

Part II: The Single Plan for Student Achievement Template

School: Palos Verdes Peninsula High School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-1995588

Principal: Mr. Brent T. Kuykendall

Date of this revision: October 17, 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:

Contact Person:	Brent Kuykendall
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 1: During the 2017-2018 school year, the school site will continue to hire, retain, and support a highly skilled staff with at least 50% of staff members attending off site professional development opportunities and all staff participating in onsite professional development opportunities designed to benefit students in college and career readiness as well as social-emotional wellness, as measured by attendance sheets and conference request forms.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
<ul style="list-style-type: none"> • Number of professional developments offered on site • Attendance sheets from site professional development • Number of conferences attended by staff • Conference request forms submitted by staff • Teacher evaluations/Goals • Staffing needs for both classified and certificated personnel • Number of teachers participating in BTSA Induction program • Healthy Kids Survey 	<p>21 teachers submitted requests to attend conferences during the 2016-2017 school year; however, there are more teachers who attended free professional developments or those offered outside of school hours that were not documented on site.</p> <p>Notable Professional Developments offered on site:</p> <ul style="list-style-type: none"> • Guest Speaker – Aaron D. Krasnow, Ph.D “Mental Health and Resilience- Helping Students Thrive in High School and College” 	<p>After an analysis of the data from the 2016-2017 school year, 20% of teachers (21 out of 102 teachers) participated in documented professional development off site. Based on attendance sheets from site professional development, well over 50% of all teachers attended the presentations.</p> <p>All new teachers are participating in the PVPUSD BTSA induction program.</p>	<p>Due to Palos Verdes Peninsula High School’s high achievement and breadth of course options, it is a necessity that teachers stay up to date on the latest educational trends, strategies, and innovations. To do this, PVPHS teachers will be provided the opportunity to attend professional development off site through budget allocated to such opportunities. Additionally, professional development will be provided at the site and district level in which all teachers can participate. Specifically, site level professional development will focus on student and staff wellness for</p>

	<ul style="list-style-type: none"> • Guest Speaker – Carolyn M. Weiss “Transgender Awareness For Secondary School Staff” • Site Guest Speaker – AP Psychology teacher -John Wheeler “Multitasking” • District Guest Speaker – Nicole Kraake “Mindfulness in Education: We Need to Pause” • Review Discipline Policy • WASC Self Study 		<p>the 2017-2018 school year. The PVPHS Library received a \$21,000 Grant from the State of California Library Services and Technology Act that will be used to provide both education to students and parents and also professional development for staff.</p>
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STRATEGY: Administrative personnel will hire and retain a highly skilled staff by interviewing qualified individuals for open positions, evaluating personnel during the school year, supporting new teachers with Beginning Teacher Support Assessment (BTSA), and offering leadership and professional development opportunities specifically around student and staff wellness.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Late Start Meetings <ul style="list-style-type: none"> • Department Meetings 	September 20 October 18 November 15 January 10 January 31 April 25	Principal Associate Principals Certificated Staff				
<ul style="list-style-type: none"> • WASC 	September 27 October 11 November 8 November 29 December 13	Principal Associate Principals Classified Staff Certificated Staff School Stakeholders				

<ul style="list-style-type: none"> Faculty 	September 13 October 4 January 3 January 24 February 14 March 7 March 21 May 2	Principal Associate Principals Classified Staff Certificated Staff	Guest Speakers	N/A	Library Wellness Grant	(\$21,000)
<ul style="list-style-type: none"> Principal's Summit 	March 28	Principal Associate Principals Classified Staff Certificated Staff				
School Site Council Meetings	September 19 October 17 November 14 December 5 April 17	Principal Associate Principals Classified Staff Certificated Staff Council Members: Students, Parents, Community	Substitutes for Teachers	Unrestricted Locally Defined	Discretionary	\$950
Conference Attendance <ul style="list-style-type: none"> Allocated by school site 	August - June	Principal Associate Principals Classified Staff Certificated Staff	Conference Expense	Unrestricted Locally Defined	Professional Development	\$12,130
<ul style="list-style-type: none"> Allocated by District 	August - June	Principal Associate Principals Classified Staff Certificated Staff				
District Professional Development for site staff	August 25 January 26	Educational Services Principal Associate Principals Certificated Staff Classified Staff				
Wellness Trainings	2017-2018 School Year	Librarian Principal Associate Principal Certificated Staff Classified Staff	Library Wellness Program	N/A	Grant	(\$21,000)

