

School Year: **2023-24**



# 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 16, 2023	June 12, 2023

## 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  
Additional Targeted Support and Improvement

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, NWEA 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. A major update to QHHS expenditures are monies utilized to continue the continuity of learning and learning loss mitigation due to the COVID-19 pandemic. 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 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. Regarding Covid-19 monies, School Site Council has indicated the need for distance learning support for our teachers and support staff. Support can be in the form of programs, technology, professional development time, and/or funds for additional student support after-school hours. SSC has asked me to look into drivers training courses and/or certifications.

The following information and data gathered is a review of how Quartz Hill High School did in relation to our 2022/2023 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 of 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 has 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 increased 2.5% 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)

## Educational Partner 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. The SPSA is reviewed throughout the school year as a standing agenda item for the School Site Council meetings.

## 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 number 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 to technology in school by the teacher they are assigned to. There is an inequity of technology between the classrooms. Students are limited to access to 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 an inequity in suspension rates among foster youth and English Learners.

Distance Learning Resources

- 1) There is an inquiry of technology and internet service among our students who are socioeconomically disadvantaged.

## 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

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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

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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.)

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#### 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.

# District Level Supports

## EL Support & Alt. Support Programs with District Title III, Title I, and Targeted Funds Descriptions for 2023-24 SPSAs

<u>Funding Source</u>	<u>Descriptions</u>
<b>Title III + District Targeted</b>	<b>Bilingual Instructional Aides</b> <ul style="list-style-type: none"><li>• Support immigrant newcomer students in Designated ELD Elective course, and LTELs in Core subjects at each site</li></ul>
<b>District Targeted</b>	<b>DO Targeted Salaries for Division of Student Support</b> <ul style="list-style-type: none"><li>○ 1 Director of Student Support / Multilingual Programs</li><li>○ 2 Program Coordinators for Multilingual Programs Support</li><li>○ 2 EL TSAs</li><li>○ EL Coordinator - 1/6 (2 release periods are recommended)</li><li>○ Bilingual Secretaries</li><li>○ VP supporting EL programs</li><li>○ EL Counselor</li></ul>
<b>COVID Relief Funds + District Targeted , 3-year Implementation Plan, 2021-24 Districtwide</b>	<b>Ellevation</b> <ul style="list-style-type: none"><li>• Ellevation is an EL-focused dashboard updated daily with PowerSchool data.</li><li>• Ellevation's platform with EL data and instructional strategies will assist EL TSAs and EL IPs to support teachers with Long-Term ELs and dual-identified ELs in SPED for students to stay on track to graduate and reclassify.</li><li>• Ellevation's dashboard platform is adaptable for each administrator, EL TSA, Instructional Partners, EL Site Team, and teacher to understand an EL student's English linguistic level to plan instructional support.</li><li>• Sites submit EWAs paid for with District Targeted funds.</li></ul>
<b>District Targeted</b>	<b>Student Monitoring for ELs and Reclassified students</b> <p>EL Site Teams and the EL Counselor should monitor EL students during the instructional day and after-school.</p> <ul style="list-style-type: none"><li>• Site teams may decide a plan to fulfill EL Student Monitoring, individually or as collaborative teams.</li><li>• Sites submit EWAs paid for with District Targeted funds.</li></ul>



**District Title I**

**EL Tutoring**

- Site-based EL Tutoring for Core subjects ensures consistent district-wide EL tutoring is available at each site to support Newcomer ELs, Long-Term ELs, and ELs in Special Education.
- EL Tutoring addresses the needs of EL students, mitigates learning loss, and provides essential continuity of instruction to access the core curriculum during distance learning and the transition to a blended-model / hybrid-model with in-school instruction.
- Sites submit EWAs paid for with District funds.

**District Targeted**

**ELPAC Assessment Support and Student Practice**

- Site-based ELPAC practice to support ELs after-school or on Saturdays to practice for the annual English Learner Proficiency Assessment of California exam, administered district-wide in Spring 2021.
- District goal is to ensure ELs advance one proficiency level on the ELPAC each year.
- Students need to earn an Overall 4 on the annual ELPAC exam to qualify for reclassification. Site reclassification rates are important indicator in the California Dashboard.
- Sites submit EWAs paid for with District funds.

