

The Single Plan for Student Achievement

School: Quail Lake Environmental Charter School
CDS Code: 10-62414-6117865
District: Sanger Unified School District
Principal: Kim Labosky
Revision Date:

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

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

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School Vision and Mission

Quail Lake Environmental Charter School's Vision and Mission Statements

Quail Lake Environmental Charter School's Vision and Mission Statement

Quail Lake Environmental Charter School will maximize student achievement by helping all students meet their full potential. We are committed to providing an environmentally focused curriculum utilizing a hands-on, experimental, innovative, and standards-based approach. Community and parental partnerships will be developed to enhance the curriculum and provide a unique, risk-free educational environment.

At Quail Lake Environmental Charter School students learn, laugh, grow, create and innovate while participating in hands-on science based inquiry to solve real-world problems through science, literacy, technology, engineering and math. Our students engage in rigorous science based curriculum through relevant application, collaboration, creativity, and critical thinking.

School Profile

Quail Lake Environmental Charter School is one of three K-8 schools within the Sanger Unified School District, but is the only school which implements a charter based on environmental sciences. Since its inception, Quail Lake Environmental Charter School has prided itself on high achievement and high standards. We believe we must meet the needs of the whole student in order to be successful. Therefore, grade level Professional Learning Communities focus on students academically, behaviorally, and emotionally to ensure we are providing the best environment for students and meeting the needs of each individual student at Quail Lake. Our staff is the core of our success as we continue to follow our Sanger Unified guiding principles: "Hope is not a strategy", "Don't blame the kids", and "Believe all students can and must learn."

Quail Lake Environmental Charter School is one of 14 elementary schools in the Sanger Unified School District. The district consists of six K-5 schools, four K-6 schools, three K-8, one middle school, one continuation high school, one charter home school, one community day school, and Sanger High School. Sanger Unified School District covers 180 square miles in eastern Fresno County, from the city of Fresno to the foothills. The district includes the city of Sanger, the communities of Del Rey and Centerville, and suburban and rural areas. Sanger Unified adjoins Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier, and Sierra school districts. The district is rich in agriculture to the east and south, while the north and west are a combination of agriculture and suburban areas.

Quail Lake Environmental Charter School strives to provide a balanced approach to students learning that includes: standards based learning, student centered classrooms, direct instruction, intervention and enrichment. Our Integrated Unit System combines integrated curriculum, project based learning, technology in the classroom and hands on lessons in a direct response to strengthen our environmental charter and to strengthen our student's skills and understanding within the more rigorous guidelines of California's Common Core State Standards and the Next Generation Science standards.

Project Lead The Way (PLTW) plays an integral part in our Integrated Unit System. PLTW is a K-12 STEM curriculum incorporating project-based learning in order to prepare our students with the knowledge and skills they need to succeed in the 21

st century. As young as Kindergarten, students are beginning to think critically, as well as begin to lead their own learning. PLTW curriculum helps to support and create a deeper understanding of the standards used within our integrated units. Technology also has a vital support role within our school. With the access of technology, the teachers are able to differentiate student learning by allowing students to access curriculum at their own pace and level. Students are utilizing iPads and laptops to conduct research in all classes and subject areas in order to enhance their learning, solve complex problems, and learn with 21

st century skills.

Professional development is a priority for all staff members. Our teachers regularly attend district trainings and are constantly improving best practices with their instructions while delivering rigorous lessons. We continue to push our instructional proficiency and our professional capacity in order to meet the individual needs of our students. Two instructional support providers are available to assist teachers on a daily basis. One of these teachers primary responsibilities is to ensure that our environmental focus is at the forefront of most lessons. Both Instructional Support Providers provide support and coaching to classroom teachers. Our Literary Specialist Teacher supports and assists teachers with K-8 literacy and a focus on K-3 guided reading and the district initiative of having all third graders read on grade level. Professional Learning communities (PLC) play an integral part of our school site. These grade level groups provide professional collaboration opportunities with a focus of improving instruction in the classroom. A part time literary specialist focuses on early literacy programs and coaching to ensure proper implementation of our early literacy initiatives.

Quail Lake Environment Charter School is able to create a personalized learning community. We continue to develop our students to meet the demands of high school and beyond. We are committed to our districts motto of "Every child, every day, whatever it takes!"

