

School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palos Verdes Peninsula High School	19-64865-1995588	10/31/2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

PVPHS involved many stakeholders in the development of the 2018-19 SPSA. During the 2017-18 school year, staff, students, parents, and community members were involved in the development of a new mission and vision statement, new Schoolwide Learner Outcomes, and a six year Action plan that helped inform the School Site Council in drafting the goals listed below. School Site Council met on October 10, 2018 to review progress on the 2017-18 SPSA and to draft new goals. Drafted documents were sent out for review and vote on October 24, 2018. PVPHS School Site Council voted to approve the SPSA on October 31, 2018.

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

During the 2018-2019 school year, PVPHS will implement organized professional development opportunities for all staff through Long Term Planning (LTP) meetings focused on cross-curricular and interdepartmental collaboration time as well as data analysis as measured by attendance sheets, meeting agendas, and survey results.

Basis for this Goal

The recent PVPHS WASC visiting committee revealed an area of need to be a greater focus on organized professional development targeted to allow teachers greater cross-curricular and interdepartmental collaboration time. Additionally, a recent survey given

to teachers and counselors revealed that teachers believe collaboration is important but do not always have the opportunity to do so at school especially with people outside of their departments. Further survey results showed that some teachers are using data to inform their instruction but not all and many teachers are not sharing data with their colleagues to allow for greater collaboration and discussion on best practices.

Based on District LCAP goals, PVPUSD will also be providing professional development to Science, Social Science, and English teachers on new standards and newly adopted frameworks. Teachers will be supported by the site in attending these trainings and reporting back to the staff as appropriate (Goal 1 Actions 9, 10, and 11).

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
Number of staff participating in LTP Meetings	No LTP meetings have taken place at this time.	Full staff participation in LTP meetings										
Greater collaboration between teachers both in departments and between departments	<p>Current survey results (9/2018) reveal the following responses when asked “how often do you currently collaborate with colleagues”?</p> <table border="1"> <tbody> <tr> <td>Always</td> <td>16.67%</td> </tr> <tr> <td>Usually</td> <td>35.71%</td> </tr> <tr> <td>Sometimes</td> <td>28.57%</td> </tr> <tr> <td>Rarely</td> <td>16.67%</td> </tr> <tr> <td>Never</td> <td>2.38%</td> </tr> </tbody> </table>	Always	16.67%	Usually	35.71%	Sometimes	28.57%	Rarely	16.67%	Never	2.38%	Survey results will show increased collaboration
Always	16.67%											
Usually	35.71%											
Sometimes	28.57%											
Rarely	16.67%											
Never	2.38%											

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Administration will select a book to be read school wide and used as a tool to guide professional development in Faculty and LTP meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Site Discretionary
Budget Reference(s)	Site wide book selection

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Using data gathered, administration will plan LTP meetings with agendas that are relevant to teacher practice and focused on student achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000
Source(s)	Site Discretionary
Budget Reference(s)	Substitutes for professional development, off site conference and training feed, speaker fees

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students; Student subgroups identified by data

Strategy/Activity

Staff will identify available data on student achievement and analyze said data to identify trends.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Department meeting, Faculty meetings, Department chair meetings, Cabinet meetings, LTP meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Science, Social Science, and English departments will participate in District provided professional development and share pertinent information with staff on site and district wide.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	District covering costs for trainings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Define appropriate data sets (AP scores, lesson plans, attendance, survey results, etc).

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Will happen through Department, faculty, and LTP meetings.

Goal 2

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

During the 2018-2019 school year, staff will work to maintain or increase student achievement in all four core content areas through focused professional development time during which pertinent subject-matter and school-wide data will be analyzed and used to inform instructional practices as evidenced by CAASPP scores, AP scores, and grade analysis.

Basis for this Goal

Through input from all stakeholders during the WASC process, Goal 3 of the PVPHS Action Plan reads, “Through focused professional development time, pertinent subject-matter and school-wide data will be analyzed and used to bolster both instructional practices and schoolwide embodiment of Vision, Mission, and SLOs.” PVPHS recognizes the importance of utilizing common data to identify trends and inform instructional practices.

Based on District LCAP goals, PVPUSD will also be providing professional development to Science, Social Science, and English teachers on new standards and newly adopted frameworks. Teachers will be supported by the site in attending these trainings and reporting back to the staff as appropriate (Goal 1 Action 9). District LCAP goals also state a continued responsibility for school personnel to provide course access and counseling support for A-G requirements (Goal 2 Action 1). Goal 2 Action 12 and 18 of the District’s LCAP sites the need to assess and review student data, specifically CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Maintain or increase the number of students who have meet (Level 3) or exceeded (Level 4) standards on the ELA CAASPP testing.

ELA	2017	2018
Level 4	59%	52%
Level 3	27%	29%
Level 2	9%	13%
Level 1	5%	6%

Percentages of students earning Level 3 or Level 4 will maintain 2018 levels or increase.