**District Targeted**

**ELAC Parent Engagement and Parent Outreach**

- The DO will provide DO Targeted funds to pay for EL Site Team staff (EL Program Site Advisor, Bilingual Secretary, and Bilingual Instructional Aide and other EL Staff) to work after contractual hours to support the ELAC and parent outreach.
- Outreach includes telephoning parents, translating documents for mailings and meetings, translating at ELAC meetings.
- The English Learner Advisory Committee (ELAC) is comprised of parents of EL students and community members who advise schools to make important decisions related to services for ELs.
- Sites submit EWAs paid for with District funds.

**District Targeted**

**Various Parent Workshops for Parents of English Learners**

Disciplina Positiva’s parent educator team, with Tony and Lisseth Orozco, provide online workshops for parents to address learning at home, academics with their children, mental health issues, and improve study routines at home during the pandemic.

- Virtual workshops are offered in English and Spanish.
- Workshops are promoted with parent leaders at the DELAC and at each site's ELAC parent committees, and Title I Parent Committee.
- Sites submit EWAs for Disciplina Positiva paid for with District Targeted funds.

**District Targeted****EL Professional Development at Sites**

- Sites should provide at least one EL-focused Professional Development each semester.
- EL Site Teams can decide to offer EL-focused PD at a staff meeting, Department Meeting, Non-Student day breakout sessions, after-school PD, or Flex-Day options.
- EL PD for Core Subject Certificated Staff
- Sites submit EWAs paid for with DO Targeted Funds.

**District Targeted****District Office Trainings and PD to Support EL Programs**

- ELPAC Training for summative ELPAC exam (DO Targeted)
- EL Quarterly Trainings, facilitated by DO Team to support EL Programs district-wide (DO Targeted)
- EL Site Leadership Trainings
- EL Program Site Advisor & EL Counselor Trainings
- Bilingual Secretary for EL Site Programs Trainings
- Bilingual Instructional Aides Trainings
- DO EL Team will submit EWAs paid with District funds.

**District Title I****Long Term English Learner (LTEL) Supports and Interventions**

Additional interventions, instructional resources, and professional development to provide additional support for LTELs to advance in their proficiency with English language acquisition.

- Long-Term EL Leadership Steering Committee
- EWA's
- Professional Development-LACOE
- Local CAFE workshops for Parents
- Rosetta Stone Licenses- District Title I (\$42,548)
- DO EL Team will submit EWAs paid w DO TI funds

**District Targeted****ELD core curriculum Trainings and Support for Designated ELD Elective with immigrant Newcomer students**

- ELD Core Curriculum - Teacher Trainings
- ELD Consultant to ensure core ELD curriculum is implemented with fidelity
- Edge core curriculum e-Assessments (diagnostic exam, unit exams) and Comprehension Coach (\$21,385)
- Books / Materials / Supplies
- Contracts / Consultants (\$25,000)
- DO EL Team will submit EWAs paid with District funds.

## **Description of CTE funded supports**

Career Technical Education (CTE) funding allows the sites of the AVUHSD to expand, enhance and sustain high-quality CTE pathways that align with the graduate student profile and prepare students for the following college and career opportunities:

- student field trips to colleges, universities and related industries
- professional development to address trends, rigor and relevance
- value added industry certifications
- work-based learning opportunities
- equipment/technology for classrooms and labs
- leadership training and competitions for students

To address both academic and technical proficiency, in the student performance indicators, the funding also provides for the following:

- academy/pathway specific tutoring
- course offerings outside of the school day
- standards-aligned instruction and assessments
- interdisciplinary instruction
- small learning cohorts of students in academic and CTE courses
- course development to meet a-g requirements
- process for course articulation and dual enrollment

# 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 – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Graduation Indicator-Dashboard	91.5%	94% or above		
English Learner Indicator (ELA and Math)-Dashboard	4.3 points above standard (ELA), decreased 0.8% 87.8 points below standard (math), decreased 0.5%	1% increase	10.4 points below the standard (ELA) 116.7 points below the standard (Math)	
RFEP-DataQuest	13	14 RFEP students or more	12	
EL Progress and Proficiency-ELPAC/Dashboard	45.1% making progress towards EL proficiency (dashboard has different reporting criteria)	1% Increase in Level 4 and Level 3		
College & Career Indicator-Dashboard	42.1% prepared	43% or higher		
Percentage of students taking an AP exam	22%	23%	26%	
AP/IB Courses offered	40	40	56	
A-G Rates	40.7%	43% or higher		
CAASPP/EAP-DataQuest/CAASPP Scores	ELA (all students) 4.3 points above standard,	ELA (all students) 10.4 below the	ELA (all students) increase by 1 point	

