

The Single Plan for Student Achievement

Quartz Hill Elementary

School Name

19-65102-6023584

CDS Code

Date of this revision: November 29, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Westside Union Elementary School District

School District

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The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Mission Statement

Quartz Hill Elementary assists in developing a community of life long learners that demonstrates the knowledge, skills, and values required to be a productive global citizen.

Vision

Quartz Hill Elementary is a community for all members to be there best, everyday for the benefit for every student.

III. School Profile

Quartz Hill Elementary School is one of twelve schools in the Westside Union School District located on the Westside portion of the Antelope Valley. The staff, parents, and students of the school are committed to a highly structured standards-based educational experience. In addition to academic excellence, the school strives to develop good character in all students by teaching and modeling what it means to be trustworthy, responsible, fair, honest, and compassionate.

The school currently serves approximately 900 students in pre-school through sixth grade. Quartz Hill Elementary is a walking school. Buses only transport students with special needs. A state-funded Special Education preschool is housed on the Quartz Hill Elementary Campus. The population of Quartz Hill students are composed of 52% socioeconomically disadvantaged, 10% English Learners, and 2% foster youth.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Math, Language Arts, Reading, Science, and History curriculum, instruction and materials are directly aligned to district and state content and performance standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

District provides textbooks and curriculum that is standards-based.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff members have the opportunity to attend staff development to address the alignment of standards, assessed student performance, and professional needs.

BTSA provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. Administrative training is offered to administrators and teachers to provide help in interpreting CAASPP results and using those results to plan instruction.

4. Services provided by the regular program to enable Underperforming students to meet standards:

At Quartz Hill Elementary, our school site council is very supportive of the programs we offer to under performing students. With our Title I funding, we provide tutoring programs outside of the school day and instructional aides in the primary grades within the school day that focus on developing on foundational literacy skills.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

Services provided by categorical funding to enable under performing students to meet the standards include: use of the district psychologist to provide data which drives the school's testing analysis for improvement, aide time for direct assistance to under performing students. Training for teachers to increase effectiveness of classroom instruction.

6. Use of state and local assessments to modify instruction and improve student achievement:

Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Since all classes are sorted by an equal amount of low, medium, and high students, all teachers have experience with low or under-performing students.

8. Family, school, district and community resources available to assist these students:

Low performing students are provided assistance in a variety of ways. Parent-teacher conferences provide recommendations for parents to further their children's academic success and behavioral concerns in the classroom. Homework may be modified to address students' needs. Parent volunteers work one-on-one or with small groups to assist students experiencing difficulties. The school provides helpful information to parents in the monthly school

newsletter. The student handbook and first day packet provide parents information on available programs for at-risk students. Grade level meetings are held monthly to discuss strategies to assist low performing students. The district provides information at parent meetings, including the District Advisory Committee, for parents to access help for their children in school. Principals are provided information in the form of sharing, flyers, and training at Principal's meetings and administrative sessions. W.A.V.E., Westside's educational foundation, provides grant monies for schools and teachers to supplement the programs provided at each school. An after-school program, YMCA, provides time and assistance for students to complete homework prior to being picked up by a parent. Community organizations such as the Boy and Girl Scouts and sports groups provide outlets for students who may need the modeling provided by appropriate organizations in the community.

9. School, district and community barriers to improvements in student achievement:

Like all schools and districts, there are barriers to improvements in student achievement. In our community, one of the challenges our schools face is the commuting time for many of our parents. Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is also a portion of our schools' population who face economic barriers. For some of the schools that have a country population, there are some of the students who do not have the normal amenities such as running water and electricity. In the schools within the city limits, there are also those who face the typical issues surrounding poverty. One of our schools also draws part of its population from a local shelter for battered women. This means that there are bigger concerns on their mind than the educational process. Also, this lends itself to a great deal of transience.