Metric/Indicator

Baseline

Expected Outcome

Maintain or increase the number of students who have meet (Level 3) or exceeded (Level 4) standards on the Math CAASPP testing.

Math	2017	2018
Level 4	50%	44%
Level 3	25%	27%
Level 2	12%	15%
Level 1	13%	14%

Percentages of students earning Level 3 or Level 4 will maintain 2018 levels or increase.

Maintain or increase the number of students who are earning 3, 4, or 5 on AP testing.

Score	% of total	
	2017	2018
5	28%	29%
4	30%	30%
3	26%	26%
2	12%	11%
1	5%	4%

Percentages of students earning 3, 4, or 5 will maintain 2018 levels or increase.

Maintain or increase the school's average GPA

Average GPA	2017	2018
Weighted	3.86	3.98
Un-weighted	3.46	3.52

Students' average GPAs will maintain 2018 levels or increase.

Increase in focused professional development time on site.

Staff currently participates in Faculty meetings and Department meetings on campus.

Staff will participate in specific professional development provided by administration.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Review CAASPP school site data with Department Chairs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

None

Source(s)

None

Budget
Reference(s)

Department Chair meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Identify available student data and educate staff on how to access sitewide data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

None

Source(s)

None

Budget
Reference(s)

Department meeting, Faculty meetings, Department chair meetings, Cabinet meetings, LTP meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Meeting time (LTP, Faculty, Department, Admin, etc.) will be dedicated to sharing and analyzing data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Department meeting, Faculty meetings, Department chair meetings, Cabinet meetings, LTP meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Support staff participation in district professional development programs in NGSS and English, Math, and Social Studies curriculum

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000
Source(s)	Site Discretionary
Budget Reference(s)	Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Explore the implementation of interim CAASPP Testing for 10th grade students in the areas of English and Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Department meetings, tech support, and training.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide peer tutoring for students in all subjects through National Honor Society tutors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	National Honor Society peer tutoring is available for all students who sign up online.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Students with Special Education or 504 Plan support, ELD students, Student subgroups identified by data.

Strategy/Activity

Provide academic support through Guided Study class, and through the Learning Center for Special Ed/504 Plan students

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,000
Source(s)	Supplemental
Budget Reference(s)	Classified staff, certificated staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All Students, Students with Special Education or 504 Plan support, ELD students, Student subgroups identified by data.

Strategy/Activity

Provide academic counseling as to proper class placement for students through 10th grade counseling.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$23,595
Source(s)	Supplemental
Budget Reference(s)	Classified staff, certificated staff

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)

During the 2018-2019 school year, PVPHS will use available data to monitor English Learners and students receiving Special Education services and implement interventions in order to increase student achievement as measured by scores on CAASPP testing, the Houghton Mifflin Reading Inventory, and the number of EL students who are reclassified.

Basis for this Goal

The Action Plan Goal #2 for PVPHS reads, “Develop and maintain a culture that promotes a healthy social, emotional, and academic balance to promote strategies for assisting students in areas of need.” This includes a focus on continued intervention strategies based on CAASPP results and providing support for Special Education students, EL students and students with 504 plans. When looking at CAASPP results for the EL and Special education students, data shows that English testing is an areas of growth for both populations and Math is an area of growth for students receiving Special Education services.

District LCAP goals indicate a focus on monitoring reclassified students, continued assessment of ELs, and reviewing CAASPP data for all students with an emphasis on data for students with disabilities who are not meeting standards (Goal 2: Action 9, 10, 12, 18 and Goal 3: Action 2).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome																																								
<p>CAASPP scores for English Learners and students receiving Special Education services.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">ELA 2018</th> <th style="width: 15%;">PVPHS</th> <th style="width: 15%;">EL</th> <th style="width: 15%;">SPED</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>52%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Level 3</td> <td>29%</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>Level 2</td> <td>13%</td> <td>17%</td> <td>26%</td> </tr> <tr> <td>Level 1</td> <td>6%</td> <td>10%</td> <td>13%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Math 2018</th> <th style="width: 15%;">PVPHS</th> <th style="width: 15%;">EL</th> <th style="width: 15%;">SPED</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>44%</td> <td>58%</td> <td>22%</td> </tr> <tr> <td>Level 3</td> <td>27%</td> <td>24%</td> <td>13%</td> </tr> <tr> <td>Level 2</td> <td>15%</td> <td>9%</td> <td>13%</td> </tr> <tr> <td>Level 1</td> <td>14%</td> <td>9%</td> <td>52%</td> </tr> </tbody> </table>	ELA 2018	PVPHS	EL	SPED	Level 4	52%	47%	26%	Level 3	29%	26%	35%	Level 2	13%	17%	26%	Level 1	6%	10%	13%	Math 2018	PVPHS	EL	SPED	Level 4	44%	58%	22%	Level 3	27%	24%	13%	Level 2	15%	9%	13%	Level 1	14%	9%	52%	<p>Percentages of students earning Level 3 or Level 4 will increase from 2018 levels.</p> <p>Based on the 2018 CAASPP scores, ELs and students receiving Special Education services could both increase their ELA CAASPP scores and Special Education students could increase their Math CAASPP scores in order to more align with the general PVPHS population.</p>
ELA 2018	PVPHS	EL	SPED																																							
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Level 1	14%	9%	52%																																							
<p>ELL will maintain or increase English Language proficiency as measured by the Reading Inventory given to all ELLs on site</p>	<p>The Reading Inventory was administered to EL students in October 2017 and April 2018. Reports provided show growth in Lexile scores for 53% of students tested on both dates.</p>	<p>Scores on the Reading Inventory will maintain or show an increase</p>																																								
<p>The number of PVPHS students who are reclassified will increase.</p>	<p>34 PVPHS students were reclassified during the 2017-2018 school year.</p>	<p>The number of students reclassified will maintain or increase.</p>																																								

