The Single Plan for Student Achievement

Quartz Hill Elementary
School Name

19-65102-6023584
CDS Code

Date of this revision: May 9, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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
The mission of Quartz Hill Elementary School is to create a safe environment where students are encouraged to reach their full academic, emotional, social and physical potential. Students are actively engaged in learning, while receiving the support of parents, teachers and community members, to achieve this academic responsibility and respect for one another and their education.

Vision
The vision of Quartz Hill Elementary School is for all students to know their standards-based learning objectives and be actively engaged in that learning while using academic language. Students will know their present levels of performance, make reasonable goals for growth, and take responsibility for that growth. Parents and teachers will be teaming with them to reach this level of academic maturity.

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 STAR 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 underperforming students. With our Title I funding, we support a part-time Reading Specialist and two part-time support personnel. This particular program serves many students and has proven to be an excellent expenditure. Our school embraced a leveled reading program during the 2005-06 school year. Every day, students in grades 1-6 receive direct reading instruction at their reading level.

5. Services provided by categorical funds to enable Underperforming students to meet standards:
Services provided by categorical funding to enable underperforming 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 underperforming students, Title I Reading Specialist to assess students and provide services as needed.

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 API and AYP growth targets. 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 the conclusion of the 2016-17 school year, District and State assessment scores will meet the required levels for all students in all subgroups. Students in all grades will work to perform to meet standards or better on District performance assessments and state assessment.

Student groups and grade levels to participate in this goal: All	**Anticipated annual performance growth for each group:** All student groups will meet proficiency targets on SBAC, District and site assessments.
Means of evaluating progress toward this goal: District common assessments, state assessment , and classroom assessments..	**Group data to be collected to measure academic gains:** 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	2016-17	1. District 2. Staff salaries 3. Staff salaries 4. Staff salaries 5. Technology, release time/subs,	1. No cost 2. No cost 3. No cost 4. No cost 5. 30,000.00	1. N/A 2. N/A 3. N/A 4. N/A 5. , URGF, Supplemental grant
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 and utilize TESS and AVID methods. LEAP 1.4a p.22, p.17, 1.5d p.22, 3.4a p.46	2016-17	1. Staff development 2. District support 3. Technology support 4. Staff development 5. Staff development	1. TBD 2. No cost 3. No cost 4. No cost 5. TBD	1. TBD 2. N/A 3. N/A 4. N/A 5. District

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
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 instruction such as after-school tutoring when possible. LEAP 3.4 b-c p.47, 1.5e p.23, 1.3b p.22	2016-17	1. Staff development 2. Teacher salaries 3. No cost 4. TBD	1. No cost 2. TBD 3. No cost 4. TBD	1. N/A 2. TBD 3. N/A 4. TBD
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. Utilize AVID and TESS strategies in classrooms and provide additional training for teachers to increase access to technology and lesson effectiveness. 4. Purchase technology to increase student access to technology through the acquisition of Chromebooks and Virtual Reality glasses to enable students to attend virtual field trips. LEAP 1.5e p.23, 3.7a-b p.49	2016-17	1. No cost 2. TBD 3. TBD 4. Technology	1 N/A 2. TBD 3. TBD 4. 35,000	1. N/A 2. TBD 3. TBD 4. 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 conferences 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 conferences and workshops that strengthen standards-based reading and writing programs. 5. Provide training for Instructional Aide II's 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	2016-17	1. Sub salaries 2. Staff Development 3. Conferences, Sub time 4. Staff development 5. Staff development 6. Conference fees	1. 16,000 2. District 3. District 4. District 5. District 6. 5,400	1. Title I 2. District 3. District, Title I, UGRF 4. District 5. District 6. Title 1
Involvement of staff, parents and community including notification procedures, parent outreach, and interpretation of student assessment results to parents: 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. LEAP 3.1a.1, b1-2, c1, d p.39, 1.6a-f p.23	2016-17	1. None 2. Technology support 3. None 4. None 5. Staff salaries 6. Technology support	1. No cost 2. TBD 3. No cost 4. No cost 5. TBD 6. TBD	1. N/A 2. District 3. N/A 4. N/A 5. District 6. District

