on teaching methodology and support (e.g., technology support, curriculum supply support, and professional development support).

Our teaching staff continues to appreciate the benefits of staff development as it relates to their specific departments and grade levels. The need to ensure that staff development is relevant to professional interests as well as student needs is crucial. Staff development, in order to be most effective, must occur with the support of the entire staff. On the 2010-2011 Staff Development Day, our staff development focused on an analysis and explanation of the STAR results from the previous year. Teachers used this information to make decisions about how to focus their instructional decision based on areas of greatest student need. Professional development can take several forms: attending seminars and conferences focused on specific areas of PGMS need, bringing in experts to speak with the entire staff or particular departments, hiring substitutes to free up faculty to observe other programs or to meet as a team to design or implement strategies to improve student achievement. This need will always be a critical component of a SIP to support the current direction set by student need. Direction in Professional Learning Communities, differentiated instruction, and support for advanced students, were goals met for the upcoming school year. For the 2010-11 school year, our teachers were scheduled in such a way that their preparation times were shared with colleagues who teach the same grade levels. This enabled staff the choice to meet often and collaborate while connecting their curriculum in more meaningful ways for our students. In addition to these needs, it is imperative that staff be familiar with and trained in RTI (Response to Intervention) techniques in order to properly address the needs of all students. The concept of RTI creates ongoing conversation among staff and includes the differentiated instruction that commonly takes place in our classrooms to accommodate the varying learning styles of our students. This general education function is the responsibility of all staff to recognize student learning styles, limitations, and techniques to use effectively in the classroom. Thus, training for all staff needs to be provided and ongoing. Some staff participated in the training relevant to our district's Autism Project this year due to the expected flow of autistic students in the next couple of years. This training will continue as needed and as appropriate. This spring, our school psychologist briefed the staff on the incoming group of students with autism and various techniques that can be used by the staff when teaching and interacting with these students. PGMS is looking forward to have a dedicated program to this special-needs population taught by an expert in the field of autism.

Technology continues to be a priority at PGMS. Every classroom is now equipped with an LCD projector. All classrooms have document cameras and mimeos. With the uncertainty of outside funding from the district general fund, it is important to continue to set aside funding in the SIP budget to purchase, maintain, and upgrade existing hardware and software because technology supports student achievement and is used by all disciplines. PGMS acquired two mobile computer units this year for purposes of being able to offer more technology to more classes simultaneously. This purchase was made possible via grant requests, PTSA, and SSC funding. We hope to continue this trend of adding technology, perhaps in the form of mobile labs, for our students. We will

reinstate a second computer lab for 2011-12 specifically to accommodate our video bulletin and computer classes as well as our ELD class.

In order for students to perform their best academically, they must be in an environment that is nurturing, safe, stimulating, and challenging. To that end, there needs to be a variety of ways that students can feel connected to their school. Sports, leadership, student council, clubs, drama, chorus, band, honor society, conduct club, and other activities give students a sense of belonging and give them opportunities to learn lessons that are not taught in traditional academic classes. Research shows that bullying, alcohol and drug use, violence, rudeness, and other social problems must be addressed at school. Challenge Day, which teaches tolerance and empathy, and our inspirational assemblies pertinent to making good lifestyle choices were held during the 2009-10 year and received positive reviews. There is also a curriculum unit on bullying that is offered in 7th grade English classes. Classroom visits and chats with the principal and assistant principal also address school climate, bullying and other issues. We would like to continue to offer activities such as Challenge Day, speakers or assemblies that support students' making good choices, and positive incentives to promote high ethics and character in our students. Our Be the Change club, facilitated by our school counselor, continues to grow and its popularity among all types of students is evident through its increasing numbers, positive messages spread from student to student, and projects displayed throughout the school. Another level of maintaining a safe environment is to ensure that no drugs or alcohol are brought onto campus at any time. The funding provided by SIP for quarterly contraband canine visits has helped to determine that PGMS is a clean campus. These visits, as well as our drug and alcohol units, connect our students to healthy lifestyle choices with messages that discourage student use of illegal substances.