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent surveys are distributed at the end of each school year. The top three parent comments from the 2016-17 school year were in regards to teachers, staff, administration, climate and academics. Areas for improvement were parking/traffic, communication, and perception of student learning..

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom teachers are formally observed 2-4 times per year, and formal evaluations are 1-2 times. Teachers receive ongoing support by administration and Instructional Support Providers in the form of focus walks, peer observations, and coaching. All of these items incorporate immediate feedback. Teachers frequently meet within their grade level Professional Learning Community, with Instructional Support Providers and administration for input on daily instruction, lesson development and best practices. Three times per year, PLCs meet with administration to discuss goals and best practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Quail Lake Environmental Charter School we use state data to analyze grade level student performance in math, language arts and science. Teachers review data as part of a comprehensive plan to form intervention and enrichment groups, plan instruction and support student needs at an individual level. This data allows teachers to focus their curriculum around the claims and targets which guide their year long instruction.

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

At Quail Lake Environmental Charter School ongoing progress monitoring is done in a variety of ways. Teachers utilize common formative and summative assessments, pre-assessments and district monitoring tools to ensure that our students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the end of each unit or trimester through common summative assessments or district progress assessment. These assessments provide teachers, administration, as well as district administration, with data in each of the CCSS claims as well as a snapshot of grade level proficiency. Teachers use this data to guide instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Quail Lake Environmental Charter School is staffed with highly qualified teachers. Currently most teachers are highly qualified.

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

All teachers at Quail Lake Environmental Charter School are given multiple opportunities by the school and the district for professional development. Various opportunities are given throughout the year for development in current math and ELA common core standards as well as instructional strategies for English Learners and special populations.

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

The Sanger Unified School District provides professional development opportunities that are based on the needs of teachers to fully engage in Common Core. Professional development is directly aligned to grade level standards in each subject area and instructional strategies based on teacher request. Teachers are also able to attend professional development conferences and seminars when requested.

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

All teachers are given instructional support by two Quail Lake Instructional Support Providers and have access to their assistance on a daily basis. On staff we have a full time RSP teacher, a part time RSP aide, psychologist, counselor and speech pathologist. In addition, we have a full time Literacy Specialist Teacher to work with all staff to develop balanced literacy in the classroom.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Quail Lake Environmental Charter School teachers engage in collaborative professional learning communities on a weekly basis. These grade level partnerships allow for teachers to come together to discuss instructional strategies, common assessments and student performance. These conversations are centered around student success and help to lead teachers to make impactful, data driven changes to improve best practices and student achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level Professional Learning Communities meet to vertically and horizontally align curriculum across grade levels and core content. All curriculum is adopted or created with district level input to ensure adherence to common core standards. All unit design is coordinated at the district and site level.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to a master schedule provided at the beginning of the year by the principal. The master schedule meets the minimum instructional minutes for both English Language Arts and Mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Quail Lake's teachers adhere to a master schedule which provides time for intervention and English Language Development and programs designed to meet the specific needs of our students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are purchased and distributed by the district. Materials are used in all classrooms and available to all students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Each classroom and student has access to adopted curriculum assigned to them for core subjects, RTI and ELD.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Quail Lake Environmental Charter School, students are provided with immediate Tier 1 intervention when needed. As part of our regular day, students are also provided with additional intervention and supports, language development, and literacy instruction.

14. Research-based educational practices to raise student achievement

Students not performing at grade level in reading receive researched based small group instruction based on student needs. Progress is tracked weekly through various assessment and discussed in RTI teams on a regular basis.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Quail Lake offers the Learning Enrichment Activity Program (LEAP) which provides tutoring and homework assistant for students. In addition, parents have access to a wide variety of help from both the school and district in terms of supports. Enrichment opportunities and interventions are available at varying times throughout the year.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents can be a part of Quail Lake Environmental Charter School in a variety of ways. ELAC and School Site Council contributes to the school by making decisions based on concerns from the community. Our Parent-Teacher Organization offers parents the opportunity to support our school as well as give input to the activities we offer. Parents are also able to contribute their input from an annual survey and their emails, phone conversations and meetings with the principal.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Careful attention is placed on funding and to ensuring equitable access is given to all. The school/district's general and categorical funds are coordinated, prioritized, and allocated to ensure we are providing support to student needs.

