

School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Rancho Del Mar High School	19-64865-1933308	October 29, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Rancho Del Mar provides inclusive communication with all stakeholders. Stakeholder input was gathered and continues to be gathered through regular weekly staff meetings, School Site Council Meetings, monthly Faculty Advisory Committee meetings, monthly Principal's Advisory meetings, ongoing ASB meetings, back to school night, district communication, and Principal's Update newsletters. Stakeholders (teachers, staff, parents, and students) were consulted during the development of the SPSA document.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

Course syllabi will be continually updated to meet the current CA standards and 21st century learning skills. The science department will develop/plan NGSS transition to the new standards. The school will be in compliance with the William's Act, ensuring that all students have access to textbooks. The English teacher will attend District English Language Learner (ELL) trainings to identify and work with ELL students. Staff will assist and support foster, homeless, and low-income families. The school has a full-time custodian, and will ensure the school receives yearly painting and maintenance- in order to maintain the school is in good repair. The staff and administration will work to improve the continual modernization of the school.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Schedules based on teacher credentials	One teacher per subject/department	Students will be scheduled by course with the most highly qualified teacher
All students will utilize Naviance	100% participation	Teachers are highly qualified. Teachers are trained in college and career readiness, so they may assist students in secondary planning.
All students have access to college and career readiness	All juniors and seniors will participate in the career interest inventory.	100% of juniors and seniors will receive educational knowledge of career/tech careers.
Course syllabi are being updated to align with 21 st century learning skills.	All courses include use of technology and real-world applications.	100% of syllabi will be updated to current 21 st century learning. Multiple choice tests will be reduced by 50%.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Language arts and math teachers are highly qualified and teaching classes accordingly.

Strategy/Activity

Develop master schedule according to teacher credential and most highly qualified. English and Social Science have been divided into separate departments with special attention to schedules to ensure students are placed in appropriate courses. Continuation high school models often blend courses/subjects in single periods/classrooms.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	District general fund
Budget Reference(s)	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

At the start of the school-year or upon enrollment students work with School Counselor to create an account for Naviance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All junior and senior students.

Strategy/Activity

School Counselor will give students the Holland's Career Interest and Multiple Intelligence surveys. Students are encouraged to use the result indicators from this survey to further explore college and career choices with the counselor, individually on Naviance, and/or in their homeroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students enrolled in Career Technical Education (CTE) courses

Strategy/Activity

Through work experience, students will be guided as they create resumes, fill out job applications, obtain work permits and balance a work-school schedule. These students will obtain credits for the amount based on the number of hours they work. Rancho Del Mar students have access to elective classes that foster career and college readiness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

Student cohorts allow for direct instruction, collaboration, and alternative assessment for student learning. Student progress is monitored on Gradebook, which all teachers update regularly. Progress reports are sent home quarterly. Teachers have developed and implemented benchmarks for each of their courses and provide the appropriate differentiations to meet the needs of each student. Each course has an academic syllabus that outlines the assignments required to complete the course. Students no

longer complete A, B, or C level packets. Grades are assigned based on level of performance on each of the assignments outlined by the syllabi. Students at risk of not completing a course are provided academic interventions and an SST meeting is held if necessary. IEPs and 504 meetings are held annually. The teachers participate in district professional development, as well as California Continuation Association (CCEA) conferences.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2017-18 CAASPP Math Overview test scores	73.5 % of students scored at the “not met” level	Increase student performance level by 5%
The two most common grades students have earned in Algebra 1A and 1B are “C” and “D”.	Grade point average for Algebra 1A is 1.69 and Algebra 1B is 1.51	GPA of 2.0 or higher
2017-18 CAASPP ELA Overview test scores	45.7% of students scored at the “not met” level	Increase student performance level by 50.7%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students that require Algebra credit for high school graduation

Strategy/Activity

Two singleton Essentials of Algebra courses are being utilized, this allows for direct instruction/collaboration (typical continuation models offer multiple courses in a single classroom setting). The goal will be to raise GPA to a 3.0 and bring CAASPP Math scores up by 5%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A