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	<p>maintained -0.9 points            ELA (Hispanic) 9.6 points below standard,            maintained -1.4 points            ELA (Socioeconomically disadvantaged) 22.5 points below standard,            declined 7.2 points            ELA (African American) 23 points below standard,            maintained 1.3 points            Math (all students) 87.8 points below standard,            maintained -0.3 points            Math (African American) 136.3 points below standard,            declined 17.2 points            Math (SPED) 204.5 points below standard,            declined 18.6 points            Math (two or more races) 79.6 points below standard,            maintained -1.5 points            Math (Socioeconomically disadvantaged) 115 points below standard,</p>	<p>the standard (low)            ELA (Hispanic) 22.1 points below standard (low)            ELA (Socioeconomically disadvantaged) 39.4 points below standard ( low)            ELA (African American) 66.8 points below the standard (very low)            Math (all students) 116.7 below the standard (very low)            Math (African American) 157.3 below the standard (very low)            Math (SPED) 212.8 below standard (very low)            Math (two or more races) 110.7 below the standard(low)            Math (Socioeconomically disadvantaged) 148.1 below standard (very low)            Math (white) 108.5 below standard (low)</p>	<p>ELA (Hispanic) increase by 1 point            ELA (Socioeconomically disadvantaged) increase by 1 point            ELA (African American) increase by 1 point            Math (all students) increase by 1 point            Math (African American) increase by 1 point            Math (SPED) increase by 1 point            Math (two or more races) increase by 1 point            Math (Socioeconomically disadvantaged) increase by 1 point            Math (white) increase by 1 point</p>	

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	declined 3.6 points Math (white) 67 points below standard, increased 7.3 points			
A-G Completion				
CTE Pathway Completion				
CAASPP ELA				
CAASPP Math				
Local Math Assessment: NWEA MAP (11th grade)				
Local ELA Assessment: NWEA Map (11th grade)				
EAP % Students Prepared for College ELA				
EAP % Students Prepared for College Math				
Implementation of Academic Standards (Local Indicator)				
Seal of Biliteracy				

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

Provide staff professional development on technology, real-world lesson planning, WICOR strategies, EL Strategies, implementation of Core Instructional Model, differentiated instruction, assessments, collaboration, 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)
60,000 All teachers 3 hours x 8 months	Title I
68200 All teachers 3 hours x 8 months	Targeted Funds
1,000 Tech Support PD; NTE 16 Hours	Title I
4200 Leadership team planning 6 hours	Targeted Funds
1000 New teacher training	Targeted Funds
20000 Department and Program development	Title I

### 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

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)
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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 , Foster Youth and At Promise Students

#### Strategy/Activity

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)
Various computer and online programs to support student learning and remediation	District Funded
18000 Computer and online programs to assist in curriculum and remediation	Title I
8000 Teacher Support Programs such that could include but not limited to: Turnitin.com (3000 Licences), Word Wall, and Membean	Title I
PSAT/SAT with Essay	District Funded
Common ELA Performance Task	District Funded
Math Intervention course	District Funded
Math Intervention (including PD and supplies)	District Funded
	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, Foster Youth, At Promise Students

#### Strategy/Activity

Provide all students with highly effective teachers to give students the best possible instruction to help close the achievement gap

#### 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)
PD on curriculum and lesson planning. Amount above in Goal 1 activity 2	Title I

### Strategy/Activity 5

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

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

All Students, Foster Youth, At Promise Students

#### Strategy/Activity

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)	Source(s)
65,192.00 Provide 3 periods At-Risk Coordinator (0.6 FTE) to coordinate or assist in coordinating all school-wide academic /supplemental instruction and behavioral interventions (with focus on At-Promise, Foster and EL students.	District Funded
110,238.00 Provide 4 release periods (.8 FTE) for Teacher Instructional Partners to provide support to teachers in all subject areas	Title I
60,000 Provide 2 release periods (0.4 FTE) for an EL Coordinator to provide support to teachers in all subject areas	Title I
25000 Provide 1 periods for at-risk coordinator to work with a caseload of foster, homeless and other At Promise Students.	Title I
16,962.00 PBIS Coordinator, 1 section	District Funded
110,238.00 Provide 4 release periods (.8 FTE) for teacher Instructional Partners to provide support to teachers in all subject areas	Targeted Funds
20,000 Provide 1 release period (.2) FTE for teacher Instructional Partner to provide teacher support in all subject areas	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

STEM/CTE/NGSS Continued Program Development: Engineering, 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
5,000 Continue Culinary Chemistry support (supplies)	Targeted Funds