Participate in Challenge Success Training	April 2018	Administration Classified Staff	Conference Expense	Unrestricted Locally Defined	Supplemental	\$25,000
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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: During the 2017-2018 school year, teachers will work to maintain or increase student achievement in English Language Arts and Mathematics as measured by performance on the California Assessment of Student Performance and Progress (CAASPP); additionally, teachers will work to maintain or increase student achievement in Science and Social Studies as well as English and Math as measured by performance on subject specific Advanced Placement tests, A-G course enrollment, and average GPAs.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward																														
<ul style="list-style-type: none"> • Aeries Analytics • School Profiles <ul style="list-style-type: none"> ○ 2016-2017 ○ 2017-2018 • CAASPP Test Results <ul style="list-style-type: none"> ○ 2016 ○ 2017 • AP Test Results <ul style="list-style-type: none"> ○ 2016 ○ 2017 • A-G Course Enrollment <ul style="list-style-type: none"> ○ 2016 ○ 2017 	<p>Results from CAASPP ELA and Math testing completed in 2016 are shown in the chart below. (Level 4 – Standard Exceeded; Level 3 – Standard Met; Level 2 – Standard Nearly Met; Level 1 – Standard Not Met)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">2016 CAASPP Results</th> </tr> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>51%</td> <td>43%</td> </tr> <tr> <td>Level 3</td> <td>31%</td> <td>28%</td> </tr> <tr> <td>Level 2</td> <td>12%</td> <td>19%</td> </tr> </tbody> </table>	2016 CAASPP Results				ELA	Math	Level 4	51%	43%	Level 3	31%	28%	Level 2	12%	19%	<p>Analyzing the 2016 and 2017 CAASPP results, the data shows that the percentage of students who either met or exceeded standards increased by 4% in English Language Arts (82% in 2016 to 86% in 2017) and 4% in Math (71% in 2016 to 75% in 2017) from 2016 to 2017. The percentage of students who did not meet or nearly met standards decreased from 2016 - 2017 except those who did not meet (Level 1) the Math standard.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">2017 CAASPP Results</th> </tr> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>59%</td> <td>50%</td> </tr> <tr> <td>Level 3</td> <td>27%</td> <td>25%</td> </tr> <tr> <td>Level 2</td> <td>9%</td> <td>12%</td> </tr> </tbody> </table>	2017 CAASPP Results				ELA	Math	Level 4	59%	50%	Level 3	27%	25%	Level 2	9%	12%	<p>Palos Verdes Peninsula High School has done exceptionally well in improving student achievement on the CAASPP and Advanced placement testing and it is important to continue to maintain that high level of performance. The addition of analyzing student's average GPAs will allow for a greater picture of how students at all levels, in all classes, are performing.</p>
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	<p>In 2016, 1136 student took 2452 AP exams in 30 different subjects; 83% of scores were 3 or higher.</p>				<p>In 2017, 1144 students took a total of 2466 exams in 30 different subjects; 84% of scores were 3 or higher. More students were enrolled in AP classes in 2017 than in 2016, more students took the AP exam, and scores of 3 or higher increased by 1%.</p>																																						
	<p>2016 Advanced Placement Results</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>AP Score</th> <th>#Exams</th> <th>%of total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>728</td> <td>30%</td> </tr> <tr> <td>4</td> <td>661</td> <td>27%</td> </tr> <tr> <td>3</td> <td>636</td> <td>26%</td> </tr> <tr> <td>2</td> <td>297</td> <td>12%</td> </tr> <tr> <td>1</td> <td>130</td> <td>5%</td> </tr> </tbody> </table>			AP Score	#Exams	%of total	5	728	30%	4	661	27%	3	636	26%	2	297	12%	1	130	5%		<p>2017 Advanced Placement Results</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>AP Score</th> <th>#Exams</th> <th>%of total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>694</td> <td>28%</td> </tr> <tr> <td>4</td> <td>727</td> <td>30%</td> </tr> <tr> <td>3</td> <td>640</td> <td>26%</td> </tr> <tr> <td>2</td> <td>308</td> <td>12%</td> </tr> <tr> <td>1</td> <td>97</td> <td>5%</td> </tr> </tbody> </table>			AP Score	#Exams	%of total	5	694	28%	4	727	30%	3	640	26%	2	308	12%	1	97	5%
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STRATEGY: During the 2017-2018 school year, the school site will prepare Grade 9-11 students for CAASPP testing and prepare all students for appropriate AP testing and A-G courses. Administration, Counselors, and Special Education team will work to ensure appropriate placement for all 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