Amount(s)	0
Budget Reference(s)	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students needing Social Science (world history, US history, and Am. Gov) credit for high school graduation

Strategy/Activity

Students will be scheduled into social science cohorts by 'like courses'. This will allow students to work collaboratively.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

In the ELA classes students access individual and cooperative learning activities through school website. Students complete various assignments such as, building websites, creating podcasts, infographics, interactive presentations, online discussions, essays, and research activities. Students link their learning to college and career goals as well as their lives outside of school. Rancho Del Mar will have one-to-one student to Chromebook access.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2213.00
Source(s)	Supplemental Grant
Budget Reference(s)	01.1-01100.0-11100-10100-4310-0460010

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students needing Science credit for high school graduation

Strategy/Activity

Academic course syllabi have been updated to include hands on laboratories, close reading assignments and a variety of modalities for students to show mastery of the content knowledge. Assignments can be accessed through the school website and include technology use such as Word processing, PowerPoint presentations, Excel charts, and database searches. Students are assessed by various outputs including modeling, mathematics, and writing. The district is in the process of creating a course model that aligns with the requirements for the CAST. The science courses are being redesigned to be more integrated, cross curricular and phenomenon based to meet the NGSS standards. Science teacher will receive NGSS training ongoing for the 2018-19 school-year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The daily bell schedule has been updated to increase the amount of instructional time per period. Teachers share a common prep period, during which they can share student data and collaborate. Students now have a lunch period on campus, during which time they can socialize.

Proposed Expenditures for this Strategy/Activity

Amount(s)

0

Source(s)

N/A

Budget
Reference(s)

N/A

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)

Basis for this Goal

Students identified as English Learners and those who are receiving Special Education services will receive continual academic support and monitoring. The English teacher will conduct all EL testing/assessments and monitor EL student achievement, and thus have direct knowledge of EL student academic progress and or need. SPED teacher will communicate and collaborate between the resource specialist and general education teachers assures student success.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SPED Graduation Rate	100%	100%
Reclassification of ELL students	10% of EL student population reclassify per year	20% of EL students will reclassify
EL SRI scores	Basic	Proficient

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

EL students

Strategy/Activity

All EL students will receive Achieve 3000 intervention program 1x weekly.

Proposed Expenditures for this Strategy/Activity

Amount(s)	2074.00
Source(s)	Supplemental fund
Budget Reference(s)	01.1-01100.0-11100-10100-4310-0460010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upon enrollment students are given tutorial on their Aeries portal and are expected to access for grades, grades, and attendance. Teachers/staff will then assist students (ongoing) with Aeries support so students are aware of their current academic progress towards graduation and attendance rate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0
Source(s)	N/A
Budget Reference(s)	N/A

Goal 4

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

Basis for this Goal

Support all student’s emotional, social, and personal wellbeing to foster student engagement. The campus is a safe environment that supports positive behaviors and learning. Staff encourages communication, collaboration and creativity.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2017-18 Healthy Kids Survey	"Caring adults at school" 50% responded "moderate"	Increase "caring adult at school" responses to "high" by 10%
# of referrals to drug and alcohol counseling	10 referrals 2017-18	Decrease total # of student referrals to drug and alcohol counseling by 2.
Attendance rates	87%	90%
Number of student clubs on campus	1 club was established last year	Increase number of student-initiated clubs by 100%
Number of days a week with mental health support staff on-site.	2 days a week	Double the number of days support is available

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

At-risk Female students grade 11-12th

Strategy/Activity

Girl's group that focuses on female empowerment led by a clinical social worker provided by the district. The group meets one day a week to come up with positive alternative strategies to coping with school pressures.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Thelma McMillan drug and alcohol awareness class. This class will be provided to all students throughout the year in groups of 10 students at a time. A confidential, clinical setting is offered for students to communicate about the effects of substances.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students enrolled in PAC, leadership course

Strategy/Activity

The Principal's Advisory Committee (PAC) meets one to three times per month to analyze school culture and develop plans to address school events, community service projects and provide an opportunity for changing school policies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