2500 Aerospace Engineering support	Targeted Funds
5,000.00 NGSS supplies and shared Lab	Targeted Funds
24,250.00 Robotics	Title I
Film Academy Coordinator	District Funded
Advanced Art-TV & Video Production	District Funded

### Strategy/Activity 7

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

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

All Students, EL Foster, At Promise Students

#### Strategy/Activity

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 PSAT/SAT/AP test prep (certificated hours)	Targeted Funds
2500 Counselor Conference	Targeted Funds
5000 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
ELPAC Test Practice Support	District Funded
IB Training	District Funded
2000 NHS advisor hours to meet with students for college prep	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

Naviance Student to allow students to goal set and plan for post-secondary life

#### 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 9**

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

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

All Students , EL Students Foster and At Promise Students
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Strategy/Activity

Provide remediation activities for students who are unsuccessful in mastering the common core standards. Tutoring, extended learning opportunities, timely re-teaching opportunities
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**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)
30,000 Before/After School Tutoring	Title I
13900 Saturday School	Title I
6000 Short Term Independent Study Coordinator (150 hours)	Title I
EL Tutoring after school in all core subjects	District Funded
Student Monitoring of ELs and Reclassified students and to support the new Ellevation platform	District Funded
Foster Youth monitoring through PBIS Coordinator period to provide targeted supports academically and Social emotional.(funds accounted for in Goal 1 activity 7)	Title I
40000 Before / After school Tutoring with LREBG funds	
15000 Saturday school for absences, discipline, credit recovery and test prep using LREBG funds	

**Strategy/Activity 10**

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

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

All Students
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Strategy/Activity

## 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)

5000 Cover subs and buses for college/career ready field trips

Targeted Funds

10,000 Provide opportunities for students on campus and in AVID to attend college field trips. Two College Field Trips-Subs and Buses

Title I

### 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

Provide opportunities for staff development and collaboration 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

Provide opportunities for staff to collaborate across the curriculum (create Integrated Units). Provide sub coverage (funds in Goal 1, activity 2)

Targeted Funds

### 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

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)

70683 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 13**

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

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

All Students, Foster , EL and All At Promise students

Strategy/Activity

Test all students in both ELA and Math three times annually with the NWEA test to access proficiencies.

#### **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 achievement based on the individual needs and levels

Source(s)

District Funded

### **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

AP Coordinator will serve as Chief Proctor for AP examinations  
AP Coordinator will support Honors and AP  
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)

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

### 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

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
Career Fair Security	Targeted Funds

### 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

IB Coordinator will serve as Chief Investigator for IB examinations  
 Annual Subscription for IB Diploma program  
 IB Art Examiner reviews IB portfolio  
 Registration fees for IB Diploma Candidate  
 CAS Coordinator will support IB Diploma candidates in creativity, action and service hours  
 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
1700 CAS Coordinator	Targeted Funds
IB Training	District Funded

## 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

Provide AVID Coordinator  
 AVID students meet the AVID profile and recruitment is done with fidelity, including interviews of prospective candidates.  
 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  
 AVID Elective teachers have been trained in AVID implementation and have attended AVID Summer Institute at least once  
 AVID Elective classes are taught by diverse staff from a variety of subject areas  
 AVID Elective teachers attend ongoing training hosted by LACOE and have access to and are utilizing the AVID curriculum  
 AVID teachers attend site PD throughout the year to ensure fidelity to the program

### 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 AVID Coordinator-0.2 FTE Avid Coordinator, 1 section	Title I
62000 AVID Tutors	Title I
20000 AVID Summer Institute	Title I
6000 AVID Supplies	Title I
7200 AVID site PD 6 hours x 4days (once a quarter)	Targeted Funds

## 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

Catapult Learning will provide specialized educational programming for staff and students to improve student outcomes and the overall graduation rate. These skills will help students learn the skills necessary for life beyond high school

## 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)
Catapult Workshops/Materials	District Funded
10000 Hours for Collaboration/Subs (additional funds accounted for in Goal 1 Activity 2)	Title I

## Goal Expenditure Summary Goal 1 - 964,263.00

# Annual Review

## SPSA Year Reviewed: 2022-23

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. We reduced sections of Instructional Partner and increased sections of At-Risk Coordinator.

