School Plan for Student Achievement (SPSA)

Purpose and Description
The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan.

At Palos Verdes High School, the focus of this plan revolves around increasing academic achievement through school wide PLC teams, CRT, NGSS, and IAB professional development for teachers, using MTSS strategies to support all students, and providing a variety of ways to educate parents, students, and the community about student health and wellness.

In alignment with the PVPUSD District’s Local Control Accountability Plan (LCAP), the Palos Verdes High School’s SPSA addresses all three approved LCAP goal categories and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:
1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement
Involvement Process for the SPSA and Annual Review and Update
Palos Verdes High School consulted with its School Site Council to go through the SPSA/Annual Review and Update. Ms. Carpenter and Ms. Hafer presented a draft of the SPSA and explained each goal and action item. Members of school site council were then divided into four groups and were asked to take a deeper look at each goal and action item and then provide feedback. Input was also gathered from other stakeholder groups such as department leads, whole school staff, ELAC, and the PTSA. The SPSA was reviewed at each SSC meeting throughout the year and was used as a continuous guideline of PVHS’ goals for the year.

Dates for Review:
Resource Inequities

Palos Verdes High School consulted with its School Site Council to go through the SPSA/Annual Review and Update. Due to the small number of EL student population on campus, a separate ELAC meeting was not held and could result in inequities.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

PVHS will focus on creating collaborative teams in subject alike groups to align course content and create common assessments to create data and inform practice. PVHS will work with the FAC to develop facilities priorities and site upgrades.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
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<td>25 out of 31 students are at Level 3 or 4</td>
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<td>ACT Scores</td>
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<td>Continue to increase by 5 points in all categories and exceed the state average</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>98.3%</td>
<td>100%</td>
</tr>
<tr>
<td>CA Dashboard</td>
<td>Orange Suspension Rate for all student groups except SPED and Low SES</td>
<td>Yellow or Green for all student groups</td>
</tr>
<tr>
<td>CA Dashboard</td>
<td>Overall Green ranking for College and Career readiness; Hispanic and SPED population red ranking</td>
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</tr>
<tr>
<td>AP Pass Rate</td>
<td>75%; 682 students took 1375 tests overall</td>
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<tr>
<td>AP Data</td>
<td>106 AP Scholars, 60 w/Honors, 81 w/distinction, 13 National AP scholars, 2 Capstone Diploma</td>
<td>Increase in all categories</td>
</tr>
<tr>
<td>SARC Report</td>
<td>7 teacher misassignments</td>
<td>0 teacher misassignments</td>
</tr>
<tr>
<td>SARC Report</td>
<td>Overall facility repair status: Fair (pest control, plumbing, canopy repair, misc. Projects)</td>
<td>Overall facility repair status: Good</td>
</tr>
</tbody>
</table>

### Actions Taken on Goal (Strategies/Activities Completed)

### Students to be Served by this Strategy/Activity

**Action 1**

**All Students**

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.
Weekly technology meetings with Administrators
FAC committee in place to prioritize site needs
Additional chrome books purchased to support each department
District technology work order system implementation
Site-based technology check out system
District facilities work order system used to maintain facilities
Facilities approval process used to add new water fountains on campus, drama seating, and other miscellaneous projects supplemented and paid for by parent donations

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misc. Facilities Projects</td>
<td>Booster Club, PTSA, Specific program donations</td>
</tr>
</tbody>
</table>

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction/District Office to ensure skilled site staffing.

BTSA Training and Support
Aspiring leader workshops
Professional development and conferences offered as requested by teachers/department
More collaboration time amongst classes where there are two teachers teaching the same subject

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District training offered (BTSA and Leader)</td>
<td>No cost</td>
</tr>
<tr>
<td>PD and conferences at misc. costs</td>
<td>Site</td>
</tr>
</tbody>
</table>
School Year: 2019—2020

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes core content areas, ELD, VAPA, World Language, and College/Career Readiness.