This year we have developed a homeroom that all students will be enrolled in, it will allow for daily/weekly direct academic support, goal setting, and teacher-student connection. Teachers provide opportunities for students to develop positive relationship and collaborative skills. Positive connections with at least one adult on a school campus can improve a student's chance at academic progress and regular attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Self-selected seniors who commit to Project Ego

Strategy/Activity

Project Ego is a community-based program that meets weekly for nine months and exposes students to programs, activities, and allow students to network with professional in the community. Upon completion, all participants receive scholarship money.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Positive behavior measures have been put in place to promote student attendance, participation and achievement. Each month students receive a reward for perfect attendance or being selected by a teacher as student of the month. Each time a student completes a course, they place a gold star on the 'course completion chart' as well as receiving a raffle ticket for the quarterly credit raffle. Credits are now equated to seat time in class. A student must be in a class for 20 periods to earn 5 credits. This acts as a positive reinforcement for good attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)

0

Source(s)

N/A

Budget
Reference(s)

N/A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All parents and students

Strategy/Activity

Continue to engage parents by actively sharing information through emails, Principal's updates, parent information nights, access to specific agencies (Thelma McMillan) and other means.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Annual Review and Update

SPSA Year Reviewed: 2017-18

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Continue maintenance, support and improvement of basic technology.	All classrooms have projectors, Wi-Fi, and hardware refresh.	All classrooms have projectors and Wi-Fi.
Maintain entire facility as defined by the School Facility Status Report.	Facility remains in good repair.	Facility remains in good repair.
2016-17 school site owned a total of 40 Chromebooks for 70 students.	70 Chromebooks total for 70 students.	42 Chromebooks totaled for the site.
3/6 teacher's course syllabi were aligned to meet the Common Core State Standards	Aligned all Academic Course Syllabi to Common Core State Standards	All 6/6 syllabi were updated to Common Core State Standards
5/6 highly qualified teachers were scheduled appropriately.	6/6 highly qualified teachers to be scheduled appropriately	6/6 high qualified teachers were scheduled appropriately
Teachers will continue to collaborate and align their	100% participation in all professional development	100% participation in all professional development

Metric/Indicator

Expected Outcomes

Actual Outcomes

courses with those at the traditional high schools.

for certified and classified staff.

for certified and classified staff.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities

Actual Strategies/Activities

Proposed Expenditures

Estimated Actual Expenditures

Update Academic Course Syllabi (ACS) to align with Common Core State Standards and newly adopted textbooks

Update Academic Course Syllabi (ACS) to align with Common Core State Standards and newly adopted textbooks

N/A

N/A

Strategy/Activity 2

Planned Strategies/Activities

Actual Strategies/Activities

Proposed Expenditures

Estimated Actual Expenditures

Teacher participation on Online Learning Committee.

Teacher participation on Online Learning Committee.

N/A

N/A

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Ensure all students have access to the course curriculum per Aeries student review schedule.

Individual Aeries access lessons with all students

N/A

N/A

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Ensure that all students have access to College and Career Readiness.

Junior and Senior class college and career presentations

N/A

N/A

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Teachers participate in PVPUSD professional development with High School colleagues

RDM teachers participated in PVPUSD professional development

N/A

N/A

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Faculty has incorporated 21st century learning skills into their curriculum, as well as attended professional development to align their content standards with those at the traditional high schools in the district. Students' achievement is based on performance levels on each assignment outlined by the course syllabi. Additional college and career readiness support is provided through individual meetings with the counselor, junior and senior assemblies, and homeroom discussions and activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of our activities was successful. Stakeholders assisted in the planning and development phases, which made implementation feasible. Site budgets are minimal and that was considering in planning and implementation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Criterion Referenced Assessments (Publisher & Teacher Generated).	Develop & implement benchmarks and multiple measures of instruction and support, including speaking and listening skills.	Developed common benchmarks and multiple means of assessments.
All academic course syllabi posted online, and modified as needed.	Updated course syllabi posted on school website, allows for flexible student access	Course syllabi updated and all posted to school website.
CAASPP (Grade 11)	Increase “nearly met” level	ELA “nearly met” scores increased by 10% Math “nearly met” scores increased 14%