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

The addition of two sections of Instructional Partners (0.4 FTE) to focus on Math Literacy and the addition of one section (0.4 FTE) of At-Risk Coordinator to focus on At promise student academic achievement. 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 – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
AP Exams Taken	1482	1500	1427	
AP Exams with "Qualifying Score"	941	941		
Classroom Walk-throughs	1000	200 (due to covid)		
Percentage of qualifying AP scores				
AP Students in District				
Access to a Broad Course of Study (Local Indicator)				
CTE Pathway Completion				
A-G Completion				
Graduation Rate				
Golden State Seal Merit Diploma				

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, EL, Foster and At Promise Students

### Strategy/Activity

Provide professional development and collaboration time for staff to design and implement cross curricular product based lessons infused with student interaction.  
Staff Training specific to 21st Century curriculum  
Support Vertical Teaming through collaborative professional development to encourage preparedness from level to level  
Continue with QHHS's focus on Critical Thinking and Problem Solving infused throughout all curriculum - bonding entire academic program together  
Provide PD on current Education Technology  
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

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)

3000 SST and 504 advisor to develop training and plans to best meet student needs on campus.

### 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

Categorical Compliance Coordinator

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.

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  
Title 1 Coordinator, 1 section T1

Title I

350 Title 1 Monitor-Newsletter

Title I

1000 Title 1 Conference

Title I

1000 Collaboration hours

Title I

### **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, EL , and At Promise Students

Strategy/Activity

Continued development of 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)

Source(s)

4498.06 Continue to update materials both  
online and hardcover texts

Title I

### **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

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)
5000 Technology that supplements student learning	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, EL Foster and all At Promise Students

#### Strategy/Activity

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)	Source(s)
250 Refreshments/Supplies	Targeted Funds
PIQE	District Funded

### 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

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 8

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

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

All Students, EL, Foster and At Promise Students

Strategy/Activity

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)

Additional Pathway classes

Support of Engineering Pathways through additional certifications

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, EL, Foster, and At Promise Students

Strategy/Activity

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)

Source(s)

250 Supplies

Title I

**Strategy/Activity 10**

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

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

EL

Strategy/Activity

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)

Source(s)

SBA/EWA

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, EL, Foster and At Promise students

Strategy/Activity

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

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

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)

4000 Professional Development

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

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 14**

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

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

All Students, EL, Foster and At Promise Students

**Strategy/Activity**

Update and acquire educational technology for students and for staff to improve level of student engagement in the delivery of instruction and provide 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)
10090.75 Support 21st Century Learning Environment	Title I
11639 Support 21st Century Learning Environment May include online programs	Targeted Funds
13,120.97 Curriculum/Online Resources	Title I
2500 Expansion of QHTV Academy	Targeted Funds
3000 Support Multi-Media learning environment for at-risk 9th graders	Title I
43000 Technology including but not limited to updated computers, promethean boards	Title I

**Strategy/Activity 15**

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

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

EL

**Strategy/Activity**

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-0.4 FTE	District Funded
Bilingual Secretary 2	District Funded

**Strategy/Activity 16**

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

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

EL/Foreign Language

Strategy/Activity

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
3000 EL Supplies	Targeted Funds
Designated English Language Development Period	Targeted Funds
5000 Bilingual Support Materials	Targeted Funds

**Strategy/Activity 17**

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

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

EL

Strategy/Activity

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)	Source(s)
EL Bilingual Clerk	District Funded

**Strategy/Activity 18**

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

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

All Students, EL, Foster and At Promise Students

Strategy/Activity

Continue to support for STEAM activities after school to engage students in digital industry needed skills such as: collaboration, creativity, critical thinking and communication, data analysis and computer programming through research and design.

**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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12,000 Advisors (x2 )	Targeted Funds
15000 Technology Needs	Title I

**Strategy/Activity 19**

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

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

All Students, EL, Foster, At Promise Students

Strategy/Activity

Purchase updated Psychology books to provide elective opportunities to all 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)	Source(s)
8584 Updated Psychology books, hardcover and online access	Targeted Funds

**Goal Expenditure Summary Goal 2 - 174,282.78**

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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-promise" of 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, there will be technology purchases to ensure equipment is up to date

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

# 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 – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Suspension Indicator-Dashboard	(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	(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%		

