

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Quartz Hill High School	19 64246 1937051	May 13, 2019	June 17, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
General Assistance

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Quartz Hill High School performs a comprehensive needs assessment by utilizing data from multiple sources, including and not limited to: CA Dashboard, PSAT/SAT assessments, Advanced Placement Assessments, RI/MI Data, Parent, Student and Staff surveys, grade analysis, MTSS/PBIS data, and common internal assessments. Quartz Hill involves multiple stakeholders in the needs assessment process. Quartz Hill consults with the English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership (including department chairs, coordinators, and counselors), school administration, Multi-Tiered Systems of Supports (MTSS) teams, WASC (both visiting teams and focus groups), staff/community/student surveys, and student groups. Additionally, Quartz Hill consults with district groups such as District English Learner Advisory Committee (DLAC), District School Leadership Team (DSLTL), and other local district input structures. Each stakeholder group has analyzed the academic performance of all student groups. Furthermore, each stakeholder group has considered the effectiveness of key elements of the instructional program for students failing to meet proficiency and has addressed areas of growth throughout the school plan for student achievement (SPSA). In order to achieve the goals set forth in the SPSA and ensure that every student has the opportunity to be college or career ready; we will implement the following SPSA. The expenditures identified in the SPSA have been approved by the School Site Council (SSC) to raise the academic performance of all student groups and targeted student groups not meeting state standards as well as provide an opportunity for all to participate in any school program students chose. Quartz Hill actively seeks input from the community through multiple means (survey, SSC, etc.) when it comes to decisions about how to best allocate fiscal resources. Quartz Hill has an effective communication system that allows for all stakeholders to be aware of and be a part of stakeholder groups. Ultimately, with input from all listed stakeholders, the

recommendations are brought to the SSC for a final vote on the budget for the upcoming year. Throughout each school year, stakeholder groups are collaborated with when adjustments need to be made. These adjustments are in turn brought to the SSC for subsequent approval. Quartz Hill High School works in collaboration with the AVUHSD to ensure the identified goals are supported and that Quartz Hill receives additional support as needed.

Should Title 1 and/or Targeted funds increase, stakeholder groups have indicated a need for increased supplemental instruction opportunities and increased support for QHTV Academy and Engineering Pathway.

The following information and data gathered is a review of how Quartz Hill High School did in relation to our 2018/2019 SPSA Goals. Some individual goals repeat through the overall school goals. Repeated goals will be reported in the first school goal they appear:

QHHS Goal 1:

Declined in both ELA and Math, not reaching the goal of an increase by 2% in ELA and 4% in Math.

Declined in grad rate from 42.3% to 37.6%

EL Proficiency is 24.6% in Level 4 (well developed) and 31.6% in Level 3 (moderately developed). This is a new metric that we will be assessing for growth in 19/20.

Reading level as indicated by the Reading Inventory is evaluated every May compared to August data to check for growth or decline, driving interventions.

Increased the EL reclassification to 10 students.

Increased SBAC participation from 97% to 98%.

The number of students enrolled in Honors/AP have increased (AP 1561 to 1709 and Honors 2259 to 2490) while IB decreased from 358 to 335 (although the number of diplomas increased).

Grad rate maintained (increased by 0.1%) from the previous year.

Math level as indicated by the Math Inventory is evaluated every May compared to August data to check for growth or decline, driving interventions.

PSAT mean score decreased from 965 to 960, however the SAT mean score increased from 978 to 986.

QHHS Goal 2.

The number of AP exams increased from 1230 to 1422 with qualifying scores (3+) increasing from 323 to 380 (+1.7%)

IB diplomas granted increased from 13 to 17 with the average composite score increasing from 28.6 to 31.05.

A student technology skills assessment baseline was not performed due to a lack of assessment tool.

The wireless initiative was completed to 100% of the classrooms with wireless.

The Healthful Living Curriculum is still being assessed for possible adjustments.

There was an increase of CTE courses available to students (additional Computer Science Principles and Robotics)

QHHS Goal 3:

Average daily attendance maintained at 95.51% (from 95.61 last year).

Chronic absenteeism rate increased from 10.9% to 11.9%.

Drop out rate maintained from 0.5% to 0.8%.

Suspension rate decreased from 6.7% to 5.1%.

Expulsion rate maintained from .34% to 3.2%.

Scored a Satisfactory site facility review.

Maintained our textbook sufficiency rate of 100%

QHHS Goal 4:

There was an increase of Parent Outreach Opportunities as evident by school-parent communication and an increase of parent volunteer applications. 80% of our responding parents indicate they are satisfied or extremely satisfied with the community involvement.

There was a minimal decrease of stakeholders who indicated the school was a positive experience, 87% to 86%.

There was a decrease of stakeholders who indicated that they have a positive relationship with the school, 93% to 85%, however the number of respondents was triple the size of previous years.

The parent satisfaction survey growth metric was created by gathering historical data from the WE Survey, Community Forum Survey, and California Healthy Kids Survey.

This year's goals were put into place to address both these numeric metrics and the surveyed desires of our stakeholders.