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Develop & implement benchmarks and multiple measures of instruction and support, including speaking and listening skills.	Collaboration time used to develop and implement common assessments and benchmark across subject areas	0	0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Student achievement and progress monitored by Gradebook (i.e. assignment completion, projects, presentations, written and online assessments; oral evaluations).	Continual monitoring of student progress by teachers and school counselor	0	0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase classroom texts and materials (i.e. core novels to enhance ELA program and align with CCSS Standards and Guided Reading Supplemental Workbooks	Requested additional classroom text and materials from District to enhance and supplement student learning	\$8,170.00	\$8,170.00

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
On-site Career/Tech Ed support & guidance.	Weekly SCROC Counselor meetings, on-going career/tech ed guidance provided by school counselor	0	0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All teachers reported grades and completed quarterly progress reports. Students could access grades and transcripts on AERIES. Most students participated in the CAASPP ELA and Math tests, as well as the CAST pilot test. Teachers used scheduled time to train students on how to use the test interface and a tutor was provided to help students primarily with math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies were overall effective in large part because stakeholders assisted in the development and implementation. There was an increase in the overall scores on the CAASPP and students continue to show increases in GPA and numbers of credits received.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The teaching staff now uses Aeries to upload grades at each quarter. Parents can now access grades and behavior comments at every quarter. Quarter grades were previously sent home to parents via mail.

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)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC (pilot) Assessment Test	ELL student areas of strength and weakness will be provided to teachers for directed instruction	Student data provided and used accordingly
CAASPP Math level	CAASPP Math scores will improve in all levels	CAASPP scores increased in all levels
Scholastic Inventory (SRI) for ELL students	Establish a baseline	50% of students scored proficient and 50% scored below basic

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
EL testing	ELPAC administered	0	0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hire a math intervention tutor to work primarily with EL students	Math intervention tutor hired	\$48. Weekly \$192. Monthly \$1,440. Yr	\$48. Weekly \$192. Monthly \$1,440. Yr

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
DLAC Meetings	DELAC Meetings	0	0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Information about students with special needs provided to the general education teachers and collaboration with resource specialist provided when needed.	Information about students with special needs provided to the general education teachers and collaboration with resource specialist provided when needed.	0	0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Home/School Communication via School Site Counsel; SST's IEP's; 504's	Home/School Communication via School Site Counsel; SST's IEP's; 504's	0	0

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide DIS Counseling	Provide DIS Counseling	0	0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The teachers were provided with the EL scores and IEP accommodations needed to support students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall all strategies and activities were successful in meeting articulated goals

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey (HKS) 2016-17	Response indicated lack of “Student voice” and “Opportunities to become involved” would increase	Responses in both areas were divided equally between “Not at all” and “Very true” in “Meaningful Participation at school”
Feedback from Tilly’s (TLC) Program and LMU’s Resilient and Ready Art Program	Students will be able to identify personal strengths, resiliency skills, and growth-mindset	Students self-reported growth in their ability to identify personal strength, adaptation, and resiliency
Principal’s Advisory Committee	Development of leadership skills, project management, community service mindedness, and communication	Students led and developed community/school based projects

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
School Site Council, PAC, and ASB meetings	School Site Council, PAC, and ASB meetings	0	0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Collect and utilize data from TLC and Resilient and Ready Programs	Collect and utilize data from TLC and Resilient and Ready Programs	0	0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Develop and implement Principal's Advisory Committee	Develop and implement Principal's Advisory Committee	0	0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The HKS, TLC, and PAC all provided critical input for creating an environment that fosters physical and mental security and positive school climate. All of these indicators produced the desired outcome.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness of the groups and the use of the HKS data was successful in relationship to the goal. Students were given a voice on campus and assisted in planning events and community projects. There were zero reports of bullying, including cyber which is an indication that students were resolving issues and displayed healthy coping skills.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.