

## Part II: The Single Plan for Student Achievement Template

School: Palos Verdes High School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-1996552

Principal: Dr. Charles Park

Date of this revision: October 23, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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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Position:	Principal
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The District Governing Board approved this revision of the SPSA on January 17, 2018.



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**Form A: 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:

**LEA GOAL 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

**State Priority 1: Basic Necessities**  
**State Priority 7: Course Access**

**SCHOOL GOAL:** Palos Verdes High School will make every effort to maintain site facilities and recruit and retain highly skilled faculty and staff to deliver rigorous curriculum aligned with the CA State Standards ensuring all students college and career ready. PVHS will maintain AVID enrollment at 17% or more. AP enrollment will increase by 3% and AP test takers will increase by 3% to increase AP course access.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
AP Course Enrollment Data	37.6%	2%	Increase of 2% of students in AP courses in a year with our lowest student enrollment shows that students have more access to APs than ever before.
AVID Enrollment Data	17%	2%	Continued growth of our AVID program enrollment shows that our school is focused on the middle of the road student.
Technology Inventory	Not all classrooms had projectors	All classrooms have projectors	Tech Steering Committee will be created to improve more technology (WASC Goal)

**STRATEGY:** Administrative personnel will hire and retain a highly skilled staff by interviewing qualified individuals for open positions, evaluating personnel during the school year, offering leadership and professional development, and supporting new teachers with Beginning Teacher Support Assessment (BTSA).

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures
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			<b>Description of what \$ will be used for</b>	<b>Budget Category</b>	<b>Funding Source</b>	<b>Amount</b>
<ul style="list-style-type: none"> <li>• Improve the desktops and printers for faculty</li> <li>• Increase the number of Chromebook carts available</li> <li>• PVIT Remodel</li> <li>• Increase the access for faculty to attend the national AP conference</li> <li>• Develop assessment data (from classroom, formative, summative, state and national exams), and examine the data through more analysis to further drive academic improvement for all students</li> <li>• Further develop a PVHS Leadership (SSC) group of all PVHS stakeholders to provide leadership and guidance in decision making</li> </ul>		<ul style="list-style-type: none"> <li>• Admin, Department Leads</li> <li>• AP Instruction &amp; Ops, Tech Team</li> <li>• Maintenance Director/AP, Principal</li> <li>• AP teachers, Leads, Admin</li> <li>• Dept Leads, SSC</li> <li>• Principal, Dept Leads, PTSA President, SSC Chair</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with District Tech to identify faculty who need to update desktops/printers</li> <li>• Create greater access to Chromebooks available to classes by purchasing another cart of 36</li> <li>• To meet the need of a growing PVIT program the following will be done: Installation of 2 portable classrooms (1 will be a computer lab and 1 workroom), remodel of the PVIT facility and destruction of the PVIT shed</li> <li>• To collaborate with AP teachers nationwide and updated on AP instructional practices</li> <li>• Monitor within Department Lead and SSC meetings to start piloting some data assessment via Aeries Analytics</li> <li>• Measure the effectiveness by the goals attained through the SPSA</li> </ul>		<ul style="list-style-type: none"> <li>Booster</li> <li>District Funds</li> <li>PD Budget &amp; Boosters</li> </ul>	<ul style="list-style-type: none"> <li>\$6,000 (site)</li> <li>\$14,000</li> <li>\$10,000</li> </ul>

<ul style="list-style-type: none"> <li>• Engage faculty and staff in instructional technology to utilize data assessment through Aeries Analytics to assess and monitor student progress</li> <li>• Increase support and enrichment services for special needs and services, and coordinate instruction and accommodations between departments</li> <li>• Increase the percentage of specific subgroups enrolled in the AVID program</li> </ul>		<ul style="list-style-type: none"> <li>• Admin, faculty, Dept Leads, Focus Group Leads, SSC</li> <li>• Admin, Sped Dept</li> <li>• AVID coordinator, AVID teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas and minutes that show all stakeholders are represented and provide input</li> <li>• Stakeholder surveys indicating that respondents are kept informed of current school information depicted in the school profile</li> <li>• Faculty will be able to train each other in the use of new technologies and web resources</li> <li>• Use data to assess student improvement</li> <li>• Further develop programming</li> <li>• Assess the numbers of students being enrolled into AVID</li> </ul>			
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**LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)**

**State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)**  
**State Priority 4: Pupil Achievement**  
**State Priority 8: Other Pupil Outcomes**