Another source of support from SIP this year came to support the landscape plan necessary for the eventual completion of our Outdoor Recreation Program (ORP). This long-term project will enable every student at the middle school to experience creative movement, structured exercise, and healthy competitions. ORP is a series of structures that will endure wear and tear as well as our ocean air.

In addition, connectivity can be achieved through belonging to a sports team, engaging in homeroom competitions, participating in spirit days and lunchtime activities, the school-wide reading competition, and being involved in student government. District-level support does not adequately address these needs and due to pending state-wide budget cuts, funding for some district-supported stipends may be eliminated beginning in 2010-11. Spring sports such as golf and tennis are not funded in the District budget and are funded by SIP. Additional SIP funding of sports may be needed if the district budget falls short.

Drama continues to provide an opportunity for many students to become part of a positive and meaningful group. One drama/musical production was offered this year partially funded through SIP funds. Approximately 45 students participated in this program, representing more than 10% of the student body. The School Site Council and various district committees have identified drama as an area of continued need. Plans exist to continue supporting this program with SIP funding.

PACIFIC GROVE MIDDLE SCHOOL
2011-2012
Table 1 STAR Results 2009-10

| | | | | | | |
|----------------------|-------|------|------|-------------|-------------|-------------|
| Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| API base score | 852 | 855 | 873 | 887 | 872 | 905 |
| State / schools rank | 9 / 4 | 9/4 | 9/1 | 10/7 | 9/5 | 10/7 |

| STAR California Standards Test (CST) Results (All results are in percentages) | | | | | | | | | | | | | | | | | | |
|--|----------|----|-----------|------------|----|-----------|-----------|----|-----------|-------------|----|-----------|-----------------|----|-----------|--------------------|----|-----------|
| English / Language Arts | | | | | | | | | | | | | | | | | | |
| Grade Level | 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 |
| 5 | 33 | 50 | 54 | 46 | 33 | 30 | 21 | 16 | 15 | 0 | 2 | 2 | 0 | 0 | 0 | 79 | 83 | 84 |
| 6 | 35 | 29 | 50 | 37 | 51 | 37 | 17 | 17 | 12 | 7 | 3 | 2 | 4 | 1 | 0 | 72 | 80 | 87 |
| 7 | 36 | 52 | 44 | 32 | 35 | 43 | 15 | 10 | 10 | 13 | 2 | 2 | 3 | 2 | 0 | 68 | 87 | 87 |
| 8 | 39 | 39 | 57 | 32 | 34 | 28 | 22 | 16 | 11 | 5 | 6 | 3 | 2 | 4 | 1 | 71 | 73 | 85 |
| Math | | | | | | | | | | | | | | | | | | |
| Grade Level | 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 |
| 5 | 39 | 42 | 43 | 43 | 32 | 35 | 13 | 20 | 14 | 4 | 7 | 5 | 2 | 0 | 4 | 82 | 74 | 78 |
| 6 | 38 | 25 | 35 | 39 | 46 | 34 | 14 | 26 | 26 | 8 | 3 | 4 | 2 | 0 | 0 | 77 | 71 | 69 |
| 7 | 30 | 38 | 27 | 42 | 32 | 52 | 15 | 24 | 18 | 8 | 6 | 3 | 5 | 0 | 1 | 72 | 70 | 79 |
| General Math (Grade 6 & 7 standards) 8th grade only | | | | | | | | | | | | | | | | | | |
| Grade Level | 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 |
| 8th grade | 8 | 5 | 14 | 37 | 30 | 40 | 29 | 35 | 26 | 18 | 19 | 12 | 8 | 12 | 8 | 45 | 35 | 54 |