- Bi-Weekly collaborative team meetings
- Collaborative team forms and documentation
- Curriculum alignment activities
- Common assessments and rubrics
- Department meetings and agendas for vertical alignment
- Use of interim assessments to prepare for CAASPP testing in Science, Math, and ELA
- Use of data from interim assessments to inform instruction and planning
- Review/creation of subject alike pacing guides
- Review/creation of subject alike essential standards and questions per quarter
- Use of technology such as Albert, Turnitin, etc. To enhance curriculum and instruction
- District wide professional development focusing on new standards, framework, and curriculum
- AP Teacher conferences and trainings for new/updated courses

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>$5,000: Albert</td>
<td>Booster Club</td>
</tr>
<tr>
<td>$6,000: Turnitin.com</td>
<td>Booster Club</td>
</tr>
<tr>
<td>PD and conferences at misc. Costs</td>
<td>Site Discretionary</td>
</tr>
</tbody>
</table>

Action 4

EL, SPED, Low-Income, Foster, Homeless, Military, LGBTQ

Increase awareness of special populations and student's unique needs throughout the year. Staff meetings will focus on trainings towards culturally relevant teaching. Trainings will also include office staff to recognize students with special needs and how to best address/meet their needs. CRT trainings will focus on at risk populations including, LGBTQ, SPED, Low-income, and EL groups.
• EL Strategy trainings at staff meetings throughout the school year
• CRT Trainings
• Coronation Day whole school lessons
• Live from 205 commercials
• Diversity Week
• Yellow Ribbon Week
• School wide summer reading to connect to curriculum and content
• Mindfulness Class
• Wellness Center
• Student Support Specialists and specific grade level training/information sessions

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3000: Coronation Day</td>
<td>ASB Funds</td>
</tr>
<tr>
<td>$3000: CRT Budget</td>
<td>Site Discretionary</td>
</tr>
</tbody>
</table>

Goal 2

Provide a comprehensive and inclusive instructional program to provide measurable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

Identified Need

PVHS will focus on using MTSS strategies to meet the instructional learning needs of all students.

Annual Measurable Outcomes
### Metric/Indicator

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<tr>
<td>AP Pass Rate</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>SARC Report Staffing</td>
<td>7 teacher misassignments</td>
<td>0 teacher misassignments</td>
</tr>
<tr>
<td>AVID Data</td>
<td>87% of AVID students matriculating to a 4 year college; 80% of 2019 graduating class enrolled in at least one AP or Honors class; 12% of overall students enrolled in AVID for 19-20 school year</td>
<td>90% matriculating to a 4 year college; 85% enrolled in at least one AP or Honors class; Increase overall percentage of students participating in AVID to 15%</td>
</tr>
<tr>
<td>504 Student data</td>
<td>159 students receiving 504 accommodations</td>
<td>NA</td>
</tr>
<tr>
<td>IEP Student data</td>
<td>140 students with an IEP</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Actions Taken on Goal (Strategies/Activities Completed)

### Students to be Served by this Strategy/Activity

### Action 1

English Language Learners
• Use ELPAC data to appropriately place students in classes and identify areas of strength and need
• Use CAASPP data to appropriately place students in classes and identify areas of strength and need
• Work with EL coordinator to monitor student progress
• Work with EL coordinator to teach EL elective course to provide intervention for students
• Work with EL coordinator to provide teachers and students to ensure student success with general education classes
• Continue to build EL program in alignment with ELD Standards by 2021
• Continue to provide staff with updated policies, changes, and strategies to be used in all classrooms to meet the needs of EL learners
• Math intervention program available for additional support

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
</tr>
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Action 2
Special Education/Receiving Tiered Supports

• Opportunities for collaborative classes to increase student access to general education classes
• Ensuring that all SPED classes are taught by highly-qualified credential teachers
• Guided study classes offered to support student organization and study skills
• One to one support for students with para educator and behavior interventionist as indicated per IEP
• Slower paced math, science, history, and English classes to meet students’ learning needs
• School psychologists available to meet student social and emotional needs
• Math intervention program available for additional support
• Opportunities to receive diploma or certificate of completion