The following statements are adapted from Every Student Succeeds Act (ESSA), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at our school:

Standards, Assessment, and Accountability

- Use of state and local assessments to modify instruction and improve student achievement (ESSA)

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

Staffing and Professional Development

- Status of meeting requirements for highly effective staff (ESSA)
- Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
- Sufficiency of credentialed teachers & teacher professional development (access to AB 466 training on SBE-adopted instructional materials) (EPC)
- Alignment of staff development to content standards, assessed student performance, and professional needs (ESSA)
- Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- Teacher collaboration by grade level (EPC)

Teaching and Learning

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

Opportunity and Equal Educational Access

- Services provided by the regular program that enable underperforming students to meet standards (ESSA)
- Evidenced-based practices to raise student achievement at this school (ESSA)
- Opportunities for increased learning time (Title I SWP and PI requirement)
- Transition from 8th grade to high school (Title I SWP)

Involvement

- Resources available from family, school, district, and community to assist under-achieving students (ESSA)
- Strategies to increase parental involvement (Title I SWP)
- 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

- Services provided by categorical funds that enable underperforming students to meet standards (ESSA)
- Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In a yearly cycle, and indeterminate throughout the year, the following stakeholder groups were consulted as part of the planning process for the Quartz Hill High School SPSA. These stakeholder groups provide our school with an annual review which leads to ongoing updates to the SPSA. Many of these consultations occur multiple times throughout the school year.

QHHS consults with our English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership (including department chairs, coordinators, and counselors), school administration, Multi-Tiered Systems of Supports (MTSS) teams, WASC (both visiting teams and focus groups), staff/community/student surveys, and student groups. Additionally, QHHS consults with district groups such as District English Learner Advisory Committee (DLAC), District School Leadership Team (DSLTL), and other local district input structures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Access to Student Interventions and Supports:

- 1) Not all at-risk students have access to academic interventions as needed due to limited personnel, home technology, and awareness of what is available.
- 2) Current resource inequities limit the amount of students who participate in behavioral interventions.

Personnel:

- 1) Psychologist and Counselor-to-student caseload is too high for students to receive a comprehensive counselor service, including mental health and social-emotional services.
- 2) Many of the effective teachers on campus are teaching high-level courses, which limit access of at-risk students to the most effective teachers.

Technology/Instructional Materials:

- 1) Students are limited to access of technology in school by the teacher they are assigned too. There is an inequity of technology between the class rooms. Students are limited to access of technology at home by their personal family resources.
- 2) Students are limited to access to digital core texts or student management system by both the available access to classroom technology or their own personal family resources.

Suspension Discussion:

- 1) There is a inequity in suspension rates among foster youth and English Learners.

Evidence Based Interventions

Indicate the Name of the evidenced-based intervention identified as a result of the needs assessment process

READ 180- Source-What Works Clearinghouse (WWC)

WWC-Read 180 Intervention Report- Adolescent Literacy 11/2016

Outcome Measure - Northwest Evaluation(NWEA) Measures of Academic Progress(MAP) Reading

Comparison- Read 180 vs Business as Usual

Period- 1 year / Sample- 619 students / Significant- Yes

Improvement Index- 6 / ESSA Rating- Tier 1

PBIS- Source-WWC

Implementation of PBIS has been formally evaluated in a number of descriptive, evaluation, and experimental studies. Findings indicate that PBIS is experimentally associated with reduction in office discipline referrals (Bradshaw et al. 2010, 2012; Horner et al. 2009; Safran and Oswald 2003), reduction in out of school suspensions and expulsions (Bradshaw et al. 2010), improved social emotional competence (Bradshaw et al. 2012), improved organizational efficiency (Bradshaw et al. 2008, 2009), improved academic outcomes (Horner et al. 2009), improved perception of safety (Horner et al. 2009; Ross et al. 2012), and reduction in bullying (Ross and Horner 2009; Waasdorp et al. 2012).

Systematic Educational Barriers for Latino Students and a Program Attempting to Close the Gap-

AVID- Source-ERIC

Carrasco Ramos, Daisy

AVID

ProQuest LLC, 2018 Ed.D. Dissertation, Azusa Pacific University

The case study design collected data through interviews, archival documents, and observations. The data showcased that the AVID program was successful in getting Latino students to graduate high school and transition to higher education. Two main themes emerged from the AVID program: 1. AVID structure of having one key person per four-year class and 2. having a strong college-going culture that embeds financial aid literacy, college trips, overnight college trips, parent education, and college tutors.

AVID

An Exploratory Study of the Influence of the Advancement via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina- Source-ERIC

Parker, Michele A.; Eliot, Jessica; Tart, Michael

Journal of Education for Students Placed at Risk, v18 n2 p153-167 2013

This is a qualitative study of how the Advancement Via Individual Determination (AVID) program influenced 9 African American young men in southeastern North Carolina. To understand the impact of the program, a cross-section of current and past AVID participants were interviewed. The African American male students were asked about their attitudes toward education and how AVID influenced them socially and academically. Four themes that emerged from the data were: (a) Supportive, family-like relationships are built within the AVID classroom; (b) the students strive to do better academically; (c) specific AVID methodologies improve student achievement in preparation for college; and (d) AVID positively affects student attitudes toward education. These themes are discussed in relation to the literature. Finally, we suggest how this research might inform future studies. (Contains 1 table.)