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Collect and analyze available data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Department meeting, Faculty meetings, Department chair meetings, Cabinet meetings, LTP meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students, English Learners

Strategy/Activity

Work with district Teacher on Special Assignments on implementation and analysis of district mandated testing

Proposed Expenditures for this Strategy/Activity

Amount(s)	District will support proctors
Source(s)	N/A
Budget Reference(s)	Certificated, Classified staff, proctors

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Train site staff on ELPAC testing.

Proposed Expenditures for this Strategy/Activity

Amount(s)	District will support training and subs
Source(s)	N/A
Budget Reference(s)	Certificated, Classified staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students, Students receiving Special Education services

Strategy/Activity

Provide support to Reading Writing Skills teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Site Discretionary
Budget Reference(s)	Subs, supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students, Students with disabilities, Students with 504 Plans, Student receiving Special Education services

Strategy/Activity

Provide training to Counselors on 504s

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,200
Source(s)	Site Discretionary
Budget Reference(s)	Professional Development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, Students receiving Special Education services

Strategy/Activity

Meet in IEP teams to discuss and implement necessary interventions based on data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Site Discretionary
Budget Reference(s)	Subs for IEP meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide additional staffing support to ELD classrooms

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$36,000
Source(s)	Supplemental
Budget Reference(s)	ELD aide support

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop a system to monitor recently reclassified EL students

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Department meetings, Admin meetings, EL meetings.

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

During the 2018-2019 school year, PVPHS will review and evaluate intervention options for students who have medical, social, and emotional needs in order to promote a culture that encourages a healthy social, emotional, and academic balance as measured by students' increased access and use of interventions and resources.

Basis for this Goal

Based on data and stakeholder input through the WASC process, PVPHS is dedicated to improving school culture with a focus on creating a social, emotional, and academic balance. Part of ensuring this balance is being able to support students who have medical, social, and emotional needs in order to encourage their academic and overall success. PVPHS currently does this through interventions such as Home Hospital Instruction, our Student Center, services provided through the SSS, support offered through the Counseling, and Outlook services. PVPHS noted a need in evaluating the effectiveness and use of these interventions in the hopes to better serve this population and provide the most appropriate supports.

Additionally, the District's LCAP goals state an emphasis on utilizing data to identify areas of need, in particular with students who are struggling emotionally, and developing intervention options for students who have medical, social, and emotional needs in order to support students' academic and emotional well-being (Goal 3: Action 11, 12, 13, and 16).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of students who access the SSS and the Student Center will increase.	During the 2017-2018 school year, the SSS met with 163 students individually, provided 174 parent consultations and 1,398 staff consultations. The Student Center was opened in March which provided a safe place for students to drop-in to de-stress, learn and practice coping skills, or just to take a healthy break. The Center has resources available for students on social and emotional issues from tips on stress about finals to difficulties with a bad breakup. Since March, the Center had over 200 students dropping in for support.	Increased awareness of Student Center and SSS services. More students will have access to SSS support if they need it.
The number of interventions (alternatives to suspension) will increase	Current interventions include SSS, Outlook, Saturday school, paper pick up, and referrals to Counseling department.	PVPHS will develop a system to track and review the number of alternatives to suspension/interventions utilized and the success.
The number of students who commit suspendable offenses more than once will decrease	A total of 5 students were suspended more than once during the 2017-2018 school year. A total of 27 students	PVPHS will develop a system to track and review the number of alternatives to suspension/interventions utilized and the success.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Gather and analyze available data on students' current access and use of interventions (Student Center, Counseling Office, Outlook, etc.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Department meeting, Faculty meetings, Department chair meetings, Cabinet meetings, LTP meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Inform staff and students of interventions and resources available.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Grade level assemblies, class announcements, Faculty meetings, LTP meetings, Staff Handbook