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**
Auxiliary services for students and parents: (including transition from preschool, elementary and middle school) 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. LEAP 1.9d-e p.24	2016-17	1. Middle School personnel 2. Duplicating 3. Duplicating 4. Technology support 5. None	1. No cost 2. TBD 3. TBD 4. No cost 5. No cost	1. N/A 2. PTA 3. PTA 4. District 5. District
Monitoring program effectiveness: 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. LEAP 1.8a-c p.24, 3.7c-d p.49, 1.2.a p.21	2016-17	1. Staff salaries 2. None	1. TBD 2. N/A	1. District 2. N/A
Targeting services and programs to lowest performing groups (RSP students receive reading instruction from the RSP teacher and assistants during reading exchange program): 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. LEAP 1.9b-c p.30	2016-17	1. District 2. None 3. None 4. Salaries 5. None	1. District 2. N/A 3. N/A 4. $20,109 5. N/A	1. District 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 the conclusion of the 2016-17 school year, District and State assessment scores will meet the required levels for all students in all subgroups. Students in all grades will work to perform at proficient or better on District performance assessments.

Student groups and grade levels to participate in this goal: All students	**Anticipated annual performance growth for each group:** All student groups will meet proficiency targets on SBAC, District and site assessments.
Means of evaluating progress toward this goal: District benchmarks, classroom assessments	**Group data to be collected to measure academic gains:** State and district testing of contents standards. Benchmark data. State Science assessment, CAPA, SBAC, Performance 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. Principals 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	2016-17	1. TBD 2. TBD 3. None 4. None	1. TBD 2. TBD 3. N/A 4. N/A	1. District 2. District, UGRF 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 and availability of manipulatives to ensure understanding on a concrete level before moving to abstract concepts. 4. Increase student engagement through use of technology. Continue to utilize Accelerated Math, Front Row Math, and other math programs and graphic organizers as appropriate. 5. Attend training and utilize TESS and AVID methods. LEAP 1.4a-c p.27	2016-17	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. District Title I, Supplemental Grant
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	2016-17	1. None 2. None 3. TBD	1. N/A 2. N/A 3. TBD	1. N/A 2. N/A 3. 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**
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	2016-17	1. Science supplies 2. TBD 3. See Goal 1, Increased Educational Opportunity, #4	1. TBD 2. TBD 3. TBD	1. TBD 2. TBD 3. TBD
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	As Needed	1. Conference fees 2. TBD 3. TBD	1. 5,400 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	2016-17	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. Gen. Fund 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	2016-17	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	2016-17	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)
Staff Development
Goal #3 for Improving Student Achievement: Teachers will be trained in TESS and CCSS strategies so that all students will be exposed to a well-balanced curricular program that addresses the content standards and promotes student achievement. Specific focus to access core curriculum will be given to ELL students, students with disabilities, low socio-economic students and other students not meeting proficiency goals.

Student groups and grade levels to participate in this goal: All enrolled students.	**Anticipated annual performance growth for each group:** Students will master content standards for their grade level.
Means of evaluating progress toward this goal: End of the year test results, to include district benchmarks and grade-level assessments.	**Group data to be collected to measure academic gains:** State testing of content standards, benchmarks, and report cards. CAPA, SBAC scores, performance assessments.

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: How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards. 1. Use the PLC model to address the needs of staff, students, and parents relating to the California standards and Common Core State Standards and 21st century learning skills for the teaching profession. 2. District grade level meetings will be held to align instruction with district-provided educational materials based on the standards and Data Director reports. LEAP 3.9a-b p.50, 3.6 p.48	2016-17	1. N/A 2. TBD	1. N/A 2. TBD	1. N/A 2. District
Improvement of instructional strategies and materials: How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement; How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. 1. Teachers will be trained in best practices for classroom teaching. 2. AVID and TESS strategies to be implemented as appropriate. 3. Teachers will be trained in the use of Fast Forward and Reading Assistant. 4. Teachers will be trained in writing and reading strategies. 5. Teachers will be trained in the implementation of technology in the classroom. LEAP 3.9a p.50	2016-17	1. District staff development 2. TBD 3. TBD 4. TBD 5. TBD	1. TBD 2. TBD 3. TBD 4. TBD 5. 10,000	1. District 2. TBD 3. District 4. District 5. Title I