**SCHOOL GOAL:** Palos Verdes High School will provide a rigorous instructional program that raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies), as measured by increased achievement on standardized test scores. CAASPP ELA and MATH Standards Met and Above rates will increase by 10%.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP ELA & Math Data	62%ELA 49%Math	73%ELA 66%Math: Growth and participation increased.	Need to utilize CAASPP as a real assessment tool and discuss in department meetings to target teaching areas
PSAT Data	84%ELA (Lvl 3-5), 86% (Lvl 3-5)	87%ELA (Lvl 3-5), 87% (Lvl 3-5)	Increased performance in PSAT. Utilize PSAT data as a benchmark for 11 graders as all of our 11 graders take the PSAT. (WASC Goal)

**STRATEGY:** PVHS faculty and staff will use data to inform instructional practice to raise the achievement for all students in the four content areas (ELA, Math, Science, and Social Studies).

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
<ul style="list-style-type: none"> <li>Increase access for teachers to attend Professional Development Conferences</li> <li>Implement AVID teacher strategies school wide</li> <li>Increase the number of students enrolling in upper level math, science, English, and social studies courses</li> </ul>		<ul style="list-style-type: none"> <li>Admin and Department Leads</li> <li>AVID Site Lead, Faculty</li> <li>Department Leads, Teachers, Counselors, Admin</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will find and be self-motivated to attend PD with the support of Leads and Admin</li> <li>Implement Capstone AP course</li> <li>Teachers will engage in site/district professional development to understand and implement PVPUSD curricular pathways, including matriculation from middle to high school</li> <li>Develop instructional strategies to increase student engagement</li> </ul>			\$5000.00  District  No Cost

<ul style="list-style-type: none"> <li>• Develop intervention programs that target students struggling in math/Spanish to limit level changes</li> <li>• Continue implementation of NGSS within science classes</li> <li>• The Science department will continue to implement and modify the standard lab report rubric to assess student work</li> <li>• Provide highly engaging staff development in relation to curricular shifts</li> <li>• Allow faculty to have on-going collaboration within and among departments, as well as with intermediate school, to discuss best practices and to transition among levels</li> <li>• Provide teachers opportunities to attend AP Conferences to remain on the forefront of curriculum and instruction to increase the number of students scoring above a 3 on</li> </ul>		<ul style="list-style-type: none"> <li>• Math/Foreign Language Leads and Departments, Counselors</li> <li>• Science Lead and Department</li> <li>• Science Lead and Department</li> <li>• Admin, Ed Services, Dept Leads, Faculty</li> <li>• Secondary principals, Secondary Dept Leads</li> <li>• Admin, Dept Leads, SSC, parent and student reps</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty can develop this program within department meetings. Counselors will use the DFU list for students not excelling to develop academic intervention plans</li> <li>• Science teachers will attend site/district/conference professional development to develop implementation strategies</li> <li>• Science department meetings will be focused on implementation and modification of the rubric</li> <li>• Curriculum aligned with common core and NGSS standards, stakeholder evaluations indicate successful staff development has been provided, improvement in academic performance by all subgroups (grades, test scores), classroom observations</li> </ul>			<p>No Cost</p> <p>see goal 1</p> <p>No Cost</p> <p>\$1000 (PD)</p>
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Advanced Placement exams						
<ul style="list-style-type: none"> <li>Increase writing across the curriculum</li> </ul>			<ul style="list-style-type: none"> <li>Create teacher collaboration groups to promote this practice</li> </ul>			

**LEA GOAL 3: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)**

**State Priority 4: Pupil Achievement**  
**State Priority 5: Pupil Engagement**  
**State Priority 7: Courses Access**  
**State Priority 8: Other Pupil Outcomes**

**SCHOOL GOAL:** Palos Verdes High School will provide a rigorous instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE), as measured by increased achievement on standardized test scores. ELs Standards Met and Above rates will increase by 10% on the CAASPP for ELA and Math. SPED students will increase their ELA and Math CAASPP proficiency rates by 10%. GATE students will increase their enrollment in AP and Honors courses.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
EL CELDT	52% Writing Advanced Levels, 69% Speaking Advanced Levels	52% Writing Advanced Levels, 72% Speaking Advanced Levels	Continue to provide excellent EL instruction although the program is small in numbers
SPED SBAC ELA/Math	25.7% Met or Exceeded ELA standards, 17.8% Met or Exceeded Math standards	22.4% Met or Exceeded ELA standards, 17.3% Met or Exceeded Math standards	Continue to implement instructional practices to allow for access to standards

**STRATEGY:** PVHS faculty and staff will use data to inform instructional practice to raise the achievement for all students identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE).

