

School Year: 2018-19



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Highlands Elementary School
Address	3131 S. Barcelona St., Spring Valley, CA 91977
County-District-School (CDS) Code	37 68197 6038459
Principal	Jon McEvoy
District Name	La Mesa-Spring Valley School District
SPSA Revision Date	September 2018
Schoolsite Council (SSC) Approval Date	September 21, 2018
Local Board Approval Date	November 7, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for this Single Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC, September 7, 2018, 8:30 am
- SSC, September 7th and September 21st, 2018, 2:30 pm
- Staff Meetings, September 6, 2018, 2:30 pm
- Other meetings - PTA: September 12, 2018, 5:30 pm

Feedback from these meetings resulted in the development goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0.18%	1	1	1
African American	13.1%	13.8%	17.10%	70	74	93
Asian	1.1%	1.3%	1.10%	6	7	6
Filipino	2.4%	1.7%	1.10%	13	9	6
Hispanic/Latino	52.8%	56.3%	53.31%	283	301	290
Pacific Islander	1.5%	1.3%	1.10%	8	7	6
White	23.9%	19.8%	18.01%	128	106	98
Multiple/No Response	5.0%	0.0%	0%	27	0	0
Total Enrollment				536	535	544

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	126	101	116
Grade 1	80	99	79
Grade 2	62	88	97
Grade3	63	77	89
Grade 4	67	53	63
Grade 5	62	64	46
Grade 6	76	53	54
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment	536	535	544

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	137	139	132	25.6%	26.0%	24.3%
Fluent English Proficient (FEP)	40	34	28	7.5%	6.4%	5.1%
Reclassified Fluent English Proficient (RFEP)	12	7	11	9.4%	5.1%	7.9%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	79	91	64	77	90	64	77	90	97	97.5	98.9
Grade 4	77	50	62	74	48	61	74	48	61	96.1	96	98.4
Grade 5	64	66	49	61	65	48	61	65	48	95.3	98.5	98
Grade 6	73	51	50	71	50	50	71	50	50	97.3	98	100
All Grades	280	246	252	270	240	249	270	240	249	96.4	97.6	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2381.	2371.	2403.	6	14.29	18.89	14	14.29	23.33	39	14.29	20.00	41	57.14	37.78
Grade 4	2449.	2441.	2429.	24	20.83	14.75	19	16.67	19.67	19	20.83	16.39	38	41.67	49.18
Grade 5	2462.	2468.	2435.	5	20.00	6.25	26	16.92	18.75	31	18.46	27.08	38	44.62	47.92
Grade 6	2511.	2493.	2494.	17	4.00	14.00	24	34.00	22.00	30	28.00	30.00	30	34.00	34.00
All Grades	N/A	N/A	N/A	14	15.00	14.46	21	19.58	21.29	29	19.58	22.49	36	45.83	41.77

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	14.29	15.56	53	27.27	47.78	42	58.44	36.67	
Grade 4	23	20.83	16.39	42	43.75	45.90	35	35.42	37.70	
Grade 5	11	16.92	16.67	49	33.85	37.50	39	49.23	45.83	
Grade 6	20	8.00	18.00	41	52.00	34.00	39	40.00	48.00	
All Grades	15	15.00	16.47	46	37.50	42.57	39	47.50	40.96	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	15.58	17.78	44	36.36	40.00	48	48.05	42.22
Grade 4	23	10.42	11.48	38	52.08	40.98	39	37.50	47.54
Grade 5	8	21.54	12.50	56	44.62	35.42	36	33.85	52.08
Grade 6	24	6.00	12.24	48	52.00	46.94	28	42.00	40.82
All Grades	16	14.17	14.11	46	45.00	40.73	38	40.83	45.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	9.09	14.44	63	58.44	60.00	28	32.47	25.56
Grade 4	20	12.50	13.11	61	54.17	65.57	19	33.33	21.31
Grade 5	8	18.46	6.25	75	50.77	56.25	16	30.77	37.50
Grade 6	13	8.00	14.00	62	70.00	58.00	25	22.00	28.00
All Grades	13	12.08	12.45	65	57.92	60.24	22	30.00	27.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.88	26.67	45	33.77	38.89	44	49.35	34.44
Grade 4	20	20.83	