10. Limitations of the current program to enable Underperforming students to meet standards:

The effectiveness of the current instructional program would be enhanced by:

- On-going staff development in the areas of
- Knowledge of the state-adopted frameworks and content standards
- Use of assessment data to guide and inform instruction
- Differentiation of instruction, particularly for ELL, special needs and at-risk students
- Inclusion of special needs students into the general education environment
- Vertical articulation of curriculum from one grade level to the next
- Well-developed parent education program that familiarizes parents with the content standards, STAR program and requirement of NCLB and ways that they can support the instructional program
- Effective use of technology to support the instructional program and to facilitate the analysis of assessment data
- Increased time to provide remediation for those students determined to be at-risk
- Universal Access
- ELD
- Maximizing instructional time

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) Language Arts Goal #1 For improving Student Achievement: By May of 2017-2018 school year, at least 85% of Quartz Hill students will increase achievement by 3% in the exceeded, standards met, and standards nearly met in the area of English Language Arts as measured by district benchmarks, interim assessment data, and CAASPP testing.					
Student groups and grade levels to participate in this goal: All Quartz Hill Elementary students.		What data did you use to develop this goal.? The School Site Council reviewed SBAAC achievement data to develop a goal that was focused on growth but attainable.			
What were the findings from the analysis of this data? When reviewing performance data, many of our students made growth. However, as a school, we did not see the growth.		How will the school evaluate progress made toward achieving this goal? State and district testing of contents standards. district assessments, CAPA, state assessment, Performance assessments.			
SCHOOL GOAL #1					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide a standards-based aligned curriculum in all classrooms. 1. All instructional materials align with the standards 2. Implement Professional Learning Community (PLC) and provide time to review standards, pacing plans, and benchmarks. 3. Use of year-long pacing plans. 4. Regular analysis of student work to ensure progress toward mastery of content standards. 5. Purchase and duplicate needed materials/supplies, equipment and technology. LEAP 1.1a p.21, 3.1e p.44, p.17		2017-18	1. District 2. Staff salaries 3. Staff salaries 4. Staff salaries 5. , Supplies, Duplicating, and Technology	1. No cost 2. No cost 3. No cost 4. No cost 5. 15,000.00 (8,000 base fund and \$7,000 Title I)	1. N/A 2. N/A 3. N/A 4. N/A 5. Base fund and Title I

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials/alignment with content standards: 1. School and district will provide, as appropriate, professional development. Teachers will attend site and district grade level meetings to review student performance and share ideas. Provide school business substitutes as required. 2. Fully implement the district adopted core curriculum to align lesson plans with content standards. 3. Investigate technologies that increase student engagement. Continue providing time in the computer lab. 4. Provide differentiated instruction using research-based best practices. 5. Attend training to utilize TESS and AVID methods. LEAP 1.4a p.22, p.17, 1.5d p.22, 3.4a p.46	2017-18	1. Staff development 2. District support 3. Technology support 4. Programs and training 5. Staff development	1. TBD 2. No cost 3. No cost 4. 5,000 5. 41,000	1. District 2. N/A 3. N/A 4. Title I 5. Title I
Extended learning time: 1. Focus on research-based instructional strategies to develop an RTI model. 2. Enrichment, such as VEX Robotics, Dancing Feet, and after-school enrichment classes, will be available for all students. 3. EL direct instruction for ELL students. 4. Offer targeted interventions in school and after school. LEAP 3.4 b-c p.47, 1.5e p.23, 1.3b p.22	2017-18	1. Staff development 2. Teacher salaries 3. No cost 4. Staff salaries	1. No cost 2. TBD 3. No cost 4. 10,000	1. N/A 2. Title I 3. N/A 4. Title I
Increased educational opportunity and access to technology: 1. Effectively integrate UA into ELA. 2. Purchase supplemental curricular materials to support the EL, GATE, SDC, and RSP students when funds are available. 3. Staff the computer lab during lunch and after school for students to increase access to computers and digital curriculum. LEAP 1.5e p.23, 3.7a-b p.49	2017-18	1. No cost 2. TBD 3. TBD	1. N/A 2. TBD 3. 3,000	1. N/A 2. TBD 3. Title I
Staff development and professional collaboration aligned with standards-based instructional materials: 1. Release time for teachers to collaborate and examine data for planning interventions as necessary. 2. Support new teachers as they participate in programs such as BTSA, especially as they focus on standards-based instruction. 3. Attend district-sponsored and workshops that focus on using standards-based materials and utilizing technology such as the Internet, and provide release time for teachers to observe other teachers. 4. Attend district-sponsored and independent conferences and workshops that strengthen standards-based reading and writing programs. 5. Provide training for Instructional Aide II's and Campus Climate Assistants to more effectively work with targeted populations. 6. Provide professional development to increase student use of technology. LEAP 3.1b p.43, 1.7a p.24	2017-18	1. Sub salaries 2. Staff Development 3. Conferences, Sub time 4. Staff development 5. Staff development 6. Conference fees	1. 5,000 2. District 3. N/A 4. District 5. 2,000 6. 6,000	1. Title I 2. District 3. District 4. District 5. Title I 6. Title I