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	<p>least once, increased 1% (English Learners) 12.3% suspended at least once, increased 2.5% (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%</p>			
Suspension Rate-DataQuest	5.3% suspended at least once, increased 0.2%	4.5% suspended at least once		
Attendance Rate	96.2%, increased 0.69%	Maintain		
Chronic Absenteeism-DataQuest	10.1%, decreased 1.8%	10% or less		
Truancy-DataQuest	DataQuest has not updated 2018/2019 data	Decrease by 1%		
Dropout Rate-DataQuest	0.8% maintained	0.7%		
Expulsion Rate-DataQuest	0.25%, increased 0.09%	0.15%		
Williams Textbook Sufficiency-Dashboard	Satisfactory Site Review	Maintain		
Williams Facilities Reviews-Dashboard	Satisfactory Site Review	Maintain		

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Appropriately Assigned Teachers	(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 (physical education) 100% compliant	Maintain		
Local Climate Survey (Local Indicator)				

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, Foster and At Promise Students

#### Strategy/Activity

Through school student groups that will include the ASB, provide students with activities that are fun, engaging, and provide students opportunities for students to practice 21st Century skills that include a multicultural/multiracial perspectives.

#### 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)

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

### Strategy/Activity 2

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

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

All Students, Foster, At Promise Students

Strategy/Activity

Promotion of Diversity, 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)

Source(s)

1000

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, Foster, At Promise Students

Strategy/Activity

Implementation of school wide MTSS/PBIS system that supports Social Emotional Learning. Support th development of a positive school environments through upgrades throughout campus.

#### 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)

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

District Funded

Professional Development (Funds accounted for in Goal 1)

Targeted Funds

4916 Update/ purchase new cart to ensure student safety on campus.

### 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, and At Promise Students

Strategy/Activity

Create an open and inviting environment for parents, community members, employers, to provide information on school programs, showcase student learning, mentoring and other resources

**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)
1500 Professional Resources	Targeted Funds
Update school with Theater and Art Gallery	Title IV

**Strategy/Activity 5**

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

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

All Students, Foster, EL, At Promise Students

Strategy/Activity

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, Inclusive SPED events etc and track attendance through Five Star.

**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)
Security Cameras, TVs, additional lighting, and other technology to Promote Site School Safety	District Funded
5000 Five Star check in system, materials and supplies for events on campus, may include food	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

Continue to update and upgrade exercise labs and areas to better meet the needs of all students and programs.

**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)

10000.00 Upgrading Safety Standards.  
Replace unsafe weight equipment

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

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)

7000 20 Saturday School sessions using  
LREBG

Source(s)

### 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

Administration Interns will work with all staff to improve academic programs and our MTSS and PBIS programs.

#### 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

### 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

School name and mascot transition as per local stakeholder needs assessment on increasing positive school culture, climate, and parent/community engagement.

**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)

5,000 Materials and supplies will be purchased to support the successful transition of culturally relevant symbols and signs representing the school's identity, values, mission, and vision in support of school recognition, pride, and academic achievement.

District Funded  
Targeted Funds

**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, Foster, At Promise Students

Strategy/Activity

Link Crew advisors will meet with underclassmen to review academic and social emotion expectations to improve student outcomes.

**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)

4000 Freshman meetings and interventions during Freshman Orientation and throughout the year

Title I

**Goal Expenditure Summary Goal 3 - 38,416.00**

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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-promise " of 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 and tutoring 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 – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Parent Outreach-Surveys-Community Forums-Parent Workshops	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%	Increase satisfied/extremely satisfied responses by 2% in each category		

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	Rigorous Curriculum 83.84% Satisfied/Extremely Satisfied, increased 1.89% Academic Experience 84.29% Satisfied/Extremely Satisfied, increased 1.1% Collegiate Experience 75.21% Satisfied/Extremely Satisfied, decreased 1.05% Professional Experience 64.12% Satisfied/Extremely Satisfied, decreased 4.11% Personal Experience 75.16% Satisfied/Extremely Satisfied, maintained 0%			
	Goal 3 - Safe and Positive School Climate School Safety 79.97% Satisfied/Extremely Satisfied, increased 0.1% School Facilities 67% Satisfied/Extremely Satisfied, decreased 1.65% Positive School 74.75% Satisfied/Extremely Satisfied, decreased 2.57%			

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	<p>Students Supported 68.32% Satisfied/Extremely Satisfied, increased 0.43%</p> <p>Goal 4 - Build Stakeholder Relationships Effective Communication 79.91% Satisfied/Extremely Satisfied, increased 2.1%</p> <p>Positive Relationships 83.33% Satisfied/Extremely Satisfied, increased 1.23%</p> <p>Community Involvement 75.03% Satisfied/Extremely Satisfied, maintained 0%</p>			
School Climate Index	<p>Students report through the WE Survey Forum Rigor In class we discuss and solve problems that have more than one answer. 72% total agreement 16% undecided This school has high expectations for all students. 59% total agreement 26% undecided Passing the state test is the most important thing I</p>	Increase in total agreement responses by 2% in each category	WE survey was not given in 2020	