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
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<th>Amount(s)</th>
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<tbody>
<tr>
<td>NA</td>
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Action 3
Gifted and Talented Students (GATE)

- Variety of AP and Honors level classes offered
- PSAT offered to all juniors
- PreACT offered to all sophomores
- Opportunities to participate in academic programs such as NHS, CSF, and a variety of honor societies
- Variety of extra-curricular classes (PVIT, Science Research, etc.)
- Dual Enrollment opportunities with community colleges

Proposed Expenditures for this Strategy/Activity

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Action 4

All Students

- AVID Program
- Math Intervention Program
- Wide variety of classes offered meeting A-G requirements
- PSAT offered for all Juniors
- PreACT offered for all Sophomores
- YouScience offered for all Sophomores
- Zero period course offerings to increase number of classes available
- SCROC classes
- Dual enrollment offerings with community colleges
- CCC workshops, college visits, presentations, etc.
- Extracurricular classes/electives
Proposed Expenditures for this Strategy/Activity

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<tbody>
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Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, Advanced Placement Participation and Pass Rates, Site Extra-/Co-Curricular Program Participation Information, and A-G Completion/Graduation Rates where appropriate.

Identified Need

PVHS will focus on raising achievement in the area of Math and ELA for the CAASPP test, AP participation rate, and the overall AP test pass rate. PVHS will continue to focus on providing ample opportunities for students to be involved and connected to the school through a variety of extra-curricular opportunities and our signature program offerings.

Annual Measurable Outcomes

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AP Pass Rate | 75%; 682 students took 1375 tests overall | 77%
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ACT Scores | Average scores for all categories higher than the state average (ex. English 27.1 vs. 22.4) | Continue to increase by 5 points in all categories and exceed the state average

### Actions Taken on Goal (Strategies/Activities Completed)

### Students to be Served by this Strategy/Activity

**Action 1**

**All Students**

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site in addition to what is district provided

- CAASPP data presentation and review during staff meetings, SSC, and dept. leads
- AP data presentation and review during staff meetings, SSC, and dept. leads
- CA Dashboard data presentation and review during staff meetings, SSC, and dept. leads
- Interim assessment data used to inform instruction in Math and ELA
- Practice CAASPP data used to inform instruction in Math and ELA
- Testing Committee meetings to review best practices during testing and deeper analysis of data
- Testing Committee meeting to review AP data and strategies to increase AP participation
- AP teacher collaboration meetings to review best practices for AP classes
- AP teacher collaboration meetings to learn about new CollegeBoard platform and best practices of incorporation into the classroom
Collaboration teams incorporated in all disciplines to work towards identify essential standards, creating common assessments, and using data to inform instruction
- Counselor meetings to review A-G completion rate and strategies to increase percentage of students meeting A-G requirements
- Counselor meetings to review graduation rate and strategies to increase percentage of students graduating to 100%
- Math intervention class available to meet learning needs of students
- Common Assessment benchmarks for 11th grade math
- Misc. textbook adoptions
- Additional chromebook carts added to increase student accessibility to technology

## Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Adoptions</td>
<td>District Funds</td>
</tr>
<tr>
<td>Chromebook carts</td>
<td>Booster, site, PTSA</td>
</tr>
</tbody>
</table>

## Action 2

All Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Use of collaboration teams to create common assessments with a focus on essential standards where teachers can use data to inform instruction and next steps in the classroom

Use of IAB and interim assessments in ELA and Math to give students the opportunity to practice skills and allow teachers to use data to inform instruction and next steps in the classroom

Use of math intervention class to support students targeted math skill needs

YouScience and PreACT for all Sophomores
PSAT for all Juniors with analysis reports provided by CollegeBoard
SST Process update to reflect “skill vs. will” Supports
After school study skills class sponsored by PTSA

## Proposed Expenditures for this Strategy/Activity
School Year: 2019—2020

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### Action 3

All Students

Students will be provided access to counseling for goal setting, academic pathway planning, course access, post-secondary opportunities, and graduation requirements.