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Involvement of staff, parents and community including notification procedures, parent outreach, and interpretation of student assessment results to parents:</p> <ol style="list-style-type: none"> 1. Standard guides offered to parents at the beginning of the year. 2. E-mail and PowerSchool may be utilized for communication between teachers and parents. 3. Encourage parental and community involvement in PTA; parent-teacher conferences; Back-To-School Night. 4. Maintain a School Site Council for the purpose of reviewing data and making site plans. 5. Teachers will discuss the reading program and assessment results at their teacher-parent conferences. 6. PowerSchool - Teachers will regularly update PowerSchool and communicate with parents on how to access PowerSchool. <p>LEAP 3.1a.1, b1-2, c1, d p.39, 1.6a-f p.23</p>	2017-18	<ol style="list-style-type: none"> 1. None 2. Technology support 3. None 4. None 5. Staff salaries 6. Technology support 	<ol style="list-style-type: none"> 1. No cost 2. TBD 3. No cost 4. No cost 5. TBD 6. TBD 	<ol style="list-style-type: none"> 1. N/A 2. District 3. N/A 4. N/A 5. District 6. District
<p>Auxiliary services for students and parents: (including transition from preschool, elementary and middle school)</p> <ol style="list-style-type: none"> 1. 6th graders are visited by middle school administrators and there is a parent orientation night. 2. Kindergarten informational meeting (Roundup) is offered. 3. Back to School night. 4. Teachers and parents are able to communicate via e-mail. Parents can be notified concerning various school information. 5. School will use School Messenger to inform parents of school events. <p>LEAP 1.9d-e p.24</p>	2017-18	<ol style="list-style-type: none"> 1. Middle School personnel 2. Duplicating 3. Duplicating 4. Technology support 5. None 	<ol style="list-style-type: none"> 1. No cost 2. TBD 3. TBD 4. No cost 5. No cost 	<ol style="list-style-type: none"> 1. N/A 2. PTA 3. PTA 4. District 5. District
<p>Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1. Systematic, on-going analysis of student's work and Illuminate reports to assess student mastery of content standards. Re-teaching occurs as needed. 2. Monitor adherence to instructional time and full implementation of core instructional program. <p>LEAP 1.8a-c p.24, 3.7c-d p.49, 1.2.a p.21</p>	2017-18	<ol style="list-style-type: none"> 1. Staff salaries 2. None 	<ol style="list-style-type: none"> 1. TBD 2. N/A 	<ol style="list-style-type: none"> 1. District 2. N/A
<p>Targeting services and programs to lowest performing groups (RSP students receive reading instruction from the RSP teacher and assistants during reading exchange program):</p> <ol style="list-style-type: none"> 1. Students in the lowest performing group will be offered tutoring outside of the normal school day. 2. Develop and maintain recording system of variety of scores including EL level, Title 1, Speech, RSP indications. 3. Implement a pyramid of intervention based on the RTI model. 4. Hire support staff to assist teachers in providing targeted interventions to struggling readers. 5. Implement "push-in" inclusion for providing services for students with disabilities. <p>LEAP 1.9b-c p.30</p>	2017-18	<ol style="list-style-type: none"> 1. Staff 2. None 3. None 4. Salaries 5. None 	<ol style="list-style-type: none"> 1. \$10,000 (Referenced Above) 2. N/A 3. N/A 4. \$10,000 (Referenced Above) 5. N/A 	<ol style="list-style-type: none"> 1. Title I 2. N/A 3. N/A 4. Title I 5. N/A