Review CAASPP school site data with Department Chairs	October 10	Associate Principal				
Communicate to classified and certificated staff CAASPP school site data, as well as additional local high school results during Department Meeting	October 18	Associate Principal Department Chairs				
Provide National Honor Society (NHS) tutoring support to students	2017-2018 school year	National Honor Society <ul style="list-style-type: none"> • Advisor • Student members 				
Provide Mathematics tutoring support to students before school	2017-2018 school year	Certificated Staff Math Teacher				
Utilize online tutorials available through CAASPP for student practice aligned to the CA State Standards	September - May	English and Math Teachers				
Provide support for technology purchased to support instruction	2017-2018 school year	Classified Staff				
Provide academic support through Guided Study class	2017-2018 school year	Certificated Staff	Guided Study class	Unrestricted Locally Defined	Supplemental	\$18,000
Provide support for Special Education/504 Plan students in the Learning Center	2017-2018 school year	Classified Staff Certificated Staff: Special Education				
Provide academic counseling as to proper class placement for students including publishing a Pathways for classes	2017-2018 school year	Certificated Staff: Counseling Classified Staff	10 th grade Counseling	Unrestricted Locally Defined	10 th Grade counseling	\$23,595

Purchase supplemental materials to support new adoption of Science and Social Science Standards	2017-2018	Associate Principal Department Chairs Certificated Staff	Classroom materials	Unrestricted Locally Defined	Supplemental	\$10,000
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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: During the 2017-2018 school year, English Language Learners (ELLs) will demonstrate an increase in English Language proficiency from Fall 2017 to Spring 2018 as measured by improved performance on the Nelson-Denny Reading Test (NDRT) and the Secondary Level English Proficiency (SLEP) test within the ELD program and on the Houghton Mifflin Reading Inventory given to all ELLs on site for the purpose of District reclassification.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward																																
<ul style="list-style-type: none"> Nelson-Denny Reading Comprehension & Vocabulary Development Test 2016 and 2017 Secondary Level English Proficiency (SLEP) test 2016 and 2017 	<p>Fall 2016 SLEP and NDRT Scores</p> <table border="1"> <thead> <tr> <th>Level</th> <th>SLEP Listening</th> <th>SLEP Reading</th> <th>NDRT</th> </tr> </thead> <tbody> <tr> <td>ELD 1</td> <td>42.8</td> <td>40.4</td> <td>25.2</td> </tr> <tr> <td>ELD 2</td> <td>62.8</td> <td>62.4</td> <td>39.7</td> </tr> <tr> <td>ELD 3</td> <td>80.3</td> <td>87.7</td> <td>57.3</td> </tr> </tbody> </table> <p>The Secondary Level English Proficiency (SLEP) test assesses students in Listening and Reading English whereas the Nelson-Denny Reading Test (NDRT) measures on</p>	Level	SLEP Listening	SLEP Reading	NDRT	ELD 1	42.8	40.4	25.2	ELD 2	62.8	62.4	39.7	ELD 3	80.3	87.7	57.3	<p>Fall 2017 SLEP and NDRT Scores</p> <table border="1"> <thead> <tr> <th>Level</th> <th>SLEP Listening</th> <th>SLEP Reading</th> <th>NDRT</th> </tr> </thead> <tbody> <tr> <td>ELD 1</td> <td>33</td> <td>47.2</td> <td>33.3</td> </tr> <tr> <td>ELD 2</td> <td>61.4</td> <td>63.2</td> <td>43</td> </tr> <tr> <td>ELD 3</td> <td>88.9</td> <td>84.9</td> <td>59.1</td> </tr> </tbody> </table> <p>Where many areas improved including NDRT scores at all ELD levels, three averages decreased including SLEP Listening for ELD 1 and 2 and SLEP Reading for ELD 3.</p>	Level	SLEP Listening	SLEP Reading	NDRT	ELD 1	33	47.2	33.3	ELD 2	61.4	63.2	43	ELD 3	88.9	84.9	59.1	<p>Comparing student scores yearly on the SLEP and the NDRT is beneficial in that it can assess the success of the entire ELD program. Due to ELD students frequently moving or being reclassified, it is difficult to show growth of individual students. To alleviate this issue, pre and post testing (Fall and Spring) will be implemented to judge growth of the same student population over the year.</p>
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	Reading Comprehension and Vocabulary.	The data shows that, overall, ELD students improved in Reading Comprehension and Vocabulary from Fall 2016 to Fall 2017.	During the 2017 -2018 school year, PVPUSD will be implementing the Houghton Mifflin Reading Inventory. The Reading Inventory will provide a Lexile level to ELD students and their parents. Students in the ELD program will take this inventory twice a year to measure student growth/progress over time.
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STRATEGY: During the 2017-2018 school year, the school site will prepare EL students to improve performance in language acquisition through classroom instruction in English in both ELD classes, as well as educate faculty in differentiated instruction for EL students across the curriculum through participation in district level professional development.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Administer NDRT to students identified as Limited English Proficiency (LEP)	September and May	ELD Teachers				
Administer SLEP test to students identified as LEP	September and May	ELD Teachers				
Administer Houghton Mifflin Reading Inventory to all EL students	October and May	ELD Teachers Administrators				
Provide additional staffing support to ELD classrooms	2017-2018 School Year	Administrators	ELD Aide	Unrestricted Locally Defined	Supplemental	\$36,000