College and Career Center Presentations including: College visits, Out of state college fair, financial aid night, college essentials toolkit series, essay readings, informational presentations in English classes for seniors and juniors

College and Career Center appointments as needed for individual student pathway planning

Counseling office presentations including: Grade level presentations regarding college, scheduling, next steps, class selection, and more

Counseling office presentations during English classes for all grade levels regarding class selection, college application process, graduation requirements and more

Sophomore family guidance meetings

Annual review of PVHS course handbook and educational planning guide

AVID

### Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Guidance Lessons</td>
<td>Site Funds (if needed)</td>
</tr>
</tbody>
</table>

### Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Graduation Rates, Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates,
State Assessment Participation Rates, Discipline Data, School Connectedness Data, SSS/Counselor Caseload Data

**Identified Need**

PVHS will continue to focus on creating a safe environment for all students through decreasing the suspension rate by providing a variety of interventions for students prior to suspension. PVHS will focus on raising attendance rates and decreasing truancy rates to ensure student success and increase the graduation rate. PVHS will also focus on creating a positive school climate through leadership opportunities such as ASB, BTC, Link Crew, Signature Programs, Clubs, and more. PVHS will use the CRT team to focus on training staff in creating an inclusive environment in their classrooms and around school.

**Annual Measurable Outcomes**

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<tr>
<td>Graduation Rates</td>
<td>99.8%</td>
<td>100%</td>
</tr>
<tr>
<td>CHKS Results</td>
<td>312 9th graders: 64% reported having a caring adult relationship; 69% perceived school as safe; 34% expressed chronic sadness; 20% reported current alcohol or drug use; 16% considered suicide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>292 11th graders: 71% reported having a caring adult relationship; 76% perceived school as safe; 36% expressed chronic sadness; 45% reported current alcohol or drug use; 15% considered suicide</td>
<td>Continue to provide MTSS supports and interventions to all students to decrease reports of sadness, suicide ideation, and substance abuse while increasing percentage of students who feel safe at school and who have at least one caring adult relationship</td>
</tr>
<tr>
<td>Metric/Indicator</td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Attendance Data</td>
<td>2.7% chronically absent; 96.35% yearly total for 18-19;</td>
<td>Increase overall ADA to 97% yearly total for 19-20 school year</td>
</tr>
<tr>
<td>Discipline Data</td>
<td>56 incidents of substance abuse reported for 18-19 school year; 33 Total suspensions (16</td>
<td>Decrease the number of suspensions by increasing the number of supports/interventions provided to all students through MTSS</td>
</tr>
<tr>
<td></td>
<td>less than the previous year);</td>
<td></td>
</tr>
<tr>
<td>Caseload Analysis</td>
<td>RSP Case Carriers 25-27 students</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>SDC Case Carriers 10-20</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement Rates</td>
<td>PTSA: 65% participation rate</td>
<td>Increase number of parents involved by 5% in both PTSA and Booster Club</td>
</tr>
<tr>
<td></td>
<td>Booster: 40% participation rate</td>
<td></td>
</tr>
<tr>
<td>School Connectedness Data</td>
<td>59% of students participate in at least one athletic program</td>
<td>Increase number of students connected to school programs by 5% in each category</td>
</tr>
<tr>
<td></td>
<td>5% participate in BTC or ASB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23% participate in at least one signature program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>269 students participate in at least one athletic program AND a leadership class/signature program</td>
<td></td>
</tr>
</tbody>
</table>