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics By May of the 2017-2018 school year, at least 89% of Quartz Hill Elementary students will increase by 3% in the categories of standards Exceeded, Standards Met, and Standards Nearly Met as measured by district benchmarks, interim assessments, classroom assessment data, and CAASPP testing.	
Student groups and grade levels to participate in this goal: All Quartz Hill Elementary students	What data did you use to develop this goal.? SBAC performance data was reviewed when developing this goal.
What were the findings from the analysis of this data? In the previous year, students did not make the growth that we had hoped. However, the previous goal written was not specific enough to be attainable.	How will the school evaluate progress made toward achieving this goal? Certificated staff will review common assessments and benchmark assessments.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: 1. Teachers will have state curriculum standards and Common Core State Standards with which lessons are aligned. 2. Administrators will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards. 3. Fully implement standards-based district-adopted curriculum. 4. Monitor full implementation. LEAP 1.1a, 1.2a p.26	2017-18	1. TBD 2. Conference Fees 3. None 4. None	1. TBD 2. 2,000 3. N/A 4. N/A	1. District 2. Title I 3. N/A 4. N/A
Improvement of instructional strategies and materials: 1. Grade levels will review student work samples during grade-level meetings to ensure that goals are being met. 2. Teacher lesson plans need to make explicit reference to the standards being taught. 3. Use manipulatives to ensure understanding on a concrete level before moving to abstract concepts. 4. Increase student engagement through use of technology. 5. Attend training and utilize TESS and AVID methods. LEAP 1.4a-c p.27	2017-18	1. N/A 2. N/A 3. Supply or replacement of manipulatives. 4. None 5. TBD	1. N/A 2. N/A 3. TBD 4. TBD 5. TBD	1. N/A 2. N/A 3. TBD 4. See Goal 1, page 7 5. Title I
Extended learning time: 1. Integrate UA into Mathematics. 2. Implement an RTI pyramid of intervention for Math. 3. Offer targeted instruction at tutoring if possible. LEAP 1.5c p.28, 1.9b p.30, 2.3.b p.27	2017-18	1. None 2. None 3. Proposed After school tutoring	1. N/A 2. N/A 3. \$10,000 (Page 1) 4. N/A	1. N/A 2. N/A 3. Title I

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: 1. Students have the opportunity to participate in VEX Robotics and/or after-school enrichment classes as available. 2. Support student academic content standards in math with computer assisted software in the classroom and in the computer lab at each site. 3. Utilize AVID and TESS strategies in classrooms. LEAP 2.4a p.27	2017-18	1. Science supplies 2. TBD 3. See Goal 1, Increased Educational Opportunity, #4	1. TBD 2. 3,000 3. N/A	1. District 2. Title I 3. N/A
Staff development and professional collaboration: 1. Teachers attend conferences to remain current with new strategies for implementation of Common Core State Standards and present information at grade-level meetings. 2. Teachers will participate in a research-based math assessment system that has a focus of instruction driven by assessment. 3. Provide professional development to instructional aides to maximize their ability to assist RSP and SDC students to access core math standards. LEAP 1.5b p.27, 1.7a p.29	2017-2018	1. Conference fees 2. TBD 3. TBD	1. 5,400 (listed on page 1) 2. TBD 3. TBD	1. Title I 2. TBD 3. TBD
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) 1. Parents of students qualified to be Title I are informed at beginning of the year conferences and enter into a Home-School Compact between parent, student, and teacher to help the student meet success. 2. District Advisory meets once a month. 3. School Site Council meets to monitor implementation of school plan/budget. 4. Parents are invited to help write the school plan. 5. Each school will maintain a Site Council with staff, parent, and community representatives. Each Council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils also contribute input on how to improve school math programs. 6. Results of assessments will be communicated through PowerSchool. LEAP 1.6a-e p.28	2017-18	1. Duplicating 2. None 3. None 4. Duplicating 5. None 6. None	1. TBD 2. N/A 3. N/A 4. TBD 5. N/A 6. N/A	1. N/A 2. N/A 3. N/A 4. N/A 5. N/A 6. N/A
Auxiliary services for students and parents: (including transition from preschool, elementary and middle school) 1. Parents and sixth graders are invited to Middle School Information Night prior to promotion. LEAP 2.5 p.31	2017-18	1. Middle school personnel	1. N/A	1. District

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Monitoring program implementation and results: 1. Staff will do benchmark test score analysis. 2. Each site will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions. 3. Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed. 4. Monitor classrooms to insure full implementation of core instructional program and pacing guides. 5. Monitor classrooms to insure adherence to instructional time. LEAP 2, 4.4	2017-18	1. None 2. None 3. None 4. None 5. None	1. N/A 2. N/A 3. N/A 4. N/A 5. N/A	1. N/A 2. N/A 3. N/A 4. N/A 5. N/A