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue support of Student Center and hire an additional Student Support Specialist to provide services.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$60,000
Source(s)	Supplemental
Budget Reference(s)	Additional SSS

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Inform staff and students of discipline policy

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Grade level assemblies, class announcements, Faculty meeting, Staff Handbook

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue implementation of Breaking Down the Walls as a preventative measure.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,000
Source(s)	Site Discretionary
Budget Reference(s)	Breaking Down the Walls faculty speaker

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$20,000
Source(s)	Supplemental
Budget Reference(s)	Breaking Down the Walls student speaker

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Participate in District offered professional development in social-emotional wellness and crisis training.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	District will cover sub costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students, Students with disabilities, Students with 504 plans, Students with IEPs

Strategy/Activity

Provide professional development to counselors on 504 Plans.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Site Discretionary
Budget Reference(s)	Professional Development

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Evaluate effectiveness of current interventions available and explore possible new interventions.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	None
Budget Reference(s)	Admin meetings, Department meetings, Committee meetings

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 have access to required college and career readiness

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.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff members seek out off site professional development opportunities	50% of staff members will attend off site professional development opportunities	Many teachers sought out and attended off site professional development opportunities; however, the goal of 50% of the total staff was not met.
Staff members participate in onsite professional development opportunities designed to benefit students in college and career readiness as well as social-emotional wellness	All staff will participate.	All staff participated in PD opportunities offered by the site and district, specifically in the areas of social-emotional wellness and college and career readiness.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Late Start Meetings	Stakeholders participated in collaborative meetings and trainings throughout the year including Department, WASC, Faculty, Principal's Summit, and School Site Council meetings.	\$950 for substitute teachers	\$4525

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Conference and Training attendance	Through the Wellness grant obtained by the Library this year, staff was able to participate in trainings focused on the areas of emotional, physical and mental wellness.	(\$21,000)	\$20,750
	Staff also participated in district professional development and site sponsored outside professional development in areas of teachers' individual interests.	\$12,130	\$12,438
	Administration chose to participate in culture building and training through Breaking Down Walls and presentations by Phil Boyte rather than	\$25,000	\$18,617

	participate in Challenge Success Training.		
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ANALYSIS

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

While teachers are provided the opportunity to seek out outside professional development opportunities it is not mandated. However, on site professional development (offered through the Library Wellness Grant and Breaking Down the Walls) were offered to all teachers and staff during mandated working hours. Professional development offered through these two entities were based on increasing both staff and student social-emotional wellness. Teachers and staff also participated in district wide professional development. New teachers participated in the District's BTSA program.

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

School staff was afforded the opportunities to apply for professional development offsite with funds provided; however, they had to seek out the opportunities on their own. This lead to a significant difference in the percentage of staff who attended offsite trainings and the goal of 50%. That said, all teachers and staff participated in an increase in on site professional development opportunities offered through the Library Wellness Grant and Breaking Down the Walls.

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

Breaking Down Walls and trainings provide by Phil Boyte cost less than the Challenge Success Trainings and target the entire school population rather than selected staff sent to training. Due to the WASC visit and process, the amount of subs needed for coverage exceeded the proposed expenditure.

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.

PVPHS believes it is important to continue to offer staff opportunities for self-selected outside professional development; however, it recognizes the limitations of mandating such a request. Site funds will continue to be set aside for offsite professional development. The Breaking Down the Walls program has had a qualitatively positive effect on school culture and will continue to be a priority for PVPHS.