| Algebra (8th grade only) | | | | | | | | | | | | | | | | | | |
|---|----------|----|-----------|------------|----|-----------|-------|----|-----------|-------------|----|-----------|-----------------|----|-----------|--------------------|-----|------------|
| Grade Level | Advanced | | | Proficient | | | Basic | | | Below Basic | | | Far Below Basic | | | Proficient & above | | |
| Year | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 |
| 8th grade | 32 | 12 | 27 | 46 | 56 | 59 | 16 | 25 | 11 | 6 | 7 | 4 | 0 | 0 | 0 | 78 | 68 | 86 |
| Geometry (8th grade only) | | | | | | | | | | | | | | | | | | |
| Grade Level | Advanced | | | Proficient | | | Basic | | | Below Basic | | | Far Below Basic | | | Proficient & above | | |
| Year | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 |
| 8th grade | 75 | 55 | 7 | 13 | 45 | 2 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 100 | 100 |
| Science (8th grade only) | | | | | | | | | | | | | | | | | | |
| Grade Level | Advanced | | | Proficient | | | Basic | | | Below Basic | | | Far Below Basic | | | Proficient & above | | |
| Year | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 |
| 8th grade | 58 | 51 | 68 | 26 | 21 | 16 | 10 | 15 | 14 | 3 | 9 | 0 | 3 | 4 | 2 | 84 | 72 | 84 |
| History (8th grade only) | | | | | | | | | | | | | | | | | | |
| Grade Level | Advanced | | | Proficient | | | Basic | | | Below Basic | | | Far Below Basic | | | Proficient & above | | |
| Year | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 |
| 8th grade | 41 | 43 | 51 | 33 | 27 | 27 | 17 | 21 | 16 | 7 | 5 | 2 | 2 | 5 | 4 | 74 | 70 | 88 |

7th Grade California Standards Writing Test

| Score | average | 2 | 4 | 6 | 8 |
|--------------------------------|---------|----------|----------|----------|----------|
| Percent of those tested – 2008 | 6.14 | 0 | 16 | 61 | 23 |
| Percent of those tested – 2009 | 6.24 | 2 | 14 | 53 | 30 |
| Percent of those tested – 2010 | 6.74 | 0 | 1 | 61 | 38 |

Table 2. Summary of Spring 2010 Results of the California Physical Fitness Report for 7th Grade

| Number of fitness standards achieved | PGMS Percent | | | PGMS Cum percent | | | State Percent | State Cum percent |
|--------------------------------------|--------------|------|------|------------------|------|------|---------------|-------------------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2010 | 2010 |
| 6 of 6 fitness standards | 52.9 | 38.1 | 20.0 | 52.9 | 38.1 | 20.0 | 34.6 | 34.6 |
| 5 of 6 fitness standards | 22.7 | 27.3 | 33.3 | 75.6 | 65.5 | 53.3 | 26.8 | 61.4 |
| 4 of 6 fitness standards | 14.3 | 14.4 | 21.1 | 89.9 | 79.9 | 74.4 | 17.8 | 79.2 |
| 3 of 6 fitness standards | 4.2 | 10.1 | 15.6 | 94.1 | 89.9 | 90.0 | 11.2 | 90.4 |
| 2 of 6 fitness standards | 5.0 | 7.2 | 8.9 | 99.2 | 97.1 | 98.9 | 6.2 | 96.6 |
| 1 of 6 fitness standards | 0.0 | 2.2 | 1.1 | 99.2 | 99.3 | 100 | 2.6 | 99.2 |
| 0 of 6 fitness standards | 0.8 | .07 | 0.0 | 100 | 100 | 100 | .7 | 99.9 |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Language Arts

GOAL: Students will improve their writing skills.

| Objectives | Activities | Assessment | Budget |
|---|---|--|--|
| <p>Students' writing scores will improve in their class writing assignments, site English/Language Arts assessments, and on the STAR 7th grade writing assessment.</p> | <p>The English Department will meet twice yearly to score common writing assignments.</p> <p>All non-English/Language Arts classes will have students write at least a body paragraph quarterly in their class.</p> <p>All English/Language Arts classes will teach how to write opening, body, and closing paragraphs using the same model and language.</p> | <p>Scores will be compared from fall and spring prompts.</p> <p>Writing improvement will be seen at all grade levels.</p> <p>Writing samples and scores from non-English/Language Arts classes.</p> <p>Writing samples and scores from English/Language Arts classes.</p> <p>Portfolios will be maintained in all English/Language Arts classes.</p> | <p>Site funding Staff development funding</p> <p>\$250</p> |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011 – 12**

COMPONENT: Mathematics

GOAL: Students whose mathematical performance is poor will improve their basic skills and understanding of math.