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Safe Schools Goal #3 for Improving Student Achievement in a safe and secure environment: Quartz Hill students and staff will make a united effort to create and maintain a positive and nurturing environment that is conducive to learning. Our focus will be to develop a culture of respect and civil responsibility through programs such as AVID, Student Council, Helping Hands, and PALS.	
Student groups and grade levels to participate in this goal: All students in all grade levels.	What data did you use to develop this goal.? The California Healthy Kids Survey was reviewed which showed data from 5th and 6th grade students. Qualitative data from parents, staff, and students was used for other grade levels.
What were the findings from the analysis of this data? Most students feel connected to school and have had a positive perspective of the school culture. However, there is always room for growth.	How will the school evaluate progress made toward achieving this goal? Decrease in office referrals. California Healthy Kids Survey Participation in school programs and events such as VEX, Dancing Feet, Junior Touchdown Club, Helping Hands, etc.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Environment Conducive to Learning (Strength and Needs); Science Based Programs [4115 (a)(1)(c)] 1. Daily Math and Language Arts lessons will have posted objectives written in student friendly language that are reflective of grade level standards.	2017-18	1. N/A	1. N/A	1. N/A

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials: Prevention Program Performance Indicators [4115(a)(1)(b)] Research Based Activities [4115(a)(1)(c)] 1. Boys Town Curriculum and training. 2. Monthly Safety Drills <ul style="list-style-type: none"> Earthquake Drills Fire Lock-Down 3. Role playing of making good and safe choices. 4. Bullying policy will continue. <ul style="list-style-type: none"> School dress code will be maintained. 	2017-18	1. Boys Town Materials 2. None 3. None 4. None	1. \$1,000 2. N/A 3. N/A 4. N/A	1. Title I 2. N/A 3. N/A 4. N/A
Extended learning time: Promising or Favorable Programs [4115(a)(3)] 1. Assemblies <ul style="list-style-type: none"> Safety/Discipline Assemblies (K-6) re: bullying, friendship, etc. Guidance Lessons 2. reinforcement of sportsmanship on playground, on the classroom, and at P.E.	2017-18	1. None 2. None	1. None 2. None	1. N/A 2. N/A
Increased educational opportunity: Environments Conducive to Learning (Activities); Science Based Programs [4115(a)(1)(c)]; Promising or Favorable Programs [4115(a)(3)] 1. Incentives for perfect attendance 2. Band 3. Honors Awards 4. Semester Awards 5. Science Fair 6. Gold Slips/Treasure Box 7. Dancing Feet 8. VEX Robotics 9. Matheletes	2017-18	1. Incentives 2. Salary 3. Awards 4. Awards 5. Duplicating and Ribbons 6. Prizes 7. Entrance fee and Salary 8. Salary and materials 9. Salary and entrance fee	1. \$400 (Base Fund) 2. TBD 3. TBD 4. TBD 5. TBD 6. TBD 7. TBD 8. TBD 9. TBD	1. Base Fund 2. District 3. Base Fund 4. Base Fund 5. PTA 6. Base Fund and PTA 7. WAVE, District, and other grants 8. WAVE, District, URGF, and Title I 9. District and WAVE grant

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff development and professional collaboration: Coordination of All Programs [4115(d)(2)(A)] 1. Inservice for staff members. 2. Staff meetings a. Teachers b. Assistants c. Office Staff 3. Published News a. Weekly bulletin b. Memos c. Powerschool 4. After-school dismissal a. Teachers help students into their car b. Teachers supervise pickup area c. Crossing guard monitors students at crosswalks.	2017-18	1. Staff Development 2. Duplicating 3. Duplicating 4. None	1. TBD 2. TBD 3. TBD 4. N/A	1. District 2. Base Fund 3. Base Fund 4. N/A
Involvement of staff, parents and community: (including interpretation of student assessment results to parents)	2017-18			
Monitoring program implementation and results:	2017-18			