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	<p>do in school. 45% total agreement 23% undecided 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 I'm encouraged to explore things i find interesting. 66% total agreement 20% undecided I work with other students in my classes to solve problems. 63% total agreement 18% undecided I believe that what I am learning in school will help me in my future. 54% total agreement 23% undecided</p> <p>Relationships My teachers care about me. 60% total agreement 26% undecided My teachers know my academic interests and goals. 42% total</p>			

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
	<p>agreement 27% undecided My teachers care if I participate in class. 62% total agreement 20% undecided Doing well academically is rewarded in this school. 64% total agreement 19% undecided</p> <p>Leadership I know my school's mission/vision. 49% total agreement 25% undecided My teachers see me as a leader. 34% total agreement 38% undecided I know the goals my school is working on this year. 42% total agreement 25% undecided</p>			
Digital Visits- Youtube Hits, Web Site Visits, App Downloads	6432 Rebel Alert app subscribers, increase of 982 subscriptions 774 Facebook followers, increased 328 followers 1640 Instagram followers, baseline 145 Twitter followers, baseline	Increase to 8000 Rebel Alert app subscriptions or more Increase to 1000 Facebook followers or more Increase to 2000 Instagram followers or more Increase to 200 Twitter followers or more		

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Fall and Winter Survey Response Counts	<p>Fall 2019/2020 (Total) 1963, decrease of 114 (Parent/Guardian ) 530, decreased 4 (Students) 1234, decreased 138 (Employees) 199, increased 28</p> <p>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</p>	Maintain or increase app subscriptions by 100		
Parent and Family Engagement (Local Indicator)				

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

Improved teacher/parent communication through multiple mediums of communication including in person meetings, school website, online meetings, awards nights , student of the month and athlete of the month showcases and conferences on campus

#### 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 Online Website and Technology	Title I
5000 Webmaster to update the website NTE 100 hours	Title I
11,000 Postage to send materials to families	Title I
500 Mileage for CAW to make Home visits	Targeted Funds
2000 40 Hours for teacher to create various student of the month posters and posts for school and website throughout the year.	Title I

## Strategy/Activity 2

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

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

All Students, EL, Foster, At Promise Students

### Strategy/Activity

Continue to develop relationships with local industry/business leaders through guest speakers, guest appearances on local radio, Folkloric Presentations Armed Forces presentations, educational field trips, trips to local colleges and technical schools and College Information Night.

### 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)
College Information night	District Funded
Café con Leche	District Funded
3200 Los Leones Advisor Hours (60 hours)	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, EI, Foster, At Promise Students

### Strategy/Activity

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

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)

## 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

Incoming Freshmen Orientation, BTSN Registration, Parent information 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)

Source(s)

3500 Supplies

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

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
625 Food for advisory committees	Targeted Funds
1505.22 Parent Workshop materials and supplies	Title I

### Strategy/Activity 7

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

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

All students, EL, Foster, At Promise Students

#### Strategy/Activity

Provide family and parent classes to help improve student outcomes.

#### 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)

PIQE Workshops for parents to address learning at home, academics with their children, mental health, and to improve student routines.

#### Source(s)

District Funded

### Strategy/Activity 8

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

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

EL Students

#### Strategy/Activity

EL Program Supports at Quartz Hill

#### 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)

ELAC parent outreach

#### Source(s)

District Funded

### Goal Expenditure Summary Goal 4 - 29,330.22

## Annual Review

### SPSA Year Reviewed: 2022-23

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. We will continue to work with the staff and the community to improve parent and community involvement to our campus to ensure we are meeting the needs of our community.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Ensure that students with disabilities are being provided equitable access to resources related to College and Career Readiness, 21st century learning, and a safe and positive school climate.

### Identified Need

There is a need to increase student achievement within the Special Education population and ensure the students are college and career ready.

### Annual Measurable Outcomes

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
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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, Foster, Special Education and At Promise Students

#### Strategy/Activity

Implement MTSS framework to reduce suspension and discipline rates

#### 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)

Professional Development (Funds in Goal 1)

#### 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

Professional Development to improve English and Math achievement.

#### 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)

Collaboration meetings with General Education teachers to ensure full inclusion into all of our programs.