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**
Extended learning time: 1. BTSA will continue to train beginning teachers in the practice.	2016-17	1. Stipend	1. TBD	1. District
Increased educational opportunity: How the LEA will coordinate the professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs; The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met. 1. The District will work with our school to develop staff development opportunities for all teachers. 2. Internet and other educational technology to enhance teaching will be available. LEAP 3.5a p.47	2016-17	1. District Inservice Coordinator salary 2. Technology support	1. TBD 2. TBD	1. District 2. District
Staff development and professional collaboration: How the LEA will coordinate the professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs; The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met. 1. Teachers will have the opportunity to observe other teachers. 2. District grade level meetings will be planned to share ideas among teachers. 3. Communication will take place between grade levels to ensure that students are prepared for the next grade. LEAP 3.3b-d p.46	2016-17	1. Substitute pay (PAR) 2. District support 3. No cost	1. TBD 2. TBD 3. N/A	1. District 2. District 3. N/A
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan. 1. Parents will be informed of various certifications held by staff. 2. Parents will be notified of their child's Fast ForWord scores as well as ways to improve. 3. Parents will be informed through use of PowerSchool. LEAP 1.1.a1 p.39, 1.6a-e p.28	2016-17	1. None 2. None 3. None	1. N/A 2. N/A 3. N/A	1. N/A 2. N/A 3. 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**
Monitoring program implementation and results: How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards. 1. Encourage teachers to share new strategies learned at conferences with the rest of the staff. 2. Staff will do a self-evaluation of the effectiveness of the standards-based program in their classroom. 3. Teachers, principals, and paraprofessionals will participate in a needs assessment to help implement the LEAP plan. LEAP 3.8 p.49	2016-17	1. Conference fees 2. None 3. None	1. TBD 2. N/A 3. N/A	1. TBD 2. N/A 3. N/A

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)
Safe Schools
Goal #4 for Improving Student Achievement: Quartz Hill students will be educated in a safe and nurturing environment that is conducive to learning.

Student groups and grade levels to participate in this goal: All enrolled students	**Anticipated annual performance growth for each group:** Increase in attendance rates, decrease in tardy/truancy rates, decreased office referrals and suspension rates.
Means of evaluating progress toward this goal: California Healthy Kids, Suspension Log.	**Group data to be collected to measure academic gains:** Attendance records, discipline records, CHKS results.

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: Environments Conducive to Learning (Strengths & Needs); Science Based Programs [4115 (a)(1)(C)] 1. Math and Language Arts lessons will have posted objectives that are reflective of grade level standards. LEAP 4.7 p.51	2016-17	1. N/A	1. N/A	1. N/A
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 • Earthquake • Fire • Lock-Down 3. Role playing of making good and safe choices 4. Bullying policy will continue. • School dress code will be maintained. LEAP 4.2, 4.6, 4.7 p.51	2016-17	1. TBD 2. None 3. None 4. None	1. TBD 2. N/A 3. N/A 4. N/A	1. District 2. N/A 3. N/A 4. N/A
Extended learning time: Promising or Favorable Programs [4115(a)(3)] 1. Assemblies a. Safety/Discipline Assemblies (K-6) re: bullying, friendship, etc. 2. Reinforcement of sportsmanship on playground, in the classroom, and at P.E. LEAP 4.5, 4.7 p.51	2015-16	1. TBD 2. None	1. TBD 2. N/A	1. PTA 2. N/A