**Actions Taken on Goal (Strategies/Activities Completed)**

**Students to be Served by this Strategy/Activity**

**Action 1**

**All Students**

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.
• PTSA
• Booster Club
• PEF
• Korean Parent Group
• Chinese Parent Group
• Signature Program such as Yearbook, Live from 205, PVIT
• Diversity Week
• BTC Activities and Programs
• Wellness Center Programs
• Mindfulness Class/programs
• Club Rush
• ASB Activities and Programs
• Link Crew
• Red Tide
• Honor Society Participation
• Foreign Language Clubs
• Coronation Day
• Principal’s Advisory Committee
• Student Diversity Committee
• AVID Leadership student positions

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
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</table>

Action 2

All Students
Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

• Daily Bulletin
• Tyner’s Top 10
• Misc. Constant Contact notifications to all stakeholders
• PEF Speaker Series
• RRW Parent Night
• Reality Party
• CCC Parent Education Nights
Counseling Office Parent Education Nights
- PTSA Meetings and Guest Speakers
- Safety drills (earthquake, fire, etc.)
- Back to School Night
- Open House
- Welcome Wagon
- Sports Parent Night/Meetings
- Booster Club Meetings
- AVID parent night
- PVIT Open House
- School Site Council
- Social Media (Twitter and Instagram)

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30,000: Open House</td>
<td>Site/ASB</td>
</tr>
<tr>
<td>TBD: Reality Party</td>
<td>PTSA</td>
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</table>

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

- Discipline Committee
- Progressive Discipline supports and interventions/PBIS
- Coronation day
- Mindfulness Class/programs
- Wellness Center programs
- Counseling grade level lessons for students for college process and scheduling
- Crisis hotline numbers on all student IDs
- Counseling Healthy Youth Act Implementation (14 lessons)
- Suicide prevention lessons for students
- Suicide prevention training for all staff
- Student surveys to gain and understand student perspective
- Variety of clubs to provide student voice and leadership opportunities
Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD: Coronation Day</td>
<td>Site, ASB, PTSA</td>
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Annual Review

SPSA Year Reviewed: 2018-2019

At Palos Verdes High School, the focus of this plan revolves around increasing academic achievement through school wide PLC teams, CRT, NGSS, and IAB professional development for teachers, using MTSS strategies to support all students, and providing a variety of ways to educate parents, students, and the community about student health and wellness.

Analysis

Goal #1 focuses on the maintenance of district facilities and a highly-skilled staff to create a school environment in which all students receive access to the curriculum at the highest level. While there was a decline in AVID participation and CAASPP state test scores, the AP Passage rate stayed at 75%. Student’s ACT and SAT scores are higher than the California average and the school received an overall green ranking on the CA Dashboard indicator to evaluate College and Career Readiness. In working with the FAC, PVHS continues to hope to upgrade site infrastructure, plumbing, electrical, HVAC, and other large-scale projects such as MPR renovation and site safety fencing. Overall implementation of strategies has led to positive impacts on the articulated goal #1.

Collaboration with district technology and parent groups to fund additional chromebooks and technology resources was successful in helping to implement more devices on campus for students to use to access the curriculum and use to create meaningful assessments such as the IABs in English and Math. Also, with the implementation of new AP course changes, many teachers were able to attend AP conferences over the summer to learn about new resources, changes, and have the opportunity to collaborate with other AP teachers.

One specific change made to this goal is a school wide focus on professional learning teams as a way to increase overall student achievement, create benchmark assessments, and focus on a collaborative culture of best practices in all disciplines and classrooms. This is being done this year through a specified late start Wednesday calendar which guides PLC teams through a step by step process of creating group norms, establishing essential standards, reviewing linear alignment within the department, creating common assessments, and finally analyzing data to be used to improve
instruction in the classroom. The hope is that with this focus, test scores will raise in all categories as well as more students will feel prepared to take higher-level classes, etc. Throughout the year, we will also continue to offer CRT trainings to staff to make sure that we are meeting the social and emotional needs of all of our students on campus and working to create an inclusive environment. This effort was continued this year with a school wide coronation day to emphasis to all students the importance of respect, compassion, and empathy.