Goal 2

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

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.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes																				
ELA CAASPP Scores	Maintain or increase	<table border="1"> <thead> <tr> <th>ELA</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>59%</td> <td>52%</td> </tr> <tr> <td>Level 3</td> <td>27%</td> <td>29%</td> </tr> <tr> <td>Level 2</td> <td>9%</td> <td>13%</td> </tr> <tr> <td>Level 1</td> <td>5%</td> <td>6%</td> </tr> </tbody> </table> <p>Overall the number of students who met (Level 3) or exceeded standards (Level 4) in 2017 totaled 86% and 2018 totaled 81%. Overall scores decreased by 5%.</p>	ELA	2017	2018	Level 4	59%	52%	Level 3	27%	29%	Level 2	9%	13%	Level 1	5%	6%					
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Math CAASPP Scores	Maintain or increase	<table border="1"> <thead> <tr> <th>Math</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>Level 3</td> <td>25%</td> <td>27%</td> </tr> <tr> <td>Level 2</td> <td>12%</td> <td>15%</td> </tr> <tr> <td>Level 1</td> <td>13%</td> <td>14%</td> </tr> </tbody> </table> <p>Overall the number of students who met or exceeded standards in 2017 totaled 75% and in 2018 totaled 71%. Overall scores decreased by 4%.</p>	Math	2017	2018	Level 4	50%	44%	Level 3	25%	27%	Level 2	12%	15%	Level 1	13%	14%					
Math	2017	2018																				
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AP Test Scores	Maintain or increase	<table border="1"> <thead> <tr> <th rowspan="2">Score</th> <th colspan="2">% of total</th> </tr> <tr> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>28%</td> <td>29%</td> </tr> <tr> <td>4</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>3</td> <td>26%</td> <td>26%</td> </tr> <tr> <td>2</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>1</td> <td>5%</td> <td>4%</td> </tr> </tbody> </table>	Score	% of total		2017	2018	5	28%	29%	4	30%	30%	3	26%	26%	2	12%	11%	1	5%	4%
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		<p>Notable, a greater percentage of students received at least one score of 5 on an AP test. Also important to note that the number of exams taken also increased from 2,466 exams in 2017 to a total of 2,483 exams.</p> <table border="1"> <thead> <tr> <th rowspan="2">Score</th> <th colspan="2"># of exams</th> </tr> <tr> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>694</td> <td>712</td> </tr> <tr> <td>4</td> <td>727</td> <td>743</td> </tr> <tr> <td>3</td> <td>640</td> <td>638</td> </tr> <tr> <td>2</td> <td>308</td> <td>280</td> </tr> <tr> <td>1</td> <td>97</td> <td>110</td> </tr> </tbody> </table>	Score	# of exams		2017	2018	5	694	712	4	727	743	3	640	638	2	308	280	1	97	110
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1	97	110																				
A-G Course enrollment	Maintain or increase	PVPHS maintained the percentage of seniors who met the A-G requirements at 86% for the class of 2018.																				
Average GPAs	Maintain or increase	<table border="1"> <thead> <tr> <th>Average GPA</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Weighted</td> <td>3.86</td> <td>3.98</td> </tr> <tr> <td>Un-weighted</td> <td>3.46</td> <td>3.52</td> </tr> </tbody> </table>	Average GPA	2017	2018	Weighted	3.86	3.98	Un-weighted	3.46	3.52											
Average GPA	2017	2018																				
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STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Review CAASPP school site data with Department Chairs	CAASPP scores were reviewed with Department Chairs during a Department Chair meeting	None	None

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Communicate to classified and certificated staff CAASPP school site date, as well as additional local high school results during Department meeting	CAASPP scores of PVPHS and local high schools were shared by administration at a full Faculty Meeting and within Department meetings led by Department Chairs	None	None

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide NHS tutoring and Mathematics tutoring to students	The process for interested students to obtain NHS tutors was streamlined into an online process and utilized by many students in need of additional support. During the 2017-18 school year, a certificated math teacher was providing math tutoring to all interested students during zero period as part of their full time assignment.	None	None

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Utilize online tutorials available through CAASPP for student practice aligned to the CA State Standards.	English and Math teachers were able to access the online tutorials and practice for CAASPP testing using ChromeBook carts and the tech lab.	None	None
Provide support for technology purchased to support instruction	Teachers, ChromeBook carts, and computers in the tech lab		

	were supported by two on site tech aides.		
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Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide academic support through Guided Study class, and through the Learning Center for Special Ed/504 Plan students	Two Guided Study courses served a total of 23 students General Education students in Fall semester and 38 students in the Spring semester during the 2017-2018 school year. The Learning Center was open to all student for testing and was utilized by students specifically for Special Education and 504 plan testing accommodations. It was staffed by two aides (one full time and one part time) to assist students in utilizing testing accommodations and provide academic and organizational support to students.	\$18,000 for Guided Study course	\$18,000

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide academic counseling as to proper class placement for students including publishing a Pathways for classes	The PVPHS Counseling department provides academic counseling by appointment to any student requesting it and also address all grade levels with specific, targeted grade level lessons delivered to all students through English classes. They offer meetings to all 10 th grade families to review high school course selection and plan for post-	\$23,595	\$23,595

	secondary goals. Pathways were published for all departments.		
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Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase supplemental materials to support new adoption of Science and Social Science standards	Science teachers purchased supplemental materials to support the new NGSS standards. Teachers also utilized sponsored grants to purchase supplemental materials.	\$10,000	\$1,050

ANALYSIS

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

CAASPP scores were reviewed both in Department Chair meetings and as a faculty. Departments then analyzed the data for their own practice within Department meetings. NHS tutors were available by self referral or as recommended by SST, 504 or IEP teams. A number of students utilized the zero period math tutoring but not a significant number to justify running the program during the 2018-2019 school year. Teachers utilized Chromebook carts to practice for CAASPP testing. Additionally, the new math textbook adoption provided additional opportunities for students to interact with math in an online format used for both assignments and testing in the math classroom. While specific data for increased student achievement through enrollment is Guided Study is not tract, enrollment greatly increased from 2016-17 school year to the 2017-18 school year. Sophomore Counseling continues to be an important and popular transition tool for PVPHS students. Pathways for classes were updated and referred to regularly by teachers and counselors when advising students. However, parents are still allowed to waive their students into classes above the teachers' recommendation per PVPUSD policy.