MATH-Intervention Classes-Multiple Studies and References

"The low and inequitable mathematics performance of students in urban American high schools has been identified as a critical issue contributing to societal inequities (Moses & Cobb, 2001) and poor economic performance (Madison & Hart, 1990). The need for teachers to explicitly attend to students' understanding of the ways they need to work is consistent with a broad research literature on formative assessment. The main tenets of formative assessment are that students must have a clear sense of the characteristics of high quality work, a clear sense of the place they have reached in their current work, and an understanding of the steps they can take to close the gap between the two (Black & Wiliam, 1998). The idea that careful attention needs to be paid to students' awareness of expected ways of working is also supported by the work of Delpit (1988), who has argued that teachers must make explicit the unarticulated rules governing classroom interactions that support different schooling practices, and students must be given opportunities to master those ways of being, doing and knowing. To not support students in code switching (Heath, 1983) is to participate in perpetuating inequality." (Boaler, 2008) The new intervention classes seeks to change the curriculum to include more mindset shifts for teachers, and students. Additionally new curriculum will be created by the teachers in conjunction with Envision Learning to support these concepts being taught and understood in the context of mathematics.

Reference

Boaler, J., & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers College Record*, 110(3), 608-645.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Ensure that students are academically proficient and prepared for college and career ready.

Identified Need

There is a need to increase CAASPP ELA and Math assessment scores. There is a need to increase A-G rates. There is an need to increase academic interventions in all areas including ELA, Math, AP, and supplemental instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Graduation Indicator-Dashboard	93.5%	94%	96.1%, increased 2.5%
English Learner Indicator (ELA and Math)-Dashboard	5.1 points above standard (ELA) 88.2 points below standard (math)	1 points improvement	4.3 points above standard (ELA), decreased 0.8% 87.8 points below standard (math), decreased 0.5%
RFEP-DataQuest	18/19 RFEP data	10 RFEP students	13 (so far in 2019/2020)
EL Progress and Proficiency-ELPAC/Dashboard	Level 4 - Well Developed 24.6% Level 3 - Moderately Developed 31.6% Level 2 - Somewhat Developed 28.1% Level 1 - Beginning Stage 15.8%	1% Increase in Level 4 and Level 3	45.1% making progress towards EL proficiency (dashboard has different reporting criteria)
College & Career Indicator-Dashboard	34.8% prepared	37% prepared	42.1% prepared, increased 7.3%
Percentage of students taking an AP exam	21%	23%	22%, increased 1%

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
AP/IB Courses offered	36	37	40, increase of 4 courses
A-G Rates	41%	43%	49%, increased 8%
CAASPP/EAP-DataQuest/CAASPP Scores	<p>ELA (all students) 5.1 points above standard, declined 19.5 points</p> <p>ELA (Hispanic) 7.9 points below standard, declined 18.4 points</p> <p>ELA (Socioeconomically disadvantaged) 15.9 points below standard, declined 11.2 points</p> <p>ELA (African American) 27 points below standard, declined 5.6 points</p> <p>Math (all students) 88.2 points below standard, declined 6.8 points</p> <p>Math (African American) 107.8 points below standard, declined 9.9 points</p> <p>Math (SPED) 195.4 points below standard, increased 24.9 points</p> <p>Math (two or more races) 78 points below standard, declined 10.4 points</p> <p>Math (Socioeconomically disadvantaged) 113.3 points below standard, declined 7.6 points</p> <p>Math (white) 75.3 points below standard, declined 8.4 points</p>	<p>ELA (all students) increase by 1 point</p> <p>ELA (Hispanic) increase by 1 point</p> <p>ELA (Socioeconomically disadvantaged) increase by 1 point</p> <p>ELA (African American) increase by 1 point</p> <p>Math (all students) increase by 1 point</p> <p>Math (African American) increase by 1 point</p> <p>Math (SPED) increase by 1 point</p> <p>Math (two or more races) increase by 1 point</p> <p>Math (Socioeconomically disadvantaged) increase by 1 point</p> <p>Math (white) increase by 1 point</p>	<p>ELA (all students) 4.3 points above standard, maintained -0.9 points</p> <p>ELA (Hispanic) 9.6 points below standard, maintained -1.4 points</p> <p>ELA (Socioeconomically disadvantaged) 22.5 points below standard, declined 7.2 points</p> <p>ELA (African American) 23 points below standard, maintained 1.3 points</p> <p>Math (all students) 87.8 points below standard, maintained -0.3 points</p> <p>Math (African American) 136.3 points below standard, declined 17.2 points</p> <p>Math (SPED) 204.5 points below standard, declined 18.6 points</p> <p>Math (two or more races) 79.6 points below standard, maintained -1.5 points</p> <p>Math (Socioeconomically disadvantaged) 115 points below standard, declined 3.6 points</p> <p>Math (white) 67 points below standard, increased 7.3 points</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A. Classified position(s) in support of the Library Support Center

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12454 To support student and community to the Library Support Center

Source(s)

Targeted Funds

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

B. Provide staff professional development on technology, real-world lesson planning, WICOR strategies, EL Strategies, and strategies for Common Core implementation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5300 1 x 113 @\$46.68

5300 1 x 113 @\$46.68

1000 Tech Support PD; NTE 16 Hours

Source(s)