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Attendance Goal #4 for Improving Student Achievement: By June of the 2017-2018 school year, Quartz Hill students will demonstrate an improvement in the ADA rate by 5% over the average for the 2016-2017 school year. Our truancy rate will decrease by 5% over the previous year.	
Student groups and grade levels to participate in this goal: All enrolled students	What data did you use to develop this goal.? Attendance rates were analyzed through Powerschool and A2A.
What were the findings from the analysis of this data? Many of our students are identified as truant due to unexcused absences.	How will the school evaluate progress made toward achieving this goal? Attendance records, discipline records, CHKS results, A2A conferences, number of students on a SART contract, and number of students referred to SARB.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A	2017-18			
Improvement of instructional strategies and materials: Prevention Program Performance Indicators [4115(a)(1)(B)]; Research Based Activities [4115(a)(1)(C)] 1. Good attendance will be recognized and reinforced school-wide. 2. Use dialer system, internet posting, and general information to increase parent communication regarding attendance. 3. Use of A2A program.	2017-18	1. N/A 2. N/A 3. Duplicating	1. N/A 2. N/A 3. TBD	1. N/A 2. N/A 3. Base Fund
Extended learning time: Promising or Favorable Programs [4115(a)(3)] 1. Students will work on academic responsibilities related to good attendance during detention.	2017-18	1. N/A	1. N/A	1. N/A
Staff development and professional collaboration: Coordination of All Programs [4115(d)(2)(A)] 1. Training provided for parents and school staff on educational benefits and legal responsibilities related to attendance.	2017-18	1. Consultant fees and supplies	1. \$894	1. Title I

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	What data did you use to develop this goal.?
What were the findings from the analysis of this data?	How will the school evaluate progress made toward achieving this goal?

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	125		116	121		115	121		115	96.8		99.1
Grade 4	119		121	117		120	116		119	98.3		99.2
Grade 5	114		145	111		143	111		143	97.4		98.6
Grade 6	131		113	128		108	128		108	97.7		95.6
All Grades	489		495	477		486	476		485	97.5		98.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2399.0		2369.1	13		8.70	17		14.78	34		23.48	36		53.04
Grade 4	2462.8		2456.6	22		15.97	17		23.53	32		31.93	27		28.57
Grade 5	2483.7		2461.2	13		5.59	26		27.97	27		30.77	34		35.66
Grade 6	2516.7		2515.2	13		11.11	29		31.48	34		34.26	25		23.15
All Grades	N/A	N/A	N/A	15		10.10	22		24.54	32		30.10	30		35.26

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9		6.96	46		35.65	45		57.39
Grade 4	22		19.33	44		52.94	34		27.73
Grade 5	18		10.49	38		48.25	44		41.26
Grade 6	16		12.96	52		54.63	31		32.41
All Grades	16		12.37	45		47.84	38		39.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12		9.65	50		35.96	36		54.39
Grade 4	21		13.68	51		59.83	28		26.50
Grade 5	16		13.29	50		46.15	34		40.56
Grade 6	15		14.81	55		46.30	29		38.89
All Grades	16		12.86	52		47.10	32		40.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7		6.09	80		57.39	12		36.52
Grade 4	14		10.08	73		68.07	13		21.85
Grade 5	13		3.50	68		67.83	19		28.67
Grade 6	13		14.81	70		70.37	16		14.81
All Grades	12		8.25	73		65.98	15		25.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13		10.43	56		46.09	31		43.48
Grade 4	22		21.85	59		56.30	18		21.85
Grade 5	27		18.18	53		51.75	20		30.07
Grade 6	19		31.48	67		50.00	14		18.52
All Grades	20		20.21	59		51.13	21		28.66

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	125		117	121		115	120		115	96.8		98.3
Grade 4	119		121	116		120	114		120	97.5		99.2
Grade 5	114		145	111		143	110		143	97.4		98.6
Grade 6	131		113	127		108	127		108	96.9		95.6
All Grades	489		496	475		486	471		486	97.1		98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2412.1		2385.8	6		5.22	31		16.52	36		31.30	27		46.96
Grade 4	2468.4		2458.4	9		8.33	27		29.17	51		40.83	12		21.67
Grade 5	2453.6		2450.0	4		2.80	8		5.59	33		43.36	54		48.25
Grade 6	2515.3		2512.1	10		13.89	20		15.74	41		44.44	28		25.93
All Grades	N/A	N/A	N/A	7		7.20	22		16.26	40		40.12	30		36.42

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17		14.78	47		30.43	36		54.78
Grade 4	15		15.83	57		44.17	27		40.00
Grade 5	5		3.50	26		23.78	68		72.73
Grade 6	22		20.37	37		38.89	40		40.74
All Grades	15		12.96	42		33.74	42		53.29

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14		10.43	52		46.96	34		42.61
Grade 4	17		17.50	51		47.50	32		35.00
Grade 5	5		4.90	42		49.65	54		45.45
Grade 6	11		12.04	53		51.85	36		36.11
All Grades	12		10.91	49		48.97	39		40.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8		6.96	63		47.83	28		45.22
Grade 4	15		14.17	59		53.33	25		32.50
Grade 5	2		2.80	47		46.85	51		50.35
Grade 6	13		15.74	56		43.52	31		40.74
All Grades	9		9.47	56		47.94	34		42.59

