

# Part II: The Single Plan for Student Achievement

School: Rancho del Mar High School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-1933308

Principal: Micah Farrell

Date of this revision: October 1, 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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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**

**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:** Align all Academic Course Syllabi with Common Core State Standards and update technology to facilitate 21<sup>st</sup> century learning.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Review of Academic Course Syllabi and Textbooks; Professional Development meetings; Technology Inventory; School Facility Status Annual Report.	4/7 Course syllabi were not updated. 6/7 highly qualified teachers were scheduled appropriately. 2016-17 school site had 0 of 7 classroom with projectors. 2016-17 school site owned a total of 40 Chromebooks for 70 students.	Aligned all Academic Course Syllabi to Common Core State Standards 7/7 teachers. 100% of classrooms have projectors. 80 Chromebooks total for 70 students.	Review Academic Course Syllabi; Technology Inventory; Aeries.net (Course Scheduling Profile); Chromebooks, and classroom projectors

**STRATEGY:**

During the 2017 - 2018 school year, the staff will continue to ensure that curriculum is aligned with Common Core State Standards and that all students have access to approved textbooks, curriculum, technology and College and Career Readiness Resources. Participate in the District's plan to offer Online Learning for students.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Update Academic Course Syllabi (ACS) to align with Common Core State Standards and newly adopted textbooks.	By 9/21/2017	Classroom Teachers				
Ensure all teachers are assigned to their credentialed area.	By 9/21/2017	Human Resources; LCAP Credential Review; Principal Office Staff; Classroom Teachers				
Submit compliance with the Williams Act.	9/22/2017	Principal				
Williams Act signs posted.	9/22/2017	Office Staff				
Ensure all students have access to the course curriculum per Aeries student review schedule.	Ongoing	Classroom Teachers; RSP Teacher; 504 Coordinator; Counselor; Principal				
Purchase 5 extra Chromebooks for each classroom	Fall 2017	Office Manager; PVPUSD Technology Staff	Student Learning		District Technology	\$7721.00
Ensure site is in good repair-School Facility Status Report.	Ongoing	Principal; Office Manager; Custodian; District Maintenance Staff				
Teachers participate in PVPUSD professional development with High School colleagues	Ongoing-See PVPUSD PD calendar	Classroom Teachers; Ed Services Staff				

Professional development on site and with department colleagues from secondary schools (Instruction, material, development & collaboration (i.e. Aeries, Edlio; Gradebook)	8/24/2017 and 8/25/2017; 1/26/2018; Ongoing as scheduled by RDM/PVHS/PV PHS	Classroom Teachers; Principal; Ed Services Staff; Classified Staff				
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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:** By June 2018, all students will demonstrate adequate progress towards graduation with a 100% graduation rate and no less than 90% attendance rate.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP Criterion Referenced Assessments (Publisher & Teacher Generated); AIMSweb Rtl Assessment; Transcripts; Scholastic Reading Inventory.	80% of students enrolled, are credit deficient and are in danger of not graduating. Student attendance rates per attendance reports indicated 100% of daily attendance.	Graduation data for 2017-18 forthcoming. Attendance is monitored and tracked weekly. Meetings are held when attendance issues begin and interventions are developed.	CAASPP Criterion Referenced Assessment (Publisher & Teacher Generated); AIMSweb Rtl assessment; Transcripts (credit Completion); Aeries.net (Graduation Progress Profile); GPA Before Enrollment & GPA Upon Graduation; Graduation Rate; ADA Rate; Dropout Rate; Discipline Profile Before Enrollment & Discipline Profile

			Upon Graduation; Student Surveys; Parent Surveys; Scholastic Reading Inventory; NOREDINK; Progress Reports for EI and Special Education Students
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**STRATEGY:** During the 2017-2018 school year, the school-wide ELA intervention program to address the reading comprehension needs of struggling and credit deficient students and English learners as measured by teacher, Publisher and district benchmark assessments (weekly, monthly, quarterly, annually).