Title I

Targeted Funds

Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

T. Support students on distance learning/blended learning by providing materials and resources to be used by students and teachers for learning loss mitigation and to provide continuity of instruction. Materials and resources can be but not limited to: Visual and Performing Arts supplies/equipment, CTE hardware and software, online programs, tutor hours, supplemental instruction, technology, etc

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500 Band practice materials to to provide continuity of learning	District Funded
Art Supplies to provide continuity of instruction	District Funded
6000 Science supplies/labs to provide continuity of instruction	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

C. Provide opportunities, including materials, technology, and training for all students to participate in research based instructional strategies (ie: WICOR).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000 Support differentiated instruction, critical thinking, and formative assessment	Targeted Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

D. Provide opportunities for all students to receive educational support or remediation in regard to school wide literacy and math intervention initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
APEX	District Funded
Live Tutor (including Essay review)	District Funded
RI and Math Inventory-type Program	District Funded

3375 MyAccess (225 Licences)	Title I
8195 Turnitin.com (3000 Licences)	Title I
PSAT/SAT with Essay	District Funded
Common ELA Performance Task	District Funded
Math Intervention course	District Funded
2000 Math Intervention (including PD and supplies)	Targeted Funds
6600 Grammarly Premium	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

E. Provide all students with highly effective teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

To give students access to the best possible instruction to close achievement gap

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students, Foster Youth , EL

Strategy/Activity

F. Teacher and Student academic and behavior support. Instructional Partners and At-Risk Coordinators (academic - assessment)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25000 At-Risk Coordinator to coordinate or assist in coordinating all school-wide academic intervention (with focus on Foster and EL) including PSAT, SAT, ASVAB, CAASPP,

Source(s)

Targeted Funds

ELPAC, etc. and oversee Khan Academy usage-0.4 FTE (titled At-Risk Academic)	
227,850.81 Provide eight release periods (1.6 FTE) for Teacher Instructional Partners to provide support to teachers in all subject areas James Vondra, Instructional Partner, 2 sections T1 Suzie Tigner, Instructional Partner, 2 sections T1 Dave Guitierrez, Instructional Partner, 2 sections T1	Title I
28,800 Provide one release period (0.2 FTE) for an EL Coordinator to provide support to teachers in all subject areas	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

G. STEM/CTE/NGSS Continued Program Development: Engineering, Auto Tech, Culinary Chemistry, Computer Science, Video Production, Shared Science Lab

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Stem Supplies (expo)	District Funded
15,000.00 Continue Culinary Chemistry support (supplies)	Targeted Funds
15,000.00 Aerospace Engineering support	Targeted Funds
15,000.00 NGSS supplies and shared Lab	Targeted Funds
1,500.00 Robotics	Title I
25,000.00 Film Academy Coordinator	Title I
Advanced Art-TV & Video Production	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

H. College Prep, AP, IB, PSAT, & SAT Test Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
PSAT/SAT Test Prep	District Funded
7500 AP test prep (certificated hours)	Targeted Funds
2500 Counselor Conference	Targeted Funds
10000 AP test prep and materials	Targeted Funds
Test Proctors	District Funded
PSAT, SAT, IB, AP, & College Prep Tests	District Funded
AP Supplemental Materials/Supplies	District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

I. Naviance Student

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Family Connections	District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

J. Provide remediation activities for students who are unsuccessful in mastering the common core standards. Tutoring, extended learning opportunities, timely re-teaching opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24000 Before/After School Tutoring	Title I
6000 Saturday School	Title I
6000 Short Term Independent Study Coordinator (150 hours)	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

K. College/Career Ready Field Trips

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000 Cover subs and buses for college/career ready field trips	Targeted Funds

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

L. Provide opportunities for staff to collaborate with colleagues during and out of school hours, including the ability to visit a variety of classrooms to observe best practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Instructional Partners, when part of a face-to-face collaboration and Rovers used to cover classes as necessary	
500.00 Provide opportunities for staff to collaborate across the curriculum (create Integrated Units). Provide sub coverage.	Targeted Funds

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

M. Strengthen and encourage art cross curricular integration and to strengthen visual and performing pathways, academies, and electives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,226.00 Continued support for Visual Arts and Performing Arts program, including but not limited to supplies, materials, equipment, professional development, cross-curricular planning time, extra duty hours, and any necessary supporting resource to enhance VAPA program.

Source(s)

Title IV

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

N. Test all student Lexiles twice annually with Scholastic Reading Inventory and Math Inventory

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Support College and Career Readiness

Source(s)

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

O. AP Coordinator will serve as Chief Proctor for AP examinations
Oa. AP Coordinator will support Honors and AP
Ob. All AP teachers will have PD opportunities in the form of College Board AP Summer Institutes, Department of Education Workshops, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18000 Ryan Kachold At-Risk Coordinator-0.2 FTE to coordinate or assist in coordinating all school-wide academic intervention (with focus on AVID) (called At-Risk Coordinator Academic)	Title I
AP Test Proctors	District Funded
AP Professional Development-AP By the Sea, Dept. of Education Workshops, etc.	District Funded
AP Test Training	District Funded
NTE 50 hours @\$46.68	District Funded
2800 AP Coordinator-Ryan Kachold; NTE 50 EWA Hours	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