Description of Barriers and Related School Goals

Goal 1: Our focus this year is to establish a balanced literacy approach in K-3. Our goal is to follow the district's initiative to ensure that all students are reading on grade level by the time they exit third grade. We will accomplish this goal with the refinement of guided reading in all K-3 classrooms, the strategic use of our RTI System and a strong Tier 1 presence in the classrooms. In addition we will continue to develop a vertically articulated writing program at our site.

Goal 2: Through the use of integrated units and formative assessments, increase differentiation in classrooms to meet the needs of all students. Create enrichment lessons for those students who achieve at high levels and scaffold others when needed.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	74	70	72	68	70	72	68	70	100.0	95.8	100
Grade 4	60	63	64	59	62	61	59	62	61	98.3	98.4	95.3
Grade 5	62	58	64	60	54	64	60	54	64	96.8	93.1	100
Grade 6	54	62	60	54	58	59	54	58	59	100.0	95.1	98.3
Grade 7	32	41	38	32	39	37	32	39	37	100.0	95.1	97.4
Grade 8	44	33	35	42	33	35	42	33	35	95.5	100	100
All Grades	324	331	331	319	314	326	319	314	326	98.5	96	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2467.5	2455.3	2473.6	40	37	41.43	29	26	34.29	15	26	17.14	15	10	7.14
Grade 4	2500.0	2539.8	2498.0	41	60	36.07	27	19	36.07	17	16	9.84	15	5	18.03
Grade 5	2537.8	2555.5	2561.2	27	43	45.31	47	31	29.69	17	19	20.31	10	7	4.69
Grade 6	2578.8	2565.7	2577.9	35	28	25.42	35	41	52.54	24	21	15.25	6	10	6.78
Grade 7	2618.1	2627.7	2598.8	31	46	24.32	63	41	45.95	0	5	21.62	6	8	8.11
Grade 8	2630.5	2652.5	2634.1	31	45	37.14	50	39	31.43	17	15	25.71	2	0	5.71
All Grades	N/A	N/A	N/A	35	43	35.89	39	32	38.04	16	18	17.48	10	7	8.59

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	28	38.57	44	54	48.57	19	18	12.86
Grade 4	39	56	32.79	44	37	47.54	17	6	19.67
Grade 5	42	44	43.75	48	44	50.00	10	11	6.25
Grade 6	37	17	28.81	50	64	57.63	13	19	13.56
Grade 7	41	56	37.84	59	36	43.24	0	8	18.92
Grade 8	50	64	42.86	43	27	48.57	7	9	8.57
All Grades	40	42	37.12	47	46	49.69	13	12	13.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	28	41.43	49	60	48.57	10	12	10.00
Grade 4	34	55	36.07	46	37	50.82	20	8	13.11
Grade 5	40	46	59.38	50	46	35.94	10	7	4.69
Grade 6	44	50	49.15	48	36	42.37	7	14	8.47
Grade 7	56	56	35.14	41	41	62.16	3	3	2.70
Grade 8	52	52	51.43	48	48	45.71	0	0	2.86
All Grades	43	46	45.71	47	45	46.63	9	8	7.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	25	32.86	63	69	58.57	7	6	8.57
Grade 4	20	39	26.23	73	58	55.74	7	3	18.03
Grade 5	17	28	32.81	75	67	64.06	8	6	3.13
Grade 6	20	16	18.64	76	79	77.97	4	5	3.39
Grade 7	25	46	29.73	66	49	64.86	9	5	5.41
Grade 8	29	36	28.57	69	61	68.57	2	3	2.86
All Grades	24	30	28.22	70	65	64.42	6	5	7.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	38	50.00	51	50	42.86	6	12	7.14
Grade 4	36	55	39.34	54	44	45.90	10	2	14.75
Grade 5	35	52	50.00	62	43	39.06	3	6	10.94
Grade 6	37	31	47.46	61	64	47.46	2	5	5.08
Grade 7	50	56	37.84	47	41	54.05	3	3	8.11
Grade 8	38	64	51.43	52	33	37.14	10	3	11.43
All Grades	39	47	46.32	55	47	44.17	6	5	9.51