| Objectives | Activities | Assessment | Budget |
|---|---|--|--|
| <p>Students' math scores will improve both in class assessments and on the STAR.</p> <p>Students struggling in regular math classes will have remediation opportunities to strengthen basic math skills relevant to the level of math that they are taking.</p> | <p>Provide after school math support that provides basic tutoring and access to computer programs designed to improve student skills and monitor their growth.</p> <p>Math support classes for 6th, 7th, and algebra students may be scheduled for first period, if possible, to allow students to take the course without giving up an elective class.</p> | <p>Attendance will be monitored and compared with scores to look for a positive correlation.</p> <p>Students in math support classes will be assessed for improvement in both their regular math class as well as their support class.</p> | <p>\$1,500 for tutor in after school tutorial program offered two days per week.</p> <p>Note: The class is offered three days per week but SIP only funds two. The other day is an early release Thursday and funding is not required.</p> |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Visual and Performing Arts

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

| Objectives | Activities | Assessment | Budget |
|---|---|---|---|
| Students will be given the opportunity to participate in a drama program that performs semi-annual productions for the school, parents, and community. | <p>The school will sponsor musical and other drama productions throughout the year.</p> <p>The drama department may partner with local community colleges to enhance the program.</p> | The number of participating students will be monitored each year for growth and/or stability. | <p>ASB/Drama funds</p> <p>Site funds</p> <p>Funding from local community colleges</p> <p>Grants</p> |
| Students will be given the opportunity to participate in the vocal and/or instrumental music program that strengthens and supports the elementary program and feeds into the high school program. | Vocal and instrumental music will be offered to students in the regular curriculum. | Students will participate in District activities and events throughout the year. | General fund |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Library

GOAL: PGMS Students acquire Information Literacy Skills through the collaborative process of planning and instruction.

| Objectives | Activities | Assessment | Budget |
|---|--|---|--|
| Reinforce & extend classroom instruction by planning collaboratively with instructors | Purchase appropriate instructional materials to support curriculum, i.e. Steinbeck and Holocaust units, Research Assignments, etc. Meet with teachers to coordinate instructional component for effective learning | Instructor feedback; Student-produced projects and presentations Library circulation statistics | District Site Library Budget |
| Provide curricular support in a variety of formats | Provide materials in a variety of formats, i.e. foreign language, bilingual, audio/video, etc. Compile and distribute subject-related and/or format-related bibliographies to staff. Purchase equipment/software for classroom use (+ licenses) to enhance student learning in varied formats. | Librarian generated bibliographies, both subject-related and format-related Library circulation statistics | District Site Library Budget \$1,410 for equipment and software licenses. |
| Provide relevant, current, and age-appropriate materials, keeping in mind current State mandated Standards for each curricular area | Review and select library materials using accepted review sources and selection techniques. Use collection mapping techniques to access collection strengths and weaknesses. | Teacher and student feedback Collection Mapping Process Library circulation statistics | District Site Library Budget |

| | | | |
|---|--|---|-----------------------------|
| <p>Provide technology to enhance and extend information literacy, i.e. accessing, locating, selecting, and evaluating information in a variety of formats</p> | <p>Instruct & monitor students in search techniques using the Internet and other electronic sources.</p> <p>Instruct & monitor student use of CDs, DVDs/Video, Microsoft Office</p> <p>Include use of print medium as a useful format in locating information</p> <p>Update and/or replace circulation software to manage all media collections and text books</p> | <p>Review finished student projects, essays, presentations</p> <p>Collaborate with Technology Committee and other experts on staff to maintain currency of technology, i.e. software and hardware</p> <p>Continue collection evaluation</p> <p>Annual report from library staff</p> | <p>District Site Budget</p> |
| <p>Provide access to video, audio and current instructional delivery systems and equipment</p> | <p>Purchase and oversee inventory and distribution of LCD projectors, TVs, VHS/DVD players, overhead projectors, document cameras, etc.</p> <p>Provide/maintain scanner/ copier for student and staff use</p> | <p>Library inventory and circulation statistics.</p> <p>Maintain contact with Site & district Technology committees as well as curricular departments</p> | <p>District Site Budget</p> |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Staff Development