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount



<ul style="list-style-type: none"> <li>• Increase the percentage of AVID students in AP classes</li> <li>• Refine the process of writing IEP transition plans for students in special education to address their individual needs</li> <li>• Increase strategies utilized by GE teachers to support ELD students in their curriculum. Incorporate EL strategies to all content courses where EL students are enrolled</li> <li>• Increase students in SDC special education involvement campus wide</li> <li>• Analyze Special Education and ELD curricular needs</li> <li>• Develop consistent curriculum for Guided Study Classes</li> </ul>		<ul style="list-style-type: none"> <li>• AVID Site team, Counselors, Admin</li> <li>• SPED teachers and Department Leads</li> <li>• EL Teacher, Admin, Faculty</li> <li>• SPED Dept, Admin</li> <li>• Admin, ELD Coordinator, Sped Lead</li> <li>• Admin, SPED Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted guidance by counselors and AVID teachers to further educate students on course offerings</li> <li>• Coordinate with community resources (SELPA) to train SPED teachers on writing appropriate transition plans</li> <li>• Work as a department to standardize the development of transition plans</li> <li>• Increase the type and amount of opportunities for all students in SPED to participate in all aspects of the campus</li> <li>• Increase students in SDC involvement across campus participating in all school events and activities</li> <li>• Student access to curriculum, analyzing grades and test scores</li> <li>• Create PD Time to create this content</li> </ul>			<p>No Cost</p> <p>No Cost</p> <p>Sub Pay/Conference Registration</p> <p>No Cost</p> <p>\$1000</p>
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**LEA GOAL 4: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

**State Priority 3: Parental Involvement**

**State Priority 5: Student Engagement**

**State Priority 6: School Climate**

**SCHOOL GOAL:** Palos Verdes High School will provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement via implementation of Challenge Success and WASC action plan. Survey results regarding improved school culture will increase by 5% in the areas of communication, culture and safety.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
BTC Survey	46% students said they feel disconnected with the campus	Pending	Implement CRT (Culturally Relevant Teaching) strategies school wide to make possible schoolwide and programmatic changes.
Challenge Success Survey	Pending	Pending	

**STRATEGY:** PVHS faculty and staff will implement Challenge Success strategies aligned with recommendations based upon data received via CA Healthy Kids, Challenge Success, WASC, and LCAP surveys.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures				
			Description of what \$ will be used for	Budget Resource/Code	Funding Source	Amount	
<ul style="list-style-type: none"> <li>• Use results from Healthy Kids survey to reduce the percentage of students reporting use of controlled substances, including alcohol and drugs</li> <li>• Reduce truancy rates</li> <li>• Develop a school wide attendance review team to gather and review data for students reaching a targeted truancy rate</li> <li>• Targeted security plan to address students staying on campus during school hours</li> <li>• Continued promotion of BTC/ASB programs</li> <li>• Offer college visits on campus to the entire student body from a variety of public, private and international universities</li> </ul>		<ul style="list-style-type: none"> <li>• Admin, Counselors, Law Enforcement, Security team, teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Further refine available drug and alcohol education, including increasing counseling services to students, parent education and guest speakers</li> </ul>		PTSA	No Cost	
		<ul style="list-style-type: none"> <li>• Admin, Counselors, Law Enforcement, Security team, teachers</li> </ul>				No Cost	
						PTSA	TBD
		<ul style="list-style-type: none"> <li>• BTC advisor, BTC student body</li> </ul>	<ul style="list-style-type: none"> <li>• Foster positive school leadership and climate by hosting Awareness weeks, Challenge Day, Remember the Tritons Walk</li> </ul>				No Cost
		<ul style="list-style-type: none"> <li>• CCC</li> </ul>	<ul style="list-style-type: none"> <li>• College Fair</li> </ul>			No Cost	