P. Career Fair

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Printing materials and refreshments	Targeted Funds
1050 Career Fair Coordinator	Targeted Funds
Career Fair Security	Targeted Funds
CAWEE Fall Conference	Title I

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Q. IB Coordinator will serve as Chief Investigator for IB examinations
 Qa. Annual Subscription for IB Diploma program
 Qb. IB Art Examiner reviews IB portfolio
 Qc. Registration fees for IB Diploma Candidate

Qd. CAS Coordinator will support IB Diploma candidates in creativity, action and service hours
 Qe. IB Teachers will have PD opportunities in the form of IB Teacher Training Workshops

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
IB Coordinator-0.4 FTE	District Funded
IB Subscription	District Funded
IB Travel Expenses	District Funded
IB Student Registrations @ \$145 per student	District Funded
CAS Coordinator	District Funded
IB Training	District Funded

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

R. Provide AVID Coordinator

Ra. AVID students meet the AVID profile and recruitment is done with fidelity, including interviews of prospective candidates.

Rb. AVID Elective classes have college-age tutors and peer tutors to meet the 1:7 ratio as determined by Essential 8 of the AVID certification guidelines

Rc. AVID Elective teachers have been trained in AVID implementation and have attended AVID Summer Institute at least once

Rd. AVID Elective classes are taught by diverse staff from a variety of subject areas

Re. AVID Elective teachers attend ongoing training hosted by LACOE and have access to and are utilizing the AVID curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000 Tim Fields AVID Coordinator-0.2 FTE Avid Coordinator, 1 section	Title I
62000 AVID Tutors	Title I
10,000 AVID Summer Institute	Title I
10000 AVID Supplies	Title I

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

S. Provide opportunities for AVID students to attend college field trips

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000.00 2 College Field Trips-Subs and Buses

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As described in the "Purpose and Description" section of the SPSA, Quartz Hill High School performed a detailed needs assessment to analyze the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing or "at-risk" of failing to meet academic standards and College and Career Preparedness levels. As a result, Quartz Hill has adopted the following school goals, related to actions, and expenditures to raise both the performance and the College and Career Preparedness levels of students not yet meeting state standards or College and Career Preparedness levels.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is an increased cost in personnel to perform interventions, tutoring, and supplemental instruction.

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

Reduction of two sections of Instructional Partners (0.4 FTE) and addition of one section (0.2 FTE) of At-Risk Coordinator. This change is in line with Quartz Hill's implementation of MTSS, specifically academic intervention. This change can be found in Goal 1 F of the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Identified Need

There is a need to continue offering and providing access to advance courses, including AP course and to increase the number of AP exams taken.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
AP Exams Taken	1522 (2019)	1532	Data not in yet (may). Expected 1600+
AP Exams with "Qualifying Score"	775 (2018)	780	799 (from 2019), increase of 24 exams
Classroom Walk-throughs	1000	1100	438, decreased 562 walk-throughs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A. Provide professional development and collaboration time for staff to design and implement cross curricular product based lessons infused with student interaction.

Aa. Staff Training specific to 21st Century curriculum

Ab. Support Vertical Teaming through collaborative professional development to encourage preparedness from level to level

Ac. Continue with QHHS's focus on Critical Thinking and Problem Solving infused throughout all curriculum - bonding entire academic program together

Ad. Provide PD on current Education Technology

Ae. Provide professional development for staff to create and implement writing rubrics for writing across the curriculum and other integrated units

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

This is accounted for in Goal #1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

B. QHHS staff will highlight practical teaching techniques to other teaching staff in staff meetings revolving around research, investigation, problem solving, and communication skills within each course

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SPED, EL, Homeless, Foster, Low-Socio-Economic, Math/ELA Support

Strategy/Activity

C. Categorical Compliance Coordinator

Ca. Title 1 Monitor-Newsletter Subscription to stay up to date on Compliance Issues, Insight on regulatory and administrative actions, effective and efficient use of Title 1 Funds, etc.

Cb. Annual Title 1 Conference-Send Coordinator and Parent Rep to either state or national conference annually

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

27000 Categorical Coordinator-0.2 FTE
James Vondra, Title 1 Coordinator, 1 section T1

Title I

350 Title 1 Monitor-Newsletter

Title I

1000 Title 1 Conference

Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, Foster

Strategy/Activity

D. Year five of developing a 21st Century student learning center

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000 Continue to Transform Library into a 21st Century Learning Center

Source(s)

Targeted Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

E. Continued Administrative support of teachers' ability to be creative and innovative in the classroom with the goal of improving Critical Thinking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

F. Collaborate with community and industry experts to utilize their skills to provide PD for parents and community-at-large

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250 Refreshments/Supplies

Source(s)

Targeted Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

G. Support Computer Science Course

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Accounted for in Goal #1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

H. Continued support of the QHHS and District STEM Expo

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500 Classified-Security

Targeted Funds

500 Supplies

Targeted Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

I. Expand the STEM/CTE Pathways

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All Students, EL

Strategy/Activity

J. Provide Intensive reading intervention – Read 180, System 44

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250 Supplies

Source(s)

Title I

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

EL

Strategy/Activity

K. ELPAC testing will be given to all students who qualify

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

SBA/EWA

Source(s)