Targeted Funds

### Strategy/Activity 3

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

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

Special Education

Strategy/Activity

Teachers will attend a special education conference hosted by the district to focus on the needs of our SPED population

#### 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)

Special Education Conference

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, SPED, EL, Foster and At Promise Students

Strategy/Activity

Instructional Partners will provide professional development and classroom walkthrough feedback to teachers using DigiCoach walkthroughs

#### 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)

IP classroom observations and coaching conversations (Funds accounted for in Goal 1)

### Strategy/Activity 5

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

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

Foster, Homeless, At Promise Students

Strategy/Activity

Provide professional development on McKinney- Vento Act and services

### 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)

District in person and online Professional Development

Source(s)

District Funded

### Strategy/Activity 6

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

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

SPED, Foster and Homeless

Strategy/Activity

Support for our Resilient scholars group to host informational and check in meetings with 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)

3000 Supplies including food

Source(s)

Title I

### Goal Expenditure Summary Goal 4 - 3,000.00

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

There will be a focus of meeting the needs of all of our students through the use of data, teacher professional development and family outreach.

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

Many of these activities are also accounted for in Goals 1-4 . All expenditures are accounted for in Goals 1-4

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.

To ensure students with disabilities are meeting expected outcomes this goal was added this 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	\$749,604.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,209,292.00

## 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	\$656,203.00
Title IV	\$70,683.00

Subtotal of additional federal funds included for this school: \$726,886.00

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 (\$)
	\$69,916.00
District Funded	\$102,154.00
Targeted Funds	\$310,336.00

Subtotal of state or local funds included for this school: \$482,406.00

Total of federal, state, and/or local funds for this school: \$1,209,292.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Funds	\$291,160.00	-19,176.00
Title I	\$484,864.01	-171,338.99
Other	\$6,000.00	6,000.00

## Expenditures by Funding Source

Funding Source	Amount
	69,916.00
District Funded	102,154.00
Targeted Funds	310,336.00
Title I	656,203.00
Title IV	70,683.00

## Expenditures by Budget Reference

Budget Reference	Amount
	171,779.97
1000-1999: Certificated Personnel Salaries	275,300.00
2000-2999: Classified Personnel Salaries	5,500.00
4000-4999: Books And Supplies	185,567.75
5000-5999: Services And Other Operating Expenditures	99,250.00
5800: Professional/Consulting Services And Operating Expenditures	88,000.00
6000-6999: Capital Outlay	14,498.06

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

		62,916.00
		7,000.00
	District Funded	36,962.00
	District Funded	65,192.00
	Targeted Funds	142,763.00
	Targeted Funds	15,784.00
1000-1999: Certificated Personnel Salaries	Targeted Funds	94,400.00
2000-2999: Classified Personnel Salaries	Targeted Funds	5,500.00
4000-4999: Books And Supplies	Targeted Funds	33,639.00
5000-5999: Services And Other Operating Expenditures	Targeted Funds	8,250.00
6000-6999: Capital Outlay	Targeted Funds	10,000.00
	Title I	126,755.22
	Title I	13,120.97
1000-1999: Certificated Personnel Salaries	Title I	180,900.00
4000-4999: Books And Supplies	Title I	151,928.75
5000-5999: Services And Other Operating Expenditures	Title I	91,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	88,000.00
6000-6999: Capital Outlay	Title I	4,498.06
	Title IV	70,683.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	964,263.00
Goal 2	174,282.78
Goal 3	38,416.00
Goal 4	29,330.22
Goal 5	3,000.00

# 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
- 5 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Laura Tweedy-Ferguson	Principal
Tim Fields	Classroom Teacher
Heidi Miller	Classroom Teacher
Tiffany Recinos	Classroom Teacher Other School Staff
Sam Poon	Classroom Teacher
Sulema Figueroa	Other School Staff
Lance Pierson	Parent or Community Member
Jennifer Slater-Sanchez	Parent or Community Member
Abbie Prewitt	Secondary Student
Maria Antoinette Ferrer	Secondary Student
Madison Niemeyer	Secondary Student
Krystine Salazar-Gibbs	Classroom Teacher
Mary Hall	Parent or Community Member

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 5/16/2023.

Attested:

	Principal, Laura Tweedy-Ferguson on 5/16/2023
	SSC Chairperson, Maria Antoinette Ferrer on 5/16/2023

# 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.**

[Educational Partner 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](mailto: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](mailto: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](mailto: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.

## **Educational Partner 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 Educational Partner 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](mailto: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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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