Participation by ELD Site Representative and Site Administration in professional development provided by PVPUSD and outside providers	2017-2018 School Year	ELD Teachers Administrators	Professional Development	Unrestricted Locally Defined	Supplemental	\$15,000
Disseminate strategies presented at district level professional development to General Education teachers	2017-2018 School Year	ELD Teachers General Education teachers	Substitutes	Unrestricted Locally Defined	Supplemental	\$5,000
Purchase materials to support instruction	2017-2018 School Year	ELD Teachers Administrators	Classroom Materials	Unrestricted Locally Defined	Supplemental	\$10,000

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: During the 2017-2018 school year, site administration and staff will work to implement policies to maintain or increase attendance and interventions and decrease the number of suspensions by at least 10% and as compared to the previous school year as measured by Aeries Analytics.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward																																																					
<ul style="list-style-type: none"> • PVPHS Discipline Policy developed during the 2016-2017 school year • Aeries Analytics <ul style="list-style-type: none"> ○ Discipline ○ Attendance 	<table border="1" data-bbox="541 724 1054 898"> <thead> <tr> <th># of Suspensions</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>1st Semester</td> <td>22</td> <td>3</td> </tr> <tr> <td>2nd Semester</td> <td>16</td> <td>26</td> </tr> <tr> <td>TOTAL</td> <td>38</td> <td>29</td> </tr> </tbody> </table> <table border="1" data-bbox="541 927 1054 1170"> <thead> <tr> <th colspan="5">2015-2016</th> </tr> <tr> <th>Attendance</th> <th>9th</th> <th>10th</th> <th>11th</th> <th>12th</th> </tr> </thead> <tbody> <tr> <td>Perfect</td> <td>24%</td> <td>23%</td> <td>20%</td> <td>6%</td> </tr> <tr> <td>Good</td> <td>60%</td> <td>57%</td> <td>57%</td> <td>48%</td> </tr> <tr> <td>Not Good</td> <td>8%</td> <td>11%</td> <td>13%</td> <td>23%</td> </tr> <tr> <td>Bad</td> <td>4%</td> <td>7%</td> <td>5%</td> <td>12%</td> </tr> <tr> <td>Very Bad</td> <td>3%</td> <td>4%</td> <td>5%</td> <td>10%</td> </tr> </tbody> </table>	# of Suspensions	2015-2016	2016-2017	1 st Semester	22	3	2 nd Semester	16	26	TOTAL	38	29	2015-2016					Attendance	9 th	10 th	11 th	12 th	Perfect	24%	23%	20%	6%	Good	60%	57%	57%	48%	Not Good	8%	11%	13%	23%	Bad	4%	7%	5%	12%	Very Bad	3%	4%	5%	10%	<p>During the 2016-2017 school year, Palos Verdes Peninsula High School developed a new Discipline policy that focused on interventions rather than punishment or punitive measures. PVPHS had a similar goal last year to decrease suspensions from 1st semester to 2nd semester that was not met as shown by the data to the left. This year's goal of reducing the number of overall suspensions in the 2017-2018 school year as compared to the 2016-2017 school year is more attainable and realistic.</p> <p>The new Discipline Policy's effect on attendance is mixed. When comparing the percentage of students whose attendance is either Not Good, Bad or Very Bad, the results are:</p> <table border="1" data-bbox="1083 1442 1533 1508"> <thead> <tr> <th></th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2015-2016	2016-2017				<p>During the 2017-2018 school year, the new Discipline Policy will be fully implemented. This includes informing students, educating staff, and developing site interventions that can be used as an alternative to suspension.</p> <p>PVPHS recognizes that part of student engagement is fostering and maintaining student wellness. This includes teaching students how to access resources and services offered at school. PVPHS will have two school psychologist for the 2017-2018 school year. Additionally, the development of a Student Center will be accessible to all students and will also offer additional services to qualifying students with parent consent. Administration will</p>
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	2016-2017				9 th	15%	20%	monitor if the services offered by the Student Center have an impact on attendance and suspensions.	
	Attendance	9 th	10 th	11 th	12 th	10 th	22%		20%
	Perfect	25%	23%	20%	9%	11 th	23%		23%
	Good	57%	58%	57%	52%	12 th	45%		41%
	Not Good	13%	12%	13%	21%				
	Bad	5%	5%	7%	11%				
	Very Bad	2%	3%	3%	9%				