Goal #2 focuses on providing an instructional program that raises achievement for all students. While a variety of strategies were implemented, there was a decline in CAASPP scores overall. Despite this drop in state test scores, the AP passage rate of students continued to stay at 75%.

There are few differences between the intended implementation and budgeted expenditures for goal #2. Many teachers were able to attend AP conferences and other professional development workshops over the summer to learn about new resources, changes, and have the opportunity to collaborate with other AP teachers. The district also continued to provide training for all teachers, specifically for NGSS and IAB implementation for Math and English teachers. A specific intervention program was not developed school wide, but was developed for math specifically with the help of district funding.

In addition to the CAASPP testing data, ELPAC, AVID, and specialized student group data has been added to this goal. With this in mind the EL coordinator will continue to work with the staff on presenting strategies that can be used to increase access to the general education curriculum for EL students. Data looking at the overall number of students receiving accommodations through a 504 plan or IEP is also added to begin to show overall trends for student needs. The PreACT and PSAT are still continued to be offered to all students with the support of our parent groups as well as a wide variety of instructional classes and programs both on campus and in the community through programs such as SCROC and dual enrollment.

Goal #3 focuses on providing a rigorous instructional program with the goal of raising achievement in the area of Math and ELA for the CAASPP test, AP participation rate, and the overall AP test pass rate. PVHS will continue to focus on providing ample opportunities for students to be involved and connected to the school through a variety of extra-curricular opportunities and our signature program offerings.

There were no major differences between the intended implementation and budgeted expenditures to implement the strategies to meet the articulated goal. Chromebook carts were added to the site with the help of site, district, and parent organization funds so that students can access the curriculum through other means of technology.

The testing committee will continue to meet to evaluate the most effective way in which state testing can be done on site. This committee will also work on the implementation of IAB assessments in order to prepare students for state testing and use data to inform instruction. The counseling office has continued to partner with the CCC in order to provide informational meetings and presentations for all students about the variety of pathways and courses available at PVHS to meet student’s individual learning goals and objectives. SAT and ACT data was added to this goal to provide a more comprehensible view of student achievement on a variety of assessment data. The implementation
of school wide PLC teams will also play a large role in meeting this goal going forward by providing all staff the opportunity to create and analyze common assessments that can lead to a direct correlation to instructional needs in the classroom.

Goal #4 focuses on creating an overall positive school climate. The Challenge Success survey and BTC survey were not administered again but a variety of other measures were used and added as data points. The CA Dashboard indicator reflected a decline in suspension rates overall for all students with the use of intervention strategies and outreach programs on campus and in the community. Attendance continues to be a focus school wide with a goal of 97% average ADA for the current school year by decreasing student truancies.

There were no major differences between the intended implementation and budgeted expenditures to implement the strategies to meet the articulated goal. The CHKS survey was implemented, analyzed, and presented in conjunction with the CSSP. A target security plan was put in place to provide security officers with an easier way to see what students are supposed to be on campus and which are not. This includes the addition of a School Resource Office and Raptor Visitor management system in the main office. There continue to be a variety of parent organizations and groups that encourage parent participation within the school program. Within these parent organizations are multiple opportunities for parent education, collaboration, and communication from school and community officials.

One of the main additions to this goal is the addition of school connectedness data. By beginning to track student connectedness data we are able to see trends and comparisons between other data points such as the CHKS. The discipline committee will also be using a school wide student survey to initiate work on understanding cheating across campus and the reasons behind an increase in student cheating. The continued use of CRT professional development will help all staff to create a safe space for students on campus and create an inclusive campus that focuses on respect, empathy, and compassion. Programs such as Outlook, the Wellness Center, and Mindfulness will all continue to be implemented to provide supports to all students' social-emotional health. Parent involvement data was also added to allow PVHS to track parent connectedness in relation to student connectedness.