GOAL: Student learning is enhanced through instruction that utilizes the most recent research, teaching methodologies, and subject matter knowledge.

| Objectives | Activities | Assessment | Budget |
|--|---|---|---|
| <p>All staff will regularly participate in professional development activities to enhance their teaching methodologies, deepen their subject matter knowledge, and broaden their understanding of learning. This will be done both in district-wide and individual professional growth seminars.</p> | <p>Staff members who attend external professional development will be expected to share with and/or train the rest of the staff on the information learned.</p> <p>Develop a report form for staff to fill out regarding the staff development activity that they attended.</p> | <p>Staff will be surveyed regarding staff development and that survey will be referred to in developing future staff development.</p> <p>Follow-up reports from staff participating in staff development opportunities.</p> | <p>Title II Funding</p> <p>Staff Development Days</p> |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Technology

GOAL: Student learning is enhanced by access to a wide variety of technology throughout the middle school.

| Objectives | Activities | Assessment | Budget |
|--|---|--|---|
| <p>Students regularly use technology in the classroom, library, and computer labs to enhance school-related projects work, and learning.</p> | <p>A dynamic technology plan is implemented that addresses the need for new technology as well as maintenance of existing technology.</p> <p>Provide student access to technology with adult supervision outside of regular school hours.</p> | <p>The technology committee reviews the plan for relevance to current needs and to implement phases as funding becomes available.</p> | <p>\$5,100 Repair and replace existing technology, maintain Web site, purchase new software, services and equipment as per Technology Plan.</p> |
| <p>Staff will regularly use technology to enhance instruction, record keeping, research, and communication.</p> | <p>Staff is given regular professional development on the use of hardware and software as it relates to instruction, record keeping, research, and communication.</p> | <p>Feedback from staff, students, parents and the community.</p> <p>Report from administration on the use of record keeping and communication software and services.</p> | |

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Student Academic Support Services

GOAL: Student learning will improve with academic support services addressing their specific needs.

| Objectives | Activities | Assessment | Budget |
|---|--|--|--|
| Students, both at risk and not at risk academically, will use the after school study hall for: tutoring, library resources, computer use, and to do homework. | Provide an after-school study hall for an hour a day, at least three to four days a week in the library. The study hall will be supervised by a staff member who will tutor students in need. | Student attendance will be recorded. | Staff member will get adjunct duty credit; therefore, there is no need for funding. |
| The most at-risk students will bring their grades up to passing levels. | Provide a mandatory study hall at lunch time for students most at risk of not passing their classes as determined by their grades and feedback from staff. | Students will have their grades and improvement monitored. Reports will be given to the Site Council. | Staff member will get adjunct duty credit; therefore, there is no need for funding. |
| Students, advanced and others, will benefit from instructional techniques, special materials, and supplies to implement innovative/new and project-based curriculum in both the academic and elective classrooms. | Staff and departments will implement innovative/new programs and project-based programs into the curriculum. Staff and departments will determine areas of need concerning materials and supplies. | Staff reports on implemented programs. Student scores on classroom assessments and STAR, if appropriate, will be monitored. | \$3,000 supplies and curricular materials related to innovative and project-based curriculum |

| | | | |
|--|---|---|---|
| <p>Students in the academic middle, who are underachieving but motivated, will improve study habits and set college success as a goal.</p> | <p>An Advancement Via Individual Determination (AVID) class will be offered to qualifying students.</p> <p>Tutorial sessions will be held regularly to assist students.</p> <p>Staff will be trained in AVID teaching methodologies.</p> <p>Students will be able to visit colleges, attend workshops, and participate in special activities.</p> | <p>The make-up of the AVID class and student progress will be monitored by staff, and reports will be made to the Site Council.</p> | <p>\$2,000 for activities</p> <p>Tutors are paid from Chapman Grant</p> |
|--|---|---|---|

**PACIFIC GROVE MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-12**

COMPONENT: Student Social and Cultural Support Services

GOAL: Student learning will improve in a climate that motivates students, enhances understanding, tolerance, and empathy, and promotes pride through student accomplishment.