Conclusions based on this data:

1. In ELA, 73% of students are meeting or exceeding standards.
2. Focus Tier 1 interventions to fill gaps and grow students more quickly and to differentiate to allow students to work at their own levels. Ensure rigor of assessments and timely feedback so that students continuously learn and grow.
3. Focus on listening skills and allowing students to respond to verbal prompts in to increase listening target exceeding. Continue to provide rigorous reading and writing opportunities at all grade levels.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	74	70	71	68	70	71	68	70	98.6	95.8	100
Grade 4	60	63	64	59	62	61	59	62	61	98.3	98.4	95.3
Grade 5	62	58	64	60	57	64	60	57	64	96.8	98.3	100
Grade 6	54	62	60	54	58	59	54	58	59	100.0	95.1	98.3
Grade 7	32	41	38	32	40	37	32	40	37	100.0	97.6	97.4
Grade 8	44	33	35	42	33	35	42	33	35	95.5	100	100
All Grades	324	331	331	318	318	326	318	318	326	98.1	97.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2505.8	2496.9	2489.9	51	50	45.71	42	35	32.86	6	10	15.71	1	4	5.71
Grade 4	2508.6	2541.4	2511.7	29	50	34.43	32	31	36.07	31	18	16.39	8	2	13.11
Grade 5	2545.8	2553.0	2557.9	28	32	32.81	32	28	34.38	35	33	29.69	5	7	3.13
Grade 6	2556.5	2577.0	2592.1	28	29	32.20	20	34	44.07	41	29	18.64	11	7	5.08
Grade 7	2627.6	2639.9	2592.0	50	53	24.32	25	28	45.95	22	13	21.62	3	8	8.11
Grade 8	2645.8	2664.8	2657.5	48	64	60.00	24	18	8.57	19	9	17.14	10	9	14.29
All Grades	N/A	N/A	N/A	38	45	37.73	31	30	34.66	25	19	19.94	6	6	7.67

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	73	68	68.57	25	25	20.00	1	7	11.43
Grade 4	37	66	49.18	44	27	29.51	19	6	21.31
Grade 5	37	46	48.44	47	37	46.88	17	18	4.69
Grade 6	33	40	47.46	41	48	40.68	26	12	11.86
Grade 7	66	70	48.65	31	20	32.43	3	10	18.92
Grade 8	64	70	62.86	26	21	20.00	10	9	17.14
All Grades	51	59	54.29	36	31	32.21	13	10	13.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	63	51.43	37	31	38.57	4	6	10.00
Grade 4	49	55	31.15	31	39	50.82	20	6	18.03
Grade 5	37	26	32.81	50	63	54.69	13	11	12.50
Grade 6	26	24	30.51	54	62	57.63	20	14	11.86
Grade 7	50	60	24.32	47	33	64.86	3	8	10.81
Grade 8	38	64	51.43	52	24	42.86	10	12	5.71
All Grades	44	47	37.12	44	43	50.92	12	9	11.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	59	52.86	35	35	38.57	4	6	8.57
Grade 4	46	55	52.46	42	40	32.79	12	5	14.75
Grade 5	20	33	35.94	72	54	48.44	8	12	15.63
Grade 6	28	28	42.37	57	57	49.15	15	16	8.47
Grade 7	44	55	24.32	53	43	64.86	3	3	10.81
Grade 8	38	52	51.43	60	45	45.71	2	3	2.86
All Grades	40	47	44.17	52	46	45.09	8	8	10.74

Conclusions based on this data:

1. In Math, 72% of students are meeting or exceeding grade level standards..
2. Focus math Tier 1 interventions to support those students who are meeting or nearly meeting standards. Monitor tier 1 interventions for effectiveness..
3. Continue to focus on mathematical practices #2 and #6 to allow students more interaction with high demand cognitive tasks and ensure rigor of all assessments.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				40			60								
1	50	50		50	17			33							
2	14	33		57	17			33		14	17		14		
3	0			60	50		40	33			17				
4	***	***		***	***					***					
5	***	***			***			***							
6	***			***	***										
7		***		***											
8	***							***							
Total	33	29		48	36		7	29		7	7		4		