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***		***				***		
1	9	7		18	53	33	45	33	50	18	7		9		17
2			8	57	50	23	21	25	46	14	25	15	7		8
3	13		13	13	43	38	50	43	50	25	7			7	
4	9	9	14	27	27	29	36	55	43	9		14	18	9	
5	17		11	17	25	33	50	38	44	8	13		8	25	11
6	75	10			50	20	25	30	60			20		10	
Total	13	4	8	25	43	28	38	37	50	13	9	8	11	7	6

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
Curricular assessments, district benchmarks, and SBAC/CAASPP assessments.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Curricular assessments, district benchmarks, and SBAC/CAASPP assessment data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
All classrooms have
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All credentialed teachers are highly qualified. Those teachers that are continuing to pursue their Clear Teaching Credential are enrolled in an induction program. Teachers are engaged in professional development that focus on instructional effectiveness.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Staff development is planned to reflect the needs based on student achievement data. Professional development will be offered to increase lesson effectiveness, increase breadth of instructional strategies, and improve technological instruction.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
I
8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
	LCFF-Base	\$0
	LCFF-Supplemental	\$0
X	List and Describe Other State or Local funds: Unrestricted General Funds (\$24,935)	\$24,935
Total amount of state categorical funds allocated to this school:		\$24,935

Federal Programs		Allocation
True	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
X	Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$65,909
	Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,297
	Other Federal Funds (list and describe) ⁽⁴²⁾ District-Supplied Title I Funds (in addition to Title I, Part A: Targeted Assistance Program noted above)	\$0
Total amount of federal categorical funds allocated to this school:		\$67,206

Total amount of state and federal categorical funds allocated to this school:		\$92,141
---	--	----------

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget



Andrea Paxton
Quartz Hill Elementary School

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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Check Status	Print By Sections
2017 Single Plan for Student Achievement	2017-11-28	View	View	View	20

Previous Section

[VII. Appendix D - Categorical District Services Budget](#)

Current Section

VII. Appendix E - Recommendations and Assurances

Next Section

[VII. Appendix F - Parent Involvement Policy](#)

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Andrea Paxton

Appendix E - Recommendations and Assurances (Quartz Hill Elementary)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

☐ English Learner Advisory Committee

Signature

☐ Compensatory Education Advisory Committee

Signature

☐ Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 14, 2016

Attested:

Andrea Paxton

Typed Name of School Principal

Signature of School Principal

11-28-17
Date

Shameka Andre

Typed Name of SSC Chairperson

Signature of SSC Chairperson

11-28-17
Date

Previous Section

[VII. Appendix D - Categorical District Services Budget](#)

Current Section

VII. Appendix E - Recommendations and Assurances

Next Section

[VII. Appendix F - Parent Involvement Policy](#)

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Appendix F - Quartz Hill Elementary's Parent Involvement Policy

The staff of Quartz Hill Elementary School recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Update PowerSchool regularly per Board Policy and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, and other written or electronic communications.
4. Develop mechanisms to encourage parent/guardian input on school issues and programs.
5. Continue to provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.
6. Encourage greater parent/guardian participation by offering flexible conference times to accommodate parent/guardian needs.
7. Build the capacity of the school and parents/guardians for strong parent involvement by:
 - a. Assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Providing support to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
 - c. Educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. Informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
 - a. Providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Building consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

10. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

11. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement.

12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.

13. The principal or designee, jointly with parents/guardians, shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

We, the Quartz Hill Elementary School Community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

Student Pledge:

I will:

- Come to school each day prepared to do my best and ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my classwork and homework.
- Follow class, playground, and school rules.

Student's Signature _____ Date _____

Parents Pledge:

We will:

- Promote respect for the school process.
- Make sure that our child attends school regularly; is on time, and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's progress and communicate regularly with our child's teacher.
- Read with our child nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

Parent/Guardian's Signature _____ Date _____

Staff Pledge:

We will:

- Provide meaningful learning activities that address challenging standards for all students.
- Communicate regularly with families about their student's progress and ways that they can assist.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Teacher's Signature _____ Date _____

Principal Pledge:

I will:

- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist their child(ren) at home.
- Allocate adequate resources to ensure that high standards can be met by all children.