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**
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 and Character Traits 2. Band 3. Showstoppers a. Performing Arts 4. Student of the Month a. Recognized good behavior 5. Honors Awards a. Recognize academic accomplishment 6. Semester Awards 7. Science Fair 8. Gold Slip/Treasure Box 9. Dancing Feet 10. VEX Robotics 11. Matheletes LEAP 4.7 p.51	2015-16	1. Incentives 2. Salary 3. None 4. None 5. Awards 6. Awards/ incentives 7. Duplicating, ribbons 8. Prizes 9. TBD 10. TBD	1. TBD 2. District 3. None 4. TBD 5. TBD 6. TBD 7. TBD 8. TBD 9. TBD 10. TBD	1. TBD, PTA, 2. District 3. N/A 4. PTA 5. PTA 6. PTA 7. PTA 8. PTA 9. WAVE, District, Other Grants 10. WAVE, District, Other Grants 11. WAVE Grant
Staff development and professional collaboration: Coordination of All Programs [4115(d)(2)(A)] 1. Inservice for staff members. 2. Staff Meetings a. Teachers – safety concerns at monthly meetings and GLC meetings b. Assistants – safety concerns at monthly meetings c. Office Staff – safety concerns at monthly meetings 3. Published news a. Weekly bulletins b. Memos c. PowerSchool 4. After-School Dismissal a. Teachers help students into cars. b. Teachers supervise pickup area. c. Crossing guard monitors students at crosswalks. LEAP 4.2, 4.6, 4.8 p.51	2015-16	1. Staff development 2. Duplicating 3. Duplicating 4. None	1. TBD 2. TBD 3. TBD 4. N/A	1. TBD 2. N/A 3. General fund 4. N/A

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**
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) Coordination of All Programs [4114(d)(2)(A)]; Parent Involvement [4115(a)(1)(e)] 1. CHKS given 2. Student Handbook with parent signature 3. Red Ribbon Week 4. School Site Council – public forum to voice concerns 5. Monthly Safety Meeting 6. Parent Involvement Policy LEAP 4.1, 4.3, 4.4 p.51	2015-16	1. N/A 2. Duplicating 3. TBD 4. None 5. None 6. None	1. N/A 2. TBD 3. TBD 4. N/A 5. N/A 6. N/A	1. N/A 2. General fund 3. PTA 4. N/A 5. N/A 6. N/A
Auxiliary services for students and parents: (including transition from preschool, elementary and middle school) 1. PTA Activities a. "Welcome Back" Social b. Family Nights 2. Kindergarten Roundup/Informational Meeting 3. Promotion Orientation LEAP 4.7 p.51	2015-16	1. Program expenses 2. Duplicating 3. Middle school principal	1. TBD 2. TBD 3. N/A	1. PTA 2. PTA, URGF 3. District
Monitoring program implementation and results: 1. Attendance records a. Student Attendance and Review Board (SARB) 2. Discipline Records LEAP 4.5 p.51	2015-16	1. None 2. None	1. N/A 2. N/A	1. N/A 2. N/A

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5
(Based on conclusions from Analysis of Program Components and Student Data pages)
ATTENDANCE
Goal #5 for Improving Student Achievement: By June of the 2016-2017 school year, Quartz Hill students will demonstrate an improvement in the ADA rate, improving by .25% over the average for the 2013-2014 school year.

Student groups and grade levels to participate in this goal: All students.	**Anticipated annual performance growth for each group:** .25% school-wide.
Means of evaluating progress toward this goal: Attendance reports.	**Group data to be collected to measure academic gains:** Attendance records.

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**	**Funding Source**
Alignment of instruction with content standards: N/A	2016-17	N/A	N/A	N/A
Improvement of instructional strategies and materials: 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. LEAP Addendum 1, 3, 4	2016-17	1. N/A 2. N/A 3. Paper costs	1. N/A 2. N/A 3. Varies	1. N/A 2. N/A 3. URGF
Increased educational opportunity: 1. Consistent attendance will be reinforced through attendance awards recognition. 2. Frequency of tardies will decrease due to positive rewards and daily use of the dialer alert system. LEAP Addendum 1, 3, 4, 7	2016-17	1. Awards and incentives 2. Awards and incentives	1. TBD 2. TBD	1. PTA, UGRF 2. PTA, UGRF
Staff development and professional collaboration: 1. Training provided for parents and school staff on educational benefits and legal responsibilities of attendance.	2016-17	1. Consultant's fees and supplies	1. $1297	1. Title I
Extended Learning: 1. Students will work on academic responsibilities related to good attendance during detention.	2016-17	1. N/A	1. N/A	1. N/A