Conclusions based on this data:

1. Teachers need to maintain ELD standards as part of their daily instruction. ELD times are set on the schedule and language targets are used to coincide with ELA standards in all integrated units.
2. Identify student language gaps and use ELD time to address the needs of individual students.
3. Identified long term EL's and determine supports with language development in their ILP's in order to attain redesignation before high school.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				40	14		60	71			14				
1	50	43		50	29			29							
2	14	43		57	14			29		14	14		14		
3				60	50		40	33			17				
4	***	25		***	50			25		***					
5	***	17			17			67							
6	***			***	***										
7		75		***				25							
8	***							***							
Total	28	25		47	27		16	41		6	7		3		

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT:
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Improve Student Achievement: All students achieving at the standards met or standards exceeded on the CAASPP ELA and mathematics test will increase by at least 3% at each grade level.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the CAASPP report. All students will have access to a broad course of study as measured by the analysis of school site master schedules.

Findings from the Analysis of this Data:

ELA

- 1) 3rd, 5th, and 6th increases in % met/exceeded and DF3
- 2) 4 of 5 grade level cohorts grew or maintained % of students met or exceeded
- 3) Claims & Targets are maintaining nearly met and exceeding levels
- 4) K-2 DPA scores reflect high levels at most grade levels: K-97%, 1- 99%, 2-59%
- 5) 90% of 3rd graders read on grade level according to BAS
- 6) 4th, 7th and 8th DF3 declined

MATH

- 1) 73% of students met or exceeded standards.
- 2) K-2 DPA scores reflect high levels at all grade levels: K-99%, 1- 99%, 2-85%
- 3) 85% of 3rd grade students met or exceeded standards
- 4) 5th to 6th grade cohort grew met/exceeded by 16% to 76%
- 5) Claims & Target nearly and met levels exceed 80% or more for most grade levels
- 6) Communicating Reasoning Claim exceeded 85% nearly met or met at all grade levels!

How the School will Evaluate the Progress of this Goal:

This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to refine Guiding Reading System for Early Literacy in K-3 Implement guided reading and literacy intervention for those who struggle in grades 4 through 8. Provide research based support materials	Weekly progress monitoring of students: weekly collaboration in PLCs to discuss best practices. Each trimester PLC in Motion meetings.	District Office, Literacy Specialist Teacher, Teachers, Principal, Instructional Support Providers	Instructional materials Teacher Planning/Professional Development Days	None Specified None Specified	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Continue a system of formative and summative assessment that informs instruction throughout the school.</p> <p>2.1 Establish a research based systematic method of monitoring growth and progress.</p> <p>2.2 Establish a testing calendar and benchmark tests using illuminate/grade level formative data and SBAC ICAs and Block Assessments.</p> <p>2.3 Provide professional development and technical assistance in analyzing formative and summative data (i.e. bench mark, STAR, CELDT, PSAT, PBA, DPA, BAS, DIBELS) to identify gaps, trends and next steps.</p> <p>2.4 Implement multiple measures and provide professional development on high cognitive tasks.</p>	Ongoing	Teachers, ISPs & Principal	Substitute Teachers for planning days and professional development.	None Specified	LCFF - Supplemental	1,000
			Research based instructional or intervention materials.		LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Provide aligned/integrated curriculum materials and support for all classrooms.</p> <p>3.1 Purchase standards-based curriculum and supplementary materials, including library and technology, for all subject areas.</p> <p>3.2 Refine grade level curriculum maps/pacing schedules/standards calendar/trimester calendar/resource assessments for all core areas.</p> <p>3.3 Develop and provide an ongoing program of differentiated professional development in the use of all curricular materials.</p> <p>3.4 Develop ongoing support for implementation of all materials by staff.</p>	Ongoing	Teachers, librarian, ISPs, RSP teacher, principal	Print shop,		LCFF - Supplemental	5,000
			Technology/Apps		LCFF - Supplemental	5,000
			Supplementary Curriculum/materials		LCFF - Supplemental	2,000
			Purchase PLTW materials		LCFF - Supplemental	4,000
			Professional conferences and seminars		LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>4. Meet the needs of students requiring intervention.</p> <p>4.1 Refine intensive school-wide intervention program that is appropriate for all students not meeting standards.</p> <p>4.2 Provide professional development on intervention and differentiation of instruction-differentiated by grade</p> <p>4.3 Provide support/library materials for staff intervention needs. Special emphasis will be placed on the needs of EL learners below grade level.</p>	Ongoing	Principal, ISPs, RSP teacher, classroom teachers, IT	<p>Makerspace</p> <p>Print Shop</p> <p>Research Based Intervention Programs</p> <p>Supplemental materials</p> <p>Hire new part time IT</p> <p>Library materials</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>7,500</p> <p>1,000</p> <p>2,000</p> <p>1,000</p> <p>15,000</p> <p>2,500</p>
<p>5. Meet the needs of students requiring enrichment/extension.</p> <p>5.1 Provide hands-on and varied experiences for all students.</p>	Ongoing	Teachers, ISPs, Principal	<p>Supplemental Materials</p> <p>Outdoor Classrooms</p> <p>Green Initiatives</p> <p>PLTW</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>5,500</p> <p>5,000</p> <p>6,500</p> <p>2,000</p>