Principal's Signature _____ Date _____

Appendix H - School Site Council Membership (Quartz Hill Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Andrea Paxton	X				
Brandi Butler				X	
Edward Figueroa				X	
Erin McCasland			X		
Rebecca Gross		X			
Shameka Andre		X			
Deb Sierra			X		
Natalie Gass		X			
Allyson Albano				X	
Susana Ruvalcaba				X	
Andrea Wood				X	
Angie Bohannon				X	
Numbers of members of each category	1	3	1	5	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. Improve achievement in English Language Arts (SPSA Goal 1)
2. Improve achievement in mathematics (SPSA Goal 2)
3. Improve student attendance (SPSA Goal 5)

Identify the major expenditures supporting these priorities.

Title I Expenditures:

1. Improve achievement in English Language Arts: Technology purchases \$29,940 Student digital subscriptions \$7765
2. Provide professional development in explicit direct instruction and new state standards to support a well-balanced instructional program for all students \$5357.50
3. Improve student attendance \$0

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

1. Provide professional development opportunities for teachers: Explicit direct instruction with TESS; Release time for unpacking of content standards; data analysis, collaboration, and planning; Development of common assessments; Release time for peer observation; CUE Rock Star Conference attendance
2. Increase student access to technology (purchase of Chromebooks, iPads, digital subscriptions)

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

1. Not all professional development opportunities outlined in the SPSA were provided.
2. Increased integration of technology into day-to-day instruction not fully achieved.

What specific actions related to those strategies were eliminated or modified during the year?

1. Several professional development activities were postponed and have not yet been conducted. These professional development activities involved familiarization with new instructional materials, Next Generation Science Standards, and integration of technology into day-to-day instruction.

Identify barriers to full or timely implementation of the strategies identified above.

1. Difficulty procuring substitute teachers.
2. Many teachers unwilling to participate in professional development.
3. Lack of teacher comfort/skill level new technologies.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Whenever possible professional development was provided during regularly scheduled staff meetings. Release time was provided during the school day. Technology professional development (Tech Tuesday) was provided during the school day with substitute teachers providing period coverage. The PTA conducted a Chromebook drive, offering parents reduced prices for Chromebooks. Regarding attendance: a schoolwide emphasis on the importance of regular attendance was supported at all community meetings. Parent attendance meetings were convened at times most convenient for parents.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

1. Lack of student achievement in both English Language Arts and mathematics as indicated by 2015-2016 CAASPP data.
2. Attendance goals were not met as indicated by A2A reports.
3. Several technology programs were not fully implemented.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Anecdotal evidence from formal and informal staff surveys and conversations with TESS consultants and district staff providing professional development support indicate that the following strategies were effective: site-specific professional development particularly in the area of explicit direct instruction; teacher-led professional development particularly in the area of integration of technology

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

X Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

X Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

SSC was familiarized with the format of the new SBAC assessments, reflected on student assessment results at each , and identified barriers for student achievement. SSC identified the Title 1 goals and expected outcomes.

How were advisory committees involved in providing advice to the SSC?

A representative from ELAC was invited and attended SSC meetings regularly. When representatives were not able to attend a SSC meeting, the principal solicited feedback through personal communication.

How was the plan monitored during the school year?

SSC members reviewed SBA and School Dashboard (when released) data. Teachers analyzed student work samples and results from common formative assessments quarterly and shared their findings with SSC.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
A districtwide calendar of School Site Council activities has been developed to facilitate the timely review of data and effective monitoring of the Plan.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
Goals were only partially met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Goals that were partially met:
Improving student achievement
Increasing student access to technology
Provision of professional development

Goals not met:
English Language Arts Achievement Declined 11.4 points
Mathematics Achievement Declined 7.2 points

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?
Continue to provide opportunities for professional learning, particularly in the areas of :
formative assessment, particularly short-cycle formative assessment that can provide timely data to inform instruction
effective instruction in reading with goal of having students " Reading by Third Grade"
integration of technology into day-to-day instruction: including participation in conferences like CUE Rock Star
release time for planning common assessments, unpacking standards, and peer observation
Continue to purchase devices like Chromebooks and iPads to increase student access to technology
Continue to focus on improving student attendance and providing attendance incentives
Identify and/or develop appropriate quantitative and qualitative metric(s) to measure impact of paraprofessional support on student achievement