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Develop & implement benchmarks and multiple measures of instruction and support, including speaking and listening skills.	8/2017-9/2017	Classroom Teachers				
Monitor students at risk.	8/2017-9/2017	Classroom Teachers				
Maintain student portfolios.	8/2017-6/2018	Classroom Teachers				

Progress reports sent home.	Weekly and/or daily as needed and/or requested by staff or parent.					
Purchase classroom texts and materials (i.e. core novels to enhance ELA program and align with CCSS Standards and Guided Reading Supplemental Workbooks)	5/2017-9/2017	Classroom Teachers; Office Manager; Educational Services	Student Learning		District, Ed Services	\$8170.00
Professional Development with department colleagues from other secondary schools (instruction and material development and collaboration)	8/2017; 1/2018	Classroom Teachers; Counselor; Principal				
Secondary collaboration meetings	Ongoing	Classroom Teachers; Counselor; Principal				
Attend California Continuation Education Association (CCEA) State Conference	5/2018	Principal; Staff (As desired)	Professional Development		PEF	\$2,500.00
Home/school communication via newsletters	Fall, Winter, Spring	Principal, Office Manager				
Parent/Student teacher conferences and SST's	As needed and/or requested by staff or parent	Classroom Teachers; Counselors; Principal; Student				

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

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

**SCHOOL GOAL:** English Language Learners will raise academic achievement

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Scholastic Reading Inventory	Establish Baseline 2017-18 School Year	ELPAC assessment pilot year Math intervention tutoring for Free and Reduced Lunch.	Teachers will receive information on EL students areas of strength and weakness and adjust accordingly.

**STRATEGY:**

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
SRI	Ongoing	EL Coordinator				
DELAC Meetings	10/2017-5/2018 (Six meetings a year)	EL Coordinator				
Home/School Communication via	Ongoing	Principal; Office Manager; Counselor; Case Manager				



School Site Counsel; SST's IEP's; 504's						
Provide Math Intervention for low income students who demonstrate need	Twice per week; 6 hours per week. Nov17'- June 18'	Principal; Office Manager; Counselor; Case Manager	Math Intervention		Supp.	\$48/wk \$192/mo \$1440/yr

**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:** The staff will strive to provide a safe environment for all students. One in which student's social, emotional, and academic needs are met.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Healthy Kids Survey	HKS results from 2015-16 indicated that students lacked voice on campus and opportunities to become involved.	Reviewed HKS initiated a Principal's Advisory Committee in part to give students a voice. Student assemblies held to gather feedback on policies.	Identified areas will be analyzed and modified when possible.
Feedback from Tillys and Art Therapy Program	Initial year of program, data forthcoming.	Review data from TLC at conclusion. TLC group will continue 2018-19 school-year.	Identified areas will be analyzed and modified when possible
Principal's Advisory Committee Meetings	Initial year of program, data forthcoming.	Continue PAC 2018-19 school year. Student satisfaction surveys will be completed June 2018.	Communicate, problem solve, and equip students with coping skills

**STRATEGY:**

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
Student Naviance Training Workshops	Ongoing	Counselor				
College Tours	Fall 2017 Spring 2018	Counselor				
Assemblies, Conferences, and Workshops	Fall 2017 Spring 2018	Counselor; PVHS and PVPHS CCC Staff	Professional Developemnt		PEF	\$150
Provide opportunities for students to take ASVAB (Armed Services Vocational Aptitude Battery)	12/14/2017	School Counselor				
Student Aeries/Gradebook Training Workshops	10/2017	Counselor; Office Manager				
Saturday School for Attendance Recovery at PVPHS	8/2017-6/2018	PVPHS Teacher				
Credit completion incentives; Transcript updated, raffle issued, student places star on Credit Progress Chart	Ongoing-Upon Course Completion	Counselor	Student Incentives		Associated Student Body	\$2,500.00

## 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).
- 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.

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 personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<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>
<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		\$	

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

<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 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
Micah Farrell	X				
Kim Gill			X		
Elizabeth Maltese			X		
Amiee Megyei		X			
Nikki Allen				X	
Cicily Freia				X	
Gabriela Knaudt				X	
Isaura Valladares				X	
Anita Watson				X	
Numbers of members in each category	1	1	2	5	

<sup>4</sup> EC Section 52852

**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:

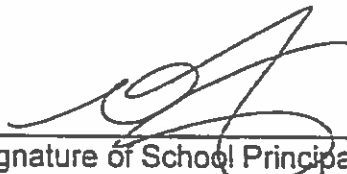
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 25, 2017


Attested:

Micah Farrell  
Typed name of School Principal

  
Signature of School Principal

10/25/17  
Date

Amiee Megyei  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

12/12/17  
Date



SPSA Form F: Budget Planning Tool

School: Rancho Del Mar High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19 64865 1933308

Administrator: Mr. Micah Farrell, 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
\$ 11,457.00	Supplemental	\$ 9,721.00	\$ 1,736.00
not applicable	Title I	not applicable	not applicable
\$ 345.00	Professional Development	\$ -	\$ 345.00
\$ 2,522.00	Discretionary	\$ 1,624.00	\$ 898.00

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:** Rancho Del Mar High School  
 .....  
**District:** Palos Verdes Peninsula Unified School District  
 .....  
**CDS Code:** 19 64865 1933308  
 .....  
**Administrator:** Mr. Micah Farrell, Principal  
 .....  
**Date of Revision:**  
 .....  
**Operating Schoolwide Program (SWP)?** No  
 .....  
**Goal 1:** Align all Academic Course Syllabi with Common Core State Standards and update technology to facilitate 21st century learning.  
 .....

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 7,721.00	\$ -	\$ -	\$ 1,074.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Purchase 5 extra Chromebooks for each classroom			\$7,721.00	\$ -	\$ -	
Installed Epson projector in each classroom.			\$ -	\$ -	\$ -	\$1,074.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Rancho Del Mar High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19 64865 1933308

Administrator: Mr. Micah Farrell, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 2: June 2018, all students will demonstrate adequate progress towards graduation with a 100% graduation rate and no less than 90% attendance rate.

		Funding Source	Supplemental	Title I	Professional Development	Discretionary	Perkins
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 400.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
California Continuation Education Association (CCEA) Professional Membership			\$ -	\$ -		\$400.00	

SPSA Form F: Budget Planning Tool

GOAL3

School: Rancho Del Mar High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19 64865 1933308

Administrator: Mr. Micah Farrell, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 3: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services, identified as Gifted and Talented (GATE), and/or receive Free and Reduced Lunch.

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 2,000.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Provide Math Intervention from Study Hut Tutors for Students on Free and Reduced Meals.			\$2,000.00		\$ -	\$ -
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Rancho Del Mar High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19 64865 1933308

Administrator: Mr. Micah Farrell, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

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

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 150.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Assemblies, Conferences, and Workshops			\$ -	\$ -	\$ -	\$ 150.00
Credit completion incentives; Transcript updated, raffle issued, student places star on Credit Progress Chart	ASB		\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

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

### School Priorities

- **Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement. Major expenditures for this goal will be \$150.00 for student assemblies.**
- **Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science, and Social Studies). Major expenditures for this goal will be \$ 1,440.00 for math intervention tutors, twice per week for total of ten hours.**

### Plan Implementation

- We have offered two different student groups; one has a therapeutic component that employs art as the medium for support and guidance. The other program focuses on life skills, helping students develop realistic and achievable goals. The program also assists students in respecting diversity, and cultural sensitivity.

### **Strategies and Activities**

- All academic course syllabi posted online. Direct impact to student learning, they access online course materials and all have access to Chromebooks.
- Develop & implement instruction support including: Multi-tiered intervention modality; Flexibility to implement assignment, without compromising access to full curriculum to accommodate individual student needs. Direct impact on student learning. Students are given multiple means of assessment, verbal, written, group, or through presentation.
- On-site ROP support & guidance.
- Credit completion incentives; Transcript updated, raffle issued, student places star on Credit Progress Chart.
- Principals Advisory Committee
- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

### **Involvement/Governance**

- The SSC gave input in the development of the plan through parent meetings (SSTs'), and Back to School Night.
- The advisory committees were given opportunities to provide advice through parent meetings, Back to School night, and district provided professional development.
- The plan was monitored by teachers, school counselors, staff, and administration.
- No changes needed for monitoring and involvement are adequate.

### **Outcomes**

- No goals of the current SPSA were met.
- Goal four was partially met: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement.
  - The strategy of "student Naviance training work shop "has not been effective in continuing student usage of the resource.
- Future recommendations to increase effectiveness of this strategy may include better utilization of the College Career Centers Counselors at Peninsula and PV.

Communication of related events will be increased through principal's updates, student bulletins, and parent nights.