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	125		121		121		96.8	
Grade 4	119		117		116		98.3	
Grade 5	114		111		111		97.4	
Grade 6	131		128		128		97.7	
All Grades	489		477		476		97.5	

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2399.0		13		17		34		36	
Grade 4	2462.8		22		17		32		27	
Grade 5	2483.7		13		26		27		34	
Grade 6	2516.7		13		29		34		25	
All Grades	N/A	N/A	15		22		32		30	

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9		46		45	
Grade 4	22		44		34	
Grade 5	18		38		44	
Grade 6	16		52		31	
All Grades	16		45		38	

Writing Producing clear and purposeful writing					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	12		50		36	
Grade 4	21		51		28	
Grade 5	16		50		34	
Grade 6	15		55		29	
All Grades	16		52		32	

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	7		80		12	
Grade 4	14		73		13	
Grade 5	13		68		19	
Grade 6	13		70		16	
All Grades	12		73		15	

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	13		56		31	
Grade 4	22		59		18	
Grade 5	27		53		20	
Grade 6	19		67		14	
All Grades	20		59		21	

Conclusions based on this data:

1.

<h1 style="text-align:center"><u>CAASPP Results (All Students)</u></h1>

Mathematics

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	125		121		120		96.8	
Grade 4	119		116		114		97.5	
Grade 5	114		111		110		97.4	
Grade 6	131		127		127		96.9	
All Grades	489		475		471		97.1	

* 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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2412.1		6		31		36		27	
Grade 4	2468.4		9		27		51		12	
Grade 5	2453.6		4		8		33		54	
Grade 6	2515.3		10		20		41		28	
All Grades	N/A	N/A	7		22		40		30	

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	17		47		36	
Grade 4	15		57		27	
Grade 5	5		26		68	
Grade 6	22		37		40	
All Grades	15		42		42	

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	14		52		34	
Grade 4	17		51		32	
Grade 5	5		42		54	
Grade 6	11		53		36	
All Grades	12		49		39	

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8		63		28	
Grade 4	15		59		25	
Grade 5	2		47		51	
Grade 6	13		56		31	
All Grades	9		56		34	

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data

CST Academic Performance by Grade Level for All Students

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	583	557	554
Percent with Prior Year Data	100.0	99.6	99.8
Number in Cohort	583	555	553
Number Met	345	340	354
Percent Met	59.2	61.3	64
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	470	203	427	196	466	202
Number Met	153	112	133	104	150	124
Percent Met	32.6	55.2	31.1	53.1	32.2	61.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

California English Language Development (CELDT) Data

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K								***					***	***	
1	18	9	7	29	18	53	29	45	33	12	18	7	12	9	
2				17	57	50	67	21	25		14	25	17	7	
3	13	13		44	13	43	31	50	43	6	25	7	6		7
4	9	9	9	36	27	27	55	36	55		9			18	9
5		17		60	17	25	20	50	38	20	8	13		8	25
6		75	10	33		50	33	25	30	11			22		10
Total	9	13	4	35	25	43	37	38	37	8	13	9	11	11	7

Percent of Students by Proficiency Level on CELDT Annual Assessment

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)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

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)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

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 <u>participates</u> 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 <u>participates</u>. 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

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):**

    State Compensatory Education Advisory Committee

                                               Signature

    English Learner Advisory Committee

                                               Signature

    Special Education Advisory Committee

                                               Signature

    Gifted and Talented Education Program Advisory Committee

                                               Signature

    District/School Liaison Team for schools in Program Improvement

                                               Signature

    Compensatory Education Advisory Committee

                                               Signature

    Departmental Advisory Committee (secondary)

                                               Signature

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

                                               Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: December 14, 2016

Attested:

Andrea Paxton
    Typed Name of School Principal   Signature of School Principal   Date

Olivia Dobbins
    Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

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	
Beverly Adams			X		
Rebecca Gross		X			
Dalia Garcia		X			
Olivia Dobbins				X	
Megan Laughton		X			
Stacy Platt				X	
Lilia Wood				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