STRATEGY: During the 2017-2018 school year, the school will implement a discipline policy to provide students with a positive support system that includes utilization of new services offered by the Student Support Center and staff and a discipline plan that focuses on interventions.

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
Review referral process with staff	August	Associate Principal				
Provide Professional Development to staff on shift in discipline laws and policies	August	Associate Principal Guest Speakers				
Present Discipline Policy to all students at Back to School Assemblies	August	Associate Principal				
Open Student Center	September	Administrators SSS	Student Center	Unrestricted Locally Defined	Discretionary	\$10,000

Refer students to SSS as appropriate	2017-2018 school year	Counseling Department				
Implement interventions as outlined in Discipline policy	2017-2018 school year	Administrators Certificated Staff				
Gather data from Aeries and review first semester discipline records, attendance, and SSTs	February	Administrators				
Provide continued support to faculty as needed to insure the proper implementation of Discipline Policy	2017-2018 school year	Associate Principal				

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 ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² 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

¹ 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.

² 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"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (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"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (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"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students 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 ³
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (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.

³ 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.⁴ 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
Brent Kuykendall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anne-Marie Voegtlin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria McCloud	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kay Vijaiyan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimi Hendrick	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charles Lee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian Bowles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Croft	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juan Zambrano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katie Clovis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lea Toombs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Wanmer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Shafer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pat Colin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danielle Galente	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ EC Section 52852

Tommye Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hassan Twiet	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deb Alimento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Jaksic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jill Surace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Caitlin Szieff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ron Blair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Craig Byrnes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gretchen Carner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sharon Valente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maureen Linkogle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tilly Safavian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Troy Simpkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Natalie Wong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Matt Abracosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eve Albino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Claire Easton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Isabelle Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Melissa Woo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Number of each group:	1	8	8	9	8

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 17, 2017

Attested:

Brent Kuykendall
Typed name of School Principal


Signature of School Principal

10/17/17
Date

Katie Clovis
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/17/17
Date

Lea Toombs
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/17/17
Date

SPSA Form F: Budget Planning Tool

School: Palos Verdes Peninsula High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648651995588

Administrator: Mr. Brent Kuykendall, Principal

Date of Revision: 10/31/2017

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
\$ 124,217.00	Supplemental	\$ 109,000.00	\$ 15,217.00
not applicable	Title I	not applicable	not applicable
\$ 12,130.00	Professional Development	\$ 12,130.00	\$ -
\$ 121,395.00	Discretionary	\$ 10,950.00	\$ 110,445.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	\$ 96,080.00
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	\$ 36,000.00
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 Peninsula High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648651995588

Administrator: Mr. Brent Kuykendall, Principal

Date of Revision: 10/31/17

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	\$ 25,000.00	\$ -	\$ 12,130.00	\$ 950.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Substitutes	Unrestricted Locally Defined	0001-0999	\$ -	\$ -	\$ -	\$ 950.00
Conference Expenses	Unrestricted Locally Defined	0001-0999	\$ -	\$ -	\$ 12,130.00	
Challenge Success Training	Unrestricted Locally Defined	0001-0999	\$ 25,000.00	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Palos Verdes Peninsula High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648651995588

Administrator: Mr. Brent Kuykendall, Principal

Date of Revision: 10/31/17

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	\$ 28,000.00	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Guide Study class support	Unrestricted Locally Defined	0001-0999	\$ 18,000.00	\$ -			\$ -
Supplemental materials	Unrestricted Locally Defined	0001-0999	\$ 10,000.00	\$ -		\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Palos Verdes Peninsula High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648651995588

Administrator: Mr. Brent Kuykendall, Principal

Date of Revision: 10/31/17

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	\$ 56,000.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
ELD Aides	Classified Personnel Salaries	0001-0999	\$ 36,000.00		\$ -	\$ -
Professional Development	Unrestricted Locally Defined	0001-0999	\$ 15,000.00	\$ -	\$ -	\$ -
Substitutes	Unrestricted Locally Defined	0001-0999	\$5,000.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Palos Verdes Peninsula High School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648651995588

Administrator: Mr. Brent Kuykendall, Principal

Date of Revision: 10/31/17

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	\$ -	\$ -	\$ -	\$ 10,000.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Student Center	Unrestricted Locally Defined	0001-0999	\$ -	\$ -	\$ -	\$ 10,000.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

Top Priorities for the 2016-2017 SPSA:

1. Hire, retain, and support a highly skilled staff with at least 50% of staff members attending professional development opportunities presented by staff members or continuing education programs designed to benefit students with college and career readiness as measured by attendance sheets and conference request. THIS GOAL WAS PARTIALLY MET. After an analysis of the data from the 2016-2017 school year, 20% of teachers (21 out of 102 teachers) participated in documented professional development off site. Based on attendance sheets from site professional development, well over 50% of all teachers attended the presentations. All new teachers are participating in the PVPUSD BTSA induction program.

Priority expenditures:

- Discretionary for guest speakers at Faculty meetings
- Discretionary for substitute teachers for School Site Council
- Discretionary for conference expenses.

2. ELDs will demonstrate an increase in English Language proficiency from the 2015-2016 school year as measured by improved performance on the NDRT and the SLEP tests. THIS GOAL WAS PARTIALLY MET. Where many areas improved including NDRT scores at all ELD levels, three averages decreased including SLEP Listening for ELD 1 and 2 and SLEP Reading for ELD 3. The data shows that, overall, ELD students improved in Reading Comprehension and Vocabulary from Fall 2016 to Fall 2017.

Priority expenditures:

- None

3. Site administration and associated committees will work to develop policies to decrease the number of second semester suspensions by at least 10% as measured by Aeries Analytics. THIS GOAL WAS NOT MET. Overall suspensions decreased from 38 in 2015-2016 to 29 in 2016-2017; however, second semester suspensions increased from 16 to 26.