<ul style="list-style-type: none"> <li>• Continue implementation of live streaming of Live from 205 campus-wide. All classrooms will be able to watch Live from 205 using classroom projector. Provide live stream to the community</li> <li>• Provide PD for faculty including Challenge Success and CRT</li> <li>• Continue to support successful 9<sup>th</sup> grade transition to High School</li> <li>• Continue implementation of peer mentor program</li> <li>• Begin implementation of Mindfulness courses</li> <li>• Continue and expand upon programs that seek to improve the overall school culture such as: Challenge Day, Be the Change Leadership class, Link Crew, Coronation Day</li> <li>• Continue development of student outreach service program that provides</li> </ul>		<ul style="list-style-type: none"> <li>• Asst Principal of Instruction &amp; Operations, Tech Team</li> <li>• Admin</li> <li>• AP, Link Crew, Link Leaders, Counselors</li> <li>• AP, Counselors</li> <li>• Admin, Mindfulness teacher</li> <li>• Admin, Dept Leads, ASB, Be the Change Class, Counselors, PTSA, Booster Club</li> <li>• Admin, Counselors, PTSA</li> </ul>	<ul style="list-style-type: none"> <li>• Projectors/Technology in the Classroom</li> <li>• Fostering a positive and supportive learning environment</li> <li>• Continue to refine the 9<sup>th</sup> grade transition smoothly and positively with fall orientation and upperclassmen partnerships, including Link Crew and Coronation Day</li> <li>• Refine implementation of peer mentor program</li> <li>• Successfully pilot program for further implementation</li> <li>• Increase in 9<sup>th</sup> grade enrollment</li> <li>• Surveys</li> <li>• Focus group discussions</li> <li>• Decrease discipline issues involving substance abuse</li> </ul>		<p>ASB for Coronation</p> <p>PTSA</p> <p>PTSA Booster Club</p>	<p>PD Funds</p> <p>\$15,000</p> <p>No Cost</p> <p>District</p>
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<p>emotional support for students related to substance abuse, peer relations, grief, and pressures of high school</p> <ul style="list-style-type: none"> <li>• Improve communication between all stakeholders in the school including, but not limited to: school website, daily bulletin, principal updates, publicizing school events and activities via social media</li> <li>• Create positive reinforcement program that recognizes student and faculty achievements</li> <li>• Increase student awareness of digital citizenship and safely navigating social media</li> <li>• Use of Principal's Advisory, Be the Change, ASB to gain feedback of progress and adjust accordingly</li> </ul>		<ul style="list-style-type: none"> <li>• Admin, faculty, Dept Leads, Focus Groups, Parents, Students</li> <li>• ASB, Booster Club, Be the Change</li> <li>• Be the Change, ASB</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in truancies</li> <li>• Improvement in student attendance retention</li> <li>• Decrease special education assessments for emotional disturbance and subsequent residential placement</li> <li>• Increased participation and attendance at PVHS sponsored events</li> <li>• Increased student involvement in extracurricular activities</li> </ul> <p>Class Presentations</p>		<p>Booster Club</p>	
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<ul style="list-style-type: none"> <li>• Reduce the truancy rate</li> <li>• Foster a culture of consistency in the application of school policies</li> <li>• Implement Wellness Center Programs schoolwide</li> <li>• Implement Challenge Success program</li> <li>• Train teachers in CRT</li> <li>• Increase teacher awareness to promote student connectedness</li> </ul>		<ul style="list-style-type: none"> <li>• Admin</li> <li>• Student Support Specialist</li> <li>• Admin, Dept Leads</li> <li>• Admin, Dept Leads</li> <li>• Admin, Dept Leads</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from stakeholders to measure progress and adjust accordingly</li> <li>• Programs that meet students' needs. Utilize LCAP, WASC, HKS, Challenge Success Surveys</li> <li>• Give the Challenge Success Survey to all students</li> <li>• Improve staff connection to each other and the campus</li> <li>• Professional Development</li> </ul>			<p>\$5000 Supplemental \$4000 AVID</p> <p>\$13,000</p>
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## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

### LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

### Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP..
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom		<input type="checkbox"/>
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personnel to improve student performance in core curriculum areas			
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>3</sup>

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the

<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$8445	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>4</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Charles Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keely Hafer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Barbara	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jen Egan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louis Harley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristy Jimenez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allyson Klabe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cyndi Mitchell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Munoz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bill Peterman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cecilia Remeta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Richard Burton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathy Fresch – SSC Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Matson – PTSA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bethelyn Dawson – Booster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jasminka Criley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pam Ewald	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<sup>4</sup> EC Section 52852

Larry Lui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Becky Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ginny Snider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Koa Vetterlein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hailey Chen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Matin Razepoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jenna McFarland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	8	3	8	4

**Form E: Recommendations and Assurances**

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

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

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Signature \_\_\_\_\_ Signature
- (list) Signature \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: Oct 23, 2017.