| Objectives | Activities | Assessment | Budget |
|--|--|--|---|
| Students will aspire to do their best work, behave appropriately at all times, and strive for excellence during their school career. | Provide honors night, conduct club events, courtesy card program, inspirational assemblies, and quarterly academic recognition events. | Discipline reports from the assistant principal monitoring behavior will show a drop in poor behavior. | \$1,300 (supplies for these various programs) |
| Students will learn and practice understanding, tolerance, and empathy. | Challenge Day will be provided for seventh-grade students and follow-up activities will occur school-wide. | Student and staff feedback. Record keeping of behavior. | \$2,600 |
| School attendance will improve. | Provide a part-time lunch period activity program that appeals to a wide variety of students. | Student feedback and participation in the activities. | Currently unfunded |
| At least 50% of PGMS students will participate in a variety of after school sports. | Provide additional coed sports opportunities. | Records will be kept regarding the number of students participating in the sports. | Currently unfunded |

| | | | |
|--|--|---|---|
| <p>The campus will continue to be a safe and healthy environment for students, staff, and the community.</p> | <p>Provide monthly walk-thru inspections to keep up with building safety, maintenance, and appearance.</p> <p>Institute the school safety plan.</p> <p>Contract with outside agency for intermittent canine visits to search campus for contraband substances and to provide another means of visible safety for students and staff.</p> | <p>Records will be kept of walk-thru inspections and work orders generated to keep building safe and attractive.</p> <p>Records will be kept of drills implemented and minutes of school safety committee.</p> <p>Agency generated reports will be delivered to the school.</p> | <p>District and site funded</p> <p>District and site funded</p> <p>Currently unfunded</p> |
|--|--|---|---|

**PACIFIC GROVE MIDDLE 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 |
|----------------|---------------------|---------------------|
| <i>Pending</i> | Parent | 2012-2013 |
| <i>Pending</i> | Parent | 2012-2013 |
| Tiffany Jones | Parent | 2011-2012 |
| Andrew Miller | Parent | 2011-2012 |
| <i>Pending</i> | Student | 2011-2012 |
| <i>Pending</i> | Student | 2011-2012 |
| <i>Pending</i> | Faculty | 2012-2013 |
| <i>Pending</i> | Faculty | 2012-2013 |
| Mary Schumaker | Faculty | 2011-2012 |
| Becky Ohsiek | Faculty | 2011-2012 |
| Denise Engles | Classified | 2011-2012 |
| Buck Roggeman | Principal | Perpetual |

PACIFIC GROVE MIDDLE SCHOOL
SCHOOL SITE COUNCIL BY-LAWS

Appendix B

ARTICLE I NAME

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

ARTICLE II PURPOSE

The purpose of this committee shall be to:

1. Develop and recommend the School Improvement Plan (SIP).
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 School Improvement Plan, 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 Middle 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 members 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 by-laws 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 MIDDLE SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
PROGRAM BUDGET
2011-2012
Appendix C**

FUNDING:

| | |
|-----------|----------|
| 2011-2012 | \$17,286 |
|-----------|----------|

Total funds available

\$17,286

EXPENDITURES:

| | |
|--|-------|
| Language Arts, p. 15 | 250 |
| Mathematics, Math Tutor p. 16 | 1,500 |
| Visual and Performing Arts, p. 17 | |
| Library, equipment and software, p. 18 | 1,410 |
| Staff Development, professional development p. 20 | |
| Technology, p. 21 | 5,100 |
| Student Academic Support, innovative program supplies, p. 22 | 3,000 |
| Student Academic Support, AVID activities, p. 23 | 2,000 |
| Student Social/Cultural Support, student motivation, p.24 | 1,300 |
| Student Social/Cultural Support, Challenge Day, p.24 | 2,600 |
| Student Social/Cultural Support, Activity supplies, p. 24 | |
| Student Social/Cultural Support, Coach Stipends, p. 24 | |
| Student Social/Cultural Support, Safe Campus, p.25 | |

Total Expenditures

\$17,160

UNALLOCATED BALANCE:

\$126