District Funded

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

L. Tiered PD to provide staff with a targeted approach that provides a customized PD environment that supports QHHS' WASC Action Plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Accounted for in Goal #1, #2, and #3

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

M. Provide opportunities for staff to attend PD outside of the district

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500 Professional Development

Targeted Funds

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

N. All Instructional Partners become Google Certified

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Google Certification

District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

O. Continue to improve site technology in order to deliver a 21st century learning environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
105,705.04 Support 21st Century Learning Environment	Title I
32,805.00 Support 21st Century Learning Environment	Targeted Funds
20,000 Curriculum/Online Resources	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

EL

Strategy/Activity

P. Provide EL advisor to support parents, students and teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
EL Advisor-0.2 FTE	District Funded
Bilingual Secretary 2	District Funded

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

EL/Foreign Language

Strategy/Activity

Q. Provide D-ELD Period, EL Bilingual Instructional Aide, and support materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Bilingual Aide	District Funded
1500 EL Supplies	Targeted Funds
Designated English Language Development Period	Targeted Funds
26000 Bilingual Support Materials	Targeted Funds

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

EL

Strategy/Activity

R. Provide EL bilingual clerk

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

EL Bilingual Clerk

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As described in the "Purpose and Description" section of the SPSA, Quartz Hill High School performed a detailed needs assessment to analyze the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing or "at-risk" o failing to meet academic standards as Quartz Hill works to provide a 21st century learning environment. As a result, Quartz Hill has adopted the following school goals, related to actions, and expenditures to provide a 21st century learning environment to all students not yet meeting state standards or working within a 21st century learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is a reduction in expenditures for technology as technology goals were met the prior year.

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

There will be an increase in expenditures for Quartz Hill's aerospace program as this will be a capstone program for the Engineering pathway. This can be found in Goal 2 I.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

Identified Need

There is a need to decrease overall suspensions in each student group. There is a need specifically to decrease the suspension rate of foster youths. There is a need to increase the attendance rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Suspension Indicator-Dashboard	(all students) 5.1% suspended at least once, declined 1.6% (foster youth) 22.2% suspended at least once, increased 1.7% (African American) 12.7% suspended at least once, declined 6.5% (Asian) 1.9% suspended at least once, maintained 0.2% (Hispanic) 4.7% suspended at least once, maintained 0% (two or more races) 7.4% suspended at least once, declined 3% (Socioeconomically disadvantaged) 7.1% suspended at least once, declined 3.7% (SPED) 13.4% suspended at least once, declined 8.6%	(all students) decline by 0.5% (foster youth) decline by 1% (African American) decline by 1% (Asian) maintain percent (Hispanic) maintain percent (two or more races) decline by 0.5% (Socioeconomically disadvantaged) decline by 0.5% (SPED) decline by 1%	(all students) 5.3% suspended at least once, maintained 0.2% (foster youth) 29.7% suspended at least once, increased 7.5% (African American) 11.9% suspended at least once, declined 0.7% (Asian) 1.9% suspended at least once, maintained - 0.1% (Hispanic) 5.3% suspended at least once, increased 0.6% (two or more races) 6.4% suspended at least once, declined 1.1% (Socioeconomically disadvantaged) 7.7% suspended at least once, increased 0.6% (SPED) 14.3% suspended at least once, increased 1% (English Learners) 12.3% suspended at least once, increased 2.5%

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
			(white) 3.9% suspended at least once, increased 0.6% (Filipino) 0% suspended at least once, declined 2.2% (Homeless) 11.1% suspended at least once, declined 8.1%
Suspension Rate-DataQuest	5.1% suspended at least once	4.5% suspended at least once	5.3% suspended at least once, increased 0.2%
Attendance Rate	95.51%	95.75%	96.2%, increased 0.69%
Chronic Absenteeism-DataQuest	11.9%	11%	10.1%, decreased 1.8%
Truancy-DataQuest	44.96%	Decrease by 1%	DataQuest has not updated 2018/2019 data
Dropout Rate-DataQuest	0.8%	0.7%	0.8% maintained
Expulsion Rate-DataQuest	0.16%	0.15%	0.25%, increased 0.09%
Williams Textbook Sufficiency-Dashboard	Satisfactory Site Review	Maintain	Maintained
Williams Facilities Reviews-Dashboard	Satisfactory Site Review	Maintain	Maintained
Appropriately Assigned Teachers	(SPED) 94.74% compliant (ELA) 100% compliant (math) 100% compliant (science) 90.9% compliant (VAPA) 100% compliant (foreign language) 100% compliant (social science) 100% compliant (behavioral science) 100% compliant (industrial technology) 100% compliant	Increase compliance by 0.5% in each area	(SPED) 100% compliant (ELA) 100% compliant (math) 100% compliant (science) 100% compliant (VAPA) 100% compliant (foreign language) 100% compliant (social science) 100% compliant (behavioral science) 100% compliant (industrial technology) 100% compliant

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	(physical education) 100% compliant		(physical education) 100% compliant

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A. Foster relationship building between students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Foster interaction of students and staff through events such as spirit/pep rallies, lunchtime activities, etc.