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT:
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Closing the Achievement Gap: Increase students who performance on the CELDT test by moving all students one level. Increase the number of students being redesigned by 10%.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.
Findings from the Analysis of this Data:
Students are meeting expectations; however, we need to continue to implement practices that focus on closing the achievement gap for all students.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Develop a system of formative assessment that informs instruction throughout the school or all subgroups.</p> <p>1.1 Establish a research-based, systematic method of monitoring growth and progress for EL students.</p> <p>1.2 Purchase research-based, standards aligned curriculum and supplementary materials including library and technology.</p> <p>1.3 Develop and implement ILPS for long term EL students.</p> <p>1.4 Develop ongoing support for implementation of all materials by staff.</p> <p>1.5 Provide options for students through Universal Design For Learning</p>	<p>Ongoing</p> <p>2.1 by January</p>	<p>Principal, Teachers, ISPs, RSP teacher, IT (new), librarian</p>	<p>Purchase supplementary materials, research-based program to support all subgroups.</p> <p>Hire IT to support ELs and students who struggle.</p> <p>Print Shop</p> <p>Substitutes for teacher professional development, planning and data analysis.</p>		<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>5,000</p> <p>2,550</p>

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT:
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
School Environment: Create a school environment where all participants feel valued, respected and safe.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
Quail Lake is exceeding expectations; however, we must continue to refine our procedures and practices for continued success.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement programs to support students. 1.1 Peer Mediation Program for students. 1.2 SAP groups 1.3 SPED Team 1.4 Implement Second Step Curriculum at all grade levels.	Ongoing	School Psychologist, counselor, teachers, ISPs, principal	Substitutes for teachers for training. Stipends for teachers.			
2. Implement Positive Behavior Interventions and Supports 2.1 Falcon B.E.S.T. Store 2.2 Monthly PBIS Team Meetings 2.3 Professional Development for teachers 2.4 Provide options and opportunities for extracurricular activities	Ongoing	School Psychologist, counselor, teachers, ISPs, principal	Supplies and materials Student Incentives Equipment Green Initiatives (garden)	LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental	1,000 2,000 5,000 5,000	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Create system of attendance incentives</p> <p>3.1 Continue "BEST Attendance" winners for grade levels</p> <p>3.2 Monitor attendance trends through web based tracking system and SARB process.</p>	Ongoing	ISP, teachers, principal, school office manager	Incentives		LCFF - Supplemental	1,000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	15,000.00
None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	77,550.00
	LCFF - Supplemental	15,000.00
None Specified	LCFF - Supplemental	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,000.00
Goal 2	7,550.00
Goal 3	14,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kim Labosky	X				
Gina Vincenti			X		
Heather Bridger			X		
Beverly Johnson		X			
Sheryl Holder		X			
Emily Berg				X	
Tim Jeans				X	
Jim Damico				X	
Carlos Obregon				X	
Numbers of members of each category:	1	2	2	4	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 2, 2017.

Attested:

Kim Labosky

Typed Name of School Principal

Signature of School Principal

Date

Kim Labosky

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date