Priority expenditures:

- Discretionary for In School Suspension Teacher (ISS) and Positive Incentive Awards

Plan Implementation

Strategies in the 2016-2017 SPSA that were fully implemented as described in the plan:

1. English Language Arts (ELA) teachers fully implemented the utilization of the SBAC portal to practice testing questions using Chromebooks to simulate the real testing scenario. SBAC information was also reviewed with students

including reviewing keyboard commands and rubrics. Special Education and 504 students were supported through instruction and supports provided them in their IEPs or 504 plans. These strategies helped to improve student achievement on SBAC testing for the 2016-2017 school year.

2. Mathematics teachers fully implemented the utilization of the SBAC portal to practice testing questions using Chromebooks to simulate the real testing scenario. SBAC information was also reviewed with students including reviewing keyboard commands and rubrics. New math curriculum was adopted that is in line with California State Standards and the SBAC testing and with additional technology components. Special Education and 504 students were supported through instruction and supports provided them in their IEPs or 504 plans. These strategies helped to improve student achievement on SBAC testing for the 2016-2017 school year.
3. The Discipline Policy was shared with staff, students, and other stakeholders. Teachers were able to provide feedback to Administration on the new policy. Administration began the implementation process of the new policy. These strategies showed an overall drop in suspensions from the 2015-2016 school year to the 2016-2017 school year.

Strategies in the 2016-2017 SPSA that were ineffective or minimally effective:

The analysis of ELD performance on the NDRT and the SLEP testing showed mixed improvement. This goal should be modified to include participation in the district provided ELD training during the 2017-2018 school year as well as update the testing requirements now provided by the district.

Strategies and Activities

Successful strategies and activities that were effective in improving student achievement and behavior included analysis of data and communication with stakeholders. Data including SBAC scores, ELD testing scores, and suspension rates was shared with appropriate stakeholders including Department Chairs, Faculty, Staff, Administration, and School Site Council in order to evaluate the effectiveness of the strategies and to make appropriate adjustments. Communication that helped contribute to student achievement included Department Meetings, Department Chair Meetings, School Site Council, Administrative Site Meetings, Faculty Meetings, Teacher Planning Meetings, Staff Updates, Principal's Updates, and regular email communication with administration, staff, parents, and students.

Involvement/Governance

Numerous stakeholders were involved in the process of establishing these goals and determining and evaluating the results. The following individuals and committees were involved in this process during the 2016-2017 school year to make modifications as necessary in order to achieve as well as reach goal projections. Discussions were scheduled during Late Start Faculty Meetings, Teacher Planning Meetings, Department Chair Meetings, and School Site Council.

- SSC Members
- Certificated Staff
- Classified Staff
- Department Chair members
- Administration

School Site Council has provided input and reviewed the progress toward meeting the school goals through various opportunities for communication, evaluation, and review.

Outcomes

- Goals met in the 2016-2017 SPSA:
 - Goal #2: Teachers will work to maintain or increase student achievement in English Language Arts as measured by performance on the California Assessment of Student Performance and Progress (CAASPP), Advanced Placement exams, and enrollment in A-G courses.
 - Goal #3: Teacher will work to maintain or increase student achievement in mathematics as measured by performance on the California Assessment of Student Performance and Progress (CAASPP), Advanced Placement exams, and enrollment in A-G courses

- Goals not met or partially met in the 2016-2017 SPSA:
 - Goal #1: Hire, retain, and support a highly skilled staff with at least 50% of staff members attending professional development opportunities presented by staff members or continuing education programs designed to benefit student with college and career readiness as measured by attendance sheets and conference request.
 - Goal #4: The English Language Learners will demonstrate an increase in EL proficiency from the 2015-2016 school year as measured by improved performance on the Nelson-Denny Reading Test (NDRT) and the Secondary Level English Proficiency.
 - Goal #5: Site administration and associated committees will work to develop policies to decrease the number of second semester suspensions by at least 10% as measured by Aeries Analytics.

- Some recommendations for future steps to meet these goals:
 - Participate in EL training provided by district.
 - Update goals to accurately reflect student growth.
 - Develop a system to track off site staff professional development opportunities.
 - Informing students, educating staff, and developing site interventions that can be used as alternatives to suspension.