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

B. Promotion of Anti-Bullying campaign and Kindness Movement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Targeted Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, At-Risk, African American

Strategy/Activity

C. Implementation of school wide PBIS system

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

To better support reduction in student discipline and higher engagement in classroom activities

1500 Professional Development

Source(s)

District Funded

Targeted Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

D. Promote Drug Abuse Awareness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500 Professional Development

Source(s)

Targeted Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

E. Reserve

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

F. Host various district and community events and meetings including Career Fair, Stem Expo, Parent Information Nights, College Prep Nights, Athletic Orientations, Back to School Nights, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000 Security Cameras, TVs, additional lighting, and other technology to Promote Site School Safety

Source(s)

Targeted Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

G. Exercise Labs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25000 Upgrading Safety Standards. Replace unsafe weight equipment

Source(s)

Targeted Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

H. Host Saturday School sessions as attendance intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500 20 Saturday School sessions

Source(s)

Targeted Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

I. Teacher and Student academic and behavior support. Admin Intern(s)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Provide two release periods (0.4 FTE) for Teacher Admin Intern to provide support to teachers in all subject areas

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As described in the "Purpose and Description" section of the SPSA, Quartz Hill High School performed a detailed needs assessment to analyze the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing or "at-risk" o failing to meet academic standards as Quartz Hill works to provide a safe, secure, and positive environment. As a result, Quartz Hill has adopted the following school goals, related to actions, and expenditures to provide a safe, secure, and positive environment to all students not yet meeting state standards or working within a safe, secure, and positive environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More allocations will be provided for Saturday School instruction to increase both supplemental instruction opportunities and student ADA.

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

Saturday School instruction may increase as we increase awareness and opportunity for Saturday supplemental instruction. This change can be found in Goal 3 H.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Identified Need

There is a need to increase overall satisfaction of parents in all four SPSA goals. There is a need to increase overall school climate from the perspective of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Parent Outreach-Surveys-Community Forums-Parent Workshops	Parents report through the 2019 AVUHSD Community Forum Goal 1 - College and Career Readiness Academic Proficiency 86.87% Satisfied/Extremely Satisfied College Prepared 75.36% Satisfied/Extremely Satisfied Career Readiness 65.35% Satisfied/Extremely Satisfied Goal 2 - Rigorous Curriculum 21st Century Learning 83.89% Satisfied/Extremely Satisfied Rigorous Curriculum 81.95% Satisfied/Extremely Satisfied Academic Experience 83.19% Satisfied/Extremely Satisfied Collegiate Experience 76.26%	Increase satisfied/extremely satisfied responses by 2% in each category	Parents report through the 2020 AVUHSD Community Forum Goal 1 - College and Career Readiness Academic Proficiency 88.45% Satisfied/Extremely Satisfied, increased 1.58% College Prepared 76.16% Satisfied/Extremely Satisfied, increased 0.8% Career Readiness 62.85% Satisfied/Extremely Satisfied, decreased 2.5% Goal 2 - Rigorous Curriculum 21st Century Learning 86.24% Satisfied/Extremely Satisfied, increased 2.35% Rigorous Curriculum 83.84% Satisfied/Extremely Satisfied, increased 1.89% Academic Experience 84.29%

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	<p>Satisfied/Extremely Satisfied Professional Experience 68.23%</p> <p>Satisfied/Extremely Satisfied Personal Experience 75.16%</p> <p>Satisfied/Extremely Satisfied</p> <p>Goal 3 - Safe and Positive School Climate School Safety 79.87%</p> <p>Satisfied/Extremely Satisfied School Facilities 68.65%</p> <p>Satisfied/Extremely Satisfied Positive School 77.32%</p> <p>Satisfied/Extremely Satisfied Students Supported 67.89%</p> <p>Satisfied/Extremely Satisfied</p> <p>Goal 4 - Build Stakeholder Relationships Effective Communication 77.81%</p> <p>Satisfied/Extremely Satisfied Positive Relationships 82.1%</p> <p>Satisfied/Extremely Satisfied Community Involvement 75.03%</p> <p>Satisfied/Extremely Satisfied</p>		<p>Satisfied/Extremely Satisfied, increased 1.1%</p> <p>Collegiate Experience 75.21%</p> <p>Satisfied/Extremely Satisfied, decreased 1.05%</p> <p>Professional Experience 64.12%</p> <p>Satisfied/Extremely Satisfied, decreased 4.11%</p> <p>Personal Experience 75.16%</p> <p>Satisfied/Extremely Satisfied, maintained 0%</p> <p>Goal 3 - Safe and Positive School Climate School Safety 79.97%</p> <p>Satisfied/Extremely Satisfied, increased 0.1%</p> <p>School Facilities 67%</p> <p>Satisfied/Extremely Satisfied, decreased 1.65%</p> <p>Positive School 74.75%</p> <p>Satisfied/Extremely Satisfied, decreased 2.57%</p> <p>Students Supported 68.32%</p> <p>Satisfied/Extremely Satisfied, increased 0.43%</p> <p>Goal 4 - Build Stakeholder Relationships Effective Communication 79.91%</p> <p>Satisfied/Extremely Satisfied, increased 2.1%</p>