Attested:

Dr. Charles Park Charles Park 11-1-17  
Typed name of School Principal      Signature of School Principal      Date

Cathy Fresch Cathy Fresch 11-1-17  
Typed name of SSC Chairperson      Signature of SSC Chairperson      Date

SPSA Form F: Budget Planning Tool

SPSABudget

SPSA Form F: Budget Planning Tool

School: Palos Verdes High School  
 .....  
 District: Palos Verdes Peninsula Unified School District  
 .....  
 CDS Code: 196486565521996552  
 .....  
 Administrator: Mr. Charles Park, Principal  
 .....  
 Date of Revision:  
 .....  
 Operating Schoolwide Program  
 (SWP)? No

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 53,466.00	Supplemental	\$ 53,000.00	\$ 20,000.00
not applicable	Title I	not applicable	not applicable
\$ 8,445.00	Professional Development	\$ 5,000.00	\$ 3,445.00
\$ 76,440.00	Discretionary	\$ 42,000.00	\$ 5,000.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: Palos Verdes High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486565521996552

Administrator: Mr. Charles Park, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college and career readiness

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Sub Costs for PD	Site			\$ -	\$ 5,000.00	
NGSS PD	Site		\$ -	\$ -	\$ -	\$ 5,000.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Palos Verdes High School  
 District: Palos Verdes Peninsula Unified School District  
 CDS Code: 196486565521996552  
 Administrator: Mr. Charles Park, Principal  
 Date of Revision:  
 Operating Schoolwide Program (SWP)? No

Goal 2: Provide an instructional program which raises achievement for all students in the four core content areas

			Funding Source	Supplemental	Title I	Professional Development	Discretionary	Perkins
			Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 25,000.00	\$ -
Description of expenditures for implementing this goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Basic Copier Supplies- Toner and Paper	Site		\$ -	\$ -		\$ 14,000.00	\$ -	
ScanTrons	Site		\$ -	\$ -		\$ 7,000.00	\$ -	
Sub Costs for PD	Site		\$ -	\$ -	\$ -	\$ 4,000.00	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



SPSA Form F: Budget Planning Tool

GOAL3

School: Palos Verdes High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486565521996552

Administrator: Mr. Charles Park, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 4: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 28,000.00	\$ -	\$ -	\$ -
Description of expenditures for implementing	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Clerical Support for Unduplicated Student	Supplemental		\$ 23,000.00		\$ -	\$ -
ELD PD	Supplemental		\$ 5,000.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Palos Verdes High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486565521996552

Administrator: Mr. Charles Park, Principal

Date of Revision: 10/23/2017

Operating Schoolwide Program (SWP)? No

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 15,000.00	\$ -	\$ -	\$ 2,500.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Sub Costs for CRT	Site		\$ -	\$ -	\$ -	\$ 2,000.00
Student Recognition Items	Site		\$ -	\$ -	\$ -	\$ 500.00
Challenge Success	Supplemental		\$ 15,000.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

## Form G: Single Plan for Student Achievement Annual Evaluation

### School Priorities

- Implement Challenge Success school culture programs
- Energize faculty to utilize data to drive instruction via benchmarks
- Create a culture of collaboration and greater connection with faculty and students

### Plan Implementation

1. Regularly schedule Professional Development for teachers with an emphasis in the area of CRT
2. Continued implementation of a teacher-led WASC process for self-study
3. Utilize faculty members to improve instruction using technology
4. Trust leadership to steer resources and projects in an efficient manner
5. Incorporate instructional rounds to improve professional development

### Strategies and Activities

- Department Leads meetings provided time for planning areas of growth for curriculum and instruction
- Teacher access to AP PD increased AP enrollment and test takers
- Improper bell schedule for PSAT Day last year cost us ADA
  - o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
    - Decreased our funding
  - o Based on the analysis of this practice, would you recommend:
    - Focusing on more college access activities throughout the school year
    - Implement Challenge Success with fidelity
    - Incorporate more AVID strategies schoolwide

### Involvement/Governance

The School Site Council has reviewed the Single Plan for Student Achievement. The Advisory Committees involved at the school site have provided input and have reviewed the progress toward meeting the school goals at regularly scheduled School Site council Meetings.

### Outcomes

The implementation of State Standards for instruction continue at all school sites in Palos Verdes Peninsula Unified. We continue to support site activities which are outlined in the Local Control Funding Plan in order to meet both site and district goals.