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

While the number of students who met or exceed standards on ELA and Math CAASPP testing decreased overall, there was also a decrease in the number of students who opted out of testing. In 2017, 6.5% of the juniors who were to be tested (555 out of 593)

opted out of CAASPP testing. This percentage decreased to only 2.5% in 2018 (584 out of 599). So while the scores decreased by 4 – 5% the number of students testing also increased by 4%. With current available data it is difficult to tell the exact impact these students had on scores for PVPHS overall.

It is also important to note that the number of students in the state of California who met or exceeded standards on ELA and Math CAASPP scores for 11th grade students decreased by nearly 4%.

The number of students who scored the top score of 5 on AP testing increased in 2018. Also worthy of note, is that the number of exams taken increased from 2017 to 2018 meaning more students had access to AP classes.

PVPHS maintained the 86% of graduating seniors who met A-G requirements thus qualifying for admission to University of California campuses. 92% of seniors in the class of 2018 completed more than the minimum requirements for graduation.

Both the average weighted and the average un-weighted GPAs increased from 2016-17 to 2017-18. This is a good measure of success in placing students in the appropriate classes and giving them the supports required to do well in those classes.

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

The proposed expenditures of Guided Study and 10th grade counseling sessions proceeded as expected. The purchase of supplemental materials was able to be supported by outside grant funds as well as site funds.

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.

PVPHS continues to put student academic success as a top priority and recognizes the need to support both high achieving students and those struggling. Moving forward, PVPHS would like to identify and analyze different available data to measure student success and the success of programs implemented to support that success.

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)

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 Tests (NDRT) and the Secondary Level English Proficiency (SLEP) tests

within the ELD program and on the Houghton Mifflin Reading Inventory given to all ELLs on site for the purpose of District reclassification.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes															
ELLs will increase in English Language proficiency from Fall 2017 to Spring 2018 as measured by the NDRT	Scores for ELD 1, 2, and 3 on the NDRT would increase from the Fall administration to the Spring administration	<p>Due to new District mandates for additional EL testing, the NDRT was not administered in the Spring.</p> <p>However, comparisons for Fall testing in 2017 to Fall testing in 2018 are as follows:</p> <table border="1"> <thead> <tr> <th>NDRT</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>ELD 1</td> <td>33.3</td> <td>21.7</td> </tr> <tr> <td>ELD 2</td> <td>43</td> <td>37.3</td> </tr> <tr> <td>ELD 3</td> <td>59.1</td> <td>55.0</td> </tr> </tbody> </table> <p>As noted in the 2017 SPSA, comparing this data is not particularly useful as the ELD student population changes dramatically from year to year with different levels of students coming into the program.</p>	NDRT	2017	2018	ELD 1	33.3	21.7	ELD 2	43	37.3	ELD 3	59.1	55.0			
NDRT	2017	2018															
ELD 1	33.3	21.7															
ELD 2	43	37.3															
ELD 3	59.1	55.0															
ELLs will increase in English Language proficiency from Fall 2017 to Spring 2018 as measured by the SLEP	Scores for ELD 1, 2, and 3 on the SLEP would increase from the Fall administration to the Spring administration	<p>Due to new District mandates for additional EL testing, the SLEP was not administered in the Spring.</p> <p>However, comparisons for Fall testing in 2017 to Fall testing in 2018 are as follows:</p> <table border="1"> <thead> <tr> <th>SLEP</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Listening</td> <td></td> <td></td> </tr> <tr> <td>ELD 1</td> <td>33</td> <td>31.3</td> </tr> <tr> <td>ELD 2</td> <td>61.4</td> <td>47.8</td> </tr> <tr> <td>ELD 3</td> <td>88.9</td> <td>79.2</td> </tr> </tbody> </table>	SLEP	2017	2018	Listening			ELD 1	33	31.3	ELD 2	61.4	47.8	ELD 3	88.9	79.2
SLEP	2017	2018															
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		<table border="1"> <tr> <td>SLEP</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>ELD 1</td> <td>47.2</td> <td>24</td> </tr> <tr> <td>ELD 2</td> <td>63.2</td> <td>54.9</td> </tr> <tr> <td>ELD 3</td> <td>84.9</td> <td>80.0</td> </tr> </table> <p>As noted in the 2017 SPSA, comparing this data is not particularly useful as the ELD student population changes dramatically from year to year with different levels of students coming into the program.</p>	SLEP	2017	2018	Reading			ELD 1	47.2	24	ELD 2	63.2	54.9	ELD 3	84.9	80.0
SLEP	2017	2018															
Reading																	
ELD 1	47.2	24															
ELD 2	63.2	54.9															
ELD 3	84.9	80.0															
ELL will increase English Language proficiency as measured by the Reading Inventory given to all ELLs on site	Scores on the Reading Inventory testing would increase for all EL students at PVPHS	The Reading Inventory was administered to EL students in October 2017 and April 2018. Reports provided show growth in Lexile scores for 53% of students tested on both dates.															

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer NDRT to students identified as Limited English Proficiency (LEP)	Students identified as LEP were administered the NDRT in September 2017. Due to new district mandated requirements, students were not administered the NDRT in May but were tested again in September 2018.	None	None

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer SLEP test to students identified as LEP	Students identified as LEP were administered the SLEP in September 2017. Due to new district mandated requirements, students were not administered the NDRT in May but were tested again in September 2018.	None	None

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer Houghton Mifflin Reading Inventory to all EL students	All EL students were participated in the Reading Inventory testing in October and May.	None	None

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide additional staffing support to ELD classrooms	PVPHS staffs one classroom aide dedicated to assisting ELD students in the ELD classroom/program.	\$36,000	\$18,000

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Participation by ELD Site Representative and Site Administration in professional development	ELD Site Representative participated in professional development provided by the District as put on	\$15,000	District covered cost

provided by PVPUSD and outside providers.	by the Teacher on Special Assignment (TOSA) and other district officials. Site Administration worked closely with the ELD Site Representative and District TOSA to help maintain and implement the ELD program and new assessment requirements.		
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Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Disseminate strategies presented at district level professional development to General Education teachers	Professional Development offered at the district level was targeted toward implementation of the new required assessments for all ELs including the CELDT and SRI. General Education teacher proctors were included in trainings on how to administer the CELDT.	\$5,000	District covered cost

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase materials to support instruction	A ChromeBook cart of 40 ChromeBooks was purchased in order to support EL students in General Education Social Science courses.	\$10,000	\$15,000

ANALYSIS

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

Many changes at the district level were made to the EL program during the 2017-2018 school year including the implementation of district wide assessments and the addition of a Teacher on Special Assignment (TOSA) overseeing the District's EL program. Because of these changes, PVPHS was focused on the implementation of the new assessments which required sending proctors to district trainings and organization of EL testing site wide.

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

As noted in the 2017 SPSA, comparing NDRT and SLEP data from year to year is not particularly useful as the ELD student population changes dramatically with different levels of students coming into the program with different experience and background with the English language. A better tool to measure success of EL students should be developed and implemented.

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

PVPHS was fortunate that PVPUSD supported sub costs to allow for the site ELD lead to attend professional development at the District. The purchase of the Chromebook carts exceeded the proposed budget.

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.

PVPHS is dedicated to improving measures of growth for the ELD population. The Reading Inventory will continue to be implemented this year to all EL students site wide. PVPHS also recognizes that there are other groups on campus who could benefit from consistent monitoring and analysis of available data.

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.

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.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																																																				
Maintain or increase attendance	<p>Maintain or increase attendance levels from 2016-2017 baseline of:</p> <table border="1"> <thead> <tr> <th colspan="3">Attendance 2016-17</th> </tr> <tr> <th>Grade</th> <th>Perfect</th> <th>Good</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>25%</td> <td>57%</td> </tr> <tr> <td>10</td> <td>23%</td> <td>58%</td> </tr> <tr> <td>11</td> <td>20%</td> <td>57%</td> </tr> <tr> <td>12</td> <td>9%</td> <td>52%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Attendance 2016-17</th> </tr> <tr> <th></th> <th>Not Good</th> <th>Bad</th> <th>Very Bad</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>13%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>10</td> <td>12%</td> <td>5%</td> <td>3%</td> </tr> <tr> <td>11</td> <td>13%</td> <td>7%</td> <td>3%</td> </tr> <tr> <td>12</td> <td>21%</td> <td>11%</td> <td>9%</td> </tr> </tbody> </table> <p>*Percentages are rounded</p>	Attendance 2016-17			Grade	Perfect	Good	9	25%	57%	10	23%	58%	11	20%	57%	12	9%	52%	Attendance 2016-17					Not Good	Bad	Very Bad	9	13%	5%	2%	10	12%	5%	3%	11	13%	7%	3%	12	21%	11%	9%	<p>Attendance from 2017-2018 school year is as follows:</p> <table border="1"> <thead> <tr> <th colspan="3">Attendance 2017-18</th> </tr> <tr> <th>Grade</th> <th>Perfect</th> <th>Good</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>22%</td> <td>60%</td> </tr> <tr> <td>10</td> <td>22%</td> <td>56%</td> </tr> <tr> <td>11</td> <td>19%</td> <td>56%</td> </tr> <tr> <td>12</td> <td>6%</td> <td>48%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Attendance 2017-18</th> </tr> <tr> <th></th> <th>Not Good</th> <th>Bad</th> <th>Very Bad</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>10%</td> <td>5%</td> <td>3%</td> </tr> <tr> <td>10</td> <td>14%</td> <td>5%</td> <td>4%</td> </tr> <tr> <td>11</td> <td>14%</td> <td>7%</td> <td>5%</td> </tr> <tr> <td>12</td> <td>21%</td> <td>13%</td> <td>12%</td> </tr> </tbody> </table> <p>*Percentages are rounded</p>	Attendance 2017-18			Grade	Perfect	Good	9	22%	60%	10	22%	56%	11	19%	56%	12	6%	48%	Attendance 2017-18					Not Good	Bad	Very Bad	9	10%	5%	3%	10	14%	5%	4%	11	14%	7%	5%	12	21%	13%	12%
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Decrease the number of suspensions by at least 10% from baseline.	<p>A total of 29 students were suspended during the 2016-2017 school year. A decrease of 10% would be about 26 students.</p>	<p>A total of 27 students were suspended during the 2017-2018 school year.</p>																																																																																				

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Review referral process with staff	Administration reviewed updates to the Discipline policy in Faculty meetings and Department Chair Meetings. The Discipline policy is also outlined in the Faculty Handbook (Behavioral Intervention Handbook) which is available to all staff electronically.	None	None

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide Professional Development to staff on shift in discipline laws and polices	LACOE representative Vincent Bravo presented to all staff during a Faculty meeting on changes to California law regarding discipline and policies. Administration reviewed effect and updates to site Discipline policy with staff.	None	None

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Present Discipline Policy to all students at Back to School Assemblies	Administration reviewed Discipline Policy will all grade levels at Back to School Assemblies in August 2017.	None	None

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Open Student Center	The Student Center was open to students the entirety of the 2017-18 school year. The Center also hosted a community open house to inform parents and the community about the services provided by the center. One Student Support Specialist (SSS) was housed in the Student Center to provide therapeutic services to students in need and regular sessions to recommended students.	\$10,000	\$12,566.82

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Refer students to SSS as appropriate	The PVPHS Counseling Department worked closely with CASSY SSS provider to develop a system to refer students and monitor progress. Students are referred to the SSS by their counselor (CASSY Student Support Specialist High School Referral Form) who will assess for further services. Parents are contacted to receive approval if continued services are recommended by the SSS. Students may also self-refer for services. Parent permission is	None	None

	required in that case as well. SSS will monitor progress and advise the counseling team on steps or supports needed as appropriate.		
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Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement interventions as outlined in Discipline policy	Interventions used during the 2017-2018 school year include referral to substance abuse counselor (Outlook), referral to Student Support Specialist, referral to SST meetings, and alternatives to suspension (Saturday school, paper pick up, community service, peer mediation, etc.)	None	None

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Gather data from Aeries and review first semester discipline records, attendance, and SSTs	Administration, counseling, and teachers routinely monitor at risk students and work collaboratively to develop individualized plans to help best support students in need.	None	None

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide continued support to faculty as needed to insure the proper implementation of Discipline Policy	Support to faculty was provided through information disseminated at faculty meetings, discussed at Department Chair meetings, and addressed in one on one meetings between staff and administration. Staff also have access to the entire Behavioral Intervention Handbook.	None	None

ANALYSIS

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

Administration reviewed the discipline policy with all staff at a Faculty meeting before school started. An expert from LACOE, also presented at this meeting to give staff a background of the recent changes in law and perspective on suspensions. The discipline policy was also made available to all staff online in the Faculty Handbook. During school wide Back to School assemblies, administration reviewed the discipline policy with all students.

PVPHS successfully opened the Student Center in Fall 2017. The center is available to all students throughout the school day and housed the Student Support Specialist (SSS) who provided therapy services to referred students. The SSS has become a critical support for PVPHS students and is utilized as an intervention by SST teams to help students in need.

Analyzing data continues to be an area of continued growth for PVPHS. The counseling office and administration analyzes data to determine at risk students and SST meetings are then called to develop strategies and interventions to help the student be successful in the given area of need.

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

PVPHS administration, counselors, and teachers worked collaboratively throughout the year to support individual students in need through supports, services, and interventions available.

When comparing the percentage of students who had “perfect” or “good” attendance from the 2016-17 school year to the 2017-18 school year, every grade level saw a decrease in attendance (see chart above).

The number of suspensions decreased by about 7% from the previous year in part due to a number of interventions utilized as other means of correction to suspensions. One area of growth identified is the need to monitor students continued progress after an intervention, support, or service has been provided.

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

The Student Center did go over budget due to unforeseen expenses that came out of site accounts rather than district. However, these costs are all for the initial set up of the Student Center and thus onetime costs.

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 opening of the Student Center has been a success in that many students are accessing both the open-door policy and the referral services with regularity. One area of growth could be expanding the SSS’s ability to meet the needs of more students by hiring an additional SSS to support the growing demand for services. PVPHS also recognizes the need to continue to work on school culture and increasing support for interventions for students struggling academically, emotionally, or with their health.