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
			<p>Positive Relationships 83.33%</p> <p>Satisfied/Extremely Satisfied, increased 1.23%</p> <p>Community Involvement 75.03%</p> <p>Satisfied/Extremely Satisfied, maintained 0%</p>
School Climate Index	<p>Students report through the WE Survey Forum</p> <p>Rigor In class we discuss and solve problems that have more than one answer. 72% total agreement 16% undecided</p> <p>This school has high expectations for all students. 59% total agreement 26% undecided</p> <p>Passing the state test is the most important thing I do in school. 45% total agreement 23% undecided</p> <p>I want to do better at school academically. 75% total agreement 14% undecided</p> <p>Relevance I can apply what I learn in my classes to my everyday life. 46% total agreement 25% undecided</p> <p>I'm encouraged to explore things i find interesting. 66% total agreement 20% undecided</p> <p>I work with other students in my</p>	Increase in total agreement responses by 2% in each catagory	WE survey was not given in 2020

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	<p>classes to solve problems. 63% total agreement 18% undecided</p> <p>I believe that what I am learning in school will help me in my future. 54% total agreement 23% undecided</p> <p>Relationships</p> <p>My teachers care about me. 60% total agreement 26% undecided</p> <p>My teachers know my academic interests and goals. 42% total agreement 27% undecided</p> <p>My teachers care if I participate in class. 62% total agreement 20% undecided</p> <p>Doing well academically is rewarded in this school. 64% total agreement 19% undecided</p> <p>Leadership</p> <p>I know my school's mission/vision. 49% total agreement 25% undecided</p> <p>My teachers see me as a leader. 34% total agreement 38% undecided</p> <p>I know the goals my school is working on this year. 42% total agreement 25% undecided</p>		

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Digital Visits-Youtube Hits, Web Site Visits, App Downloads	5450 Rebel Alert app subscriptions Facebook 446 followers	5500 Rebel Alert app subscriptions Facebook 500 followers	6432 Rebel Alert app subscribers, increase of 982 subscriptions 774 Facebook followers, increased 328 followers 1640 Instagram followers, baseline 145 Twitter followers, baseline
Fall and Winter Survey Response Counts	Fall 2018/2019 (Total) 2077 (Parent/Guardian) 534 (Students) 1372 (Employees) 171 Winter 2018/2019 (Total) 2598 (Parent/Guardian) 531 (Students) 1922 (Employees) 157 (Community Members) 18	Maintain or increase app subscriptions by 100	Fall 2019/2020 (Total) 1963, decrease of 114 (Parent/Guardian) 530, decreased 4 (Students) 1234, decreased 138 (Employees) 199, increased 28 Winter 2019/2020 (Total) 2205, decreased 393 (Parent/Guardian) 382, decreased 149 (Students) 1652, decreased 270 (Employees) 173, increased 16 (Community Members) 14, decreased 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A.Improved teacher/parent communication through multiple mediums of communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000 Through existing and new technology such as the QHHS Alert App, Email, Website, etc.	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

B. Continue to develop relationships with local industry/business

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

C. Continued support of ASB in creating and promoting an exciting school culture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

D. Engage and encourage Alumni connection

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
E. Incoming Freshmen Orientation, BTSN Registration, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Targeted Funds

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
F. Provide opportunities for parents to participate in their students’ education through volunteerism. Communicate with parents’ opportunities to attend parent involvement meetings: Parent Advisory/School Advisory Committee, English Learner Advisory Committee, District English Learner Advisory Committee, School Site Council

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000 Fingerprinting	Title I Part A: Parent Involvement
625 Food for advisory committees	Targeted Funds
3589.15 Parent Workshop materials and supplies	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As described in the "Purpose and Description" section of the SPSA, Quartz Hill High School performed a detailed needs assessment to analyze the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing or "at-risk" or failing to meet academic standards as Quartz Hill works to communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities. As a result, Quartz Hill has adopted the following school goals, related to actions, and expenditures to communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Continued plan from the previous year.

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

Continued plan from the previous year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$589,141.00
Total Federal Funds Provided to the School from the LEA for CSI	\$N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$919,025.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$623,125.85
Title I Part A: Parent Involvement	\$7,589.15
Title IV	\$30,226.00

Subtotal of additional federal funds included for this school: \$660,941.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$18,100.00
Targeted Funds	\$239,984.00

Subtotal of state or local funds included for this school: \$258,084.00

Total of federal, state, and/or local funds for this school: \$919,025.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Zach Mercier Term 1-Year 2	Principal
Sharon Brooks Term 2-Year 2	Classroom Teacher
Heidi Miller Term 2-Year 1	Classroom Teacher
Lance Pierson Term 2-Year 1	Classroom Teacher
Ryan Kachold Term 1-Year 1	Classroom Teacher
Sulema Figueroa Term 1-Year 1	Other School Staff
Jeff Robertson Term 1-Year 2	Parent or Community Member
Kym Sacca Term 1-Year 1	Parent or Community Member
Jeanette Ward Term 1-Year 1	Parent or Community Member
Dezarey Dye Term 1-Year 1	Secondary Student
Sullivan Salone Term 1-Year 2	Secondary Student
Riley Johnson Term 1-Year 2	Secondary Student

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.



Recommendations and Assurances

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Title I Parent Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 05/13/2019.

Attested:

	Principal, Zach Mercier on 05/13/2019
	SSC Chairperson, Lauren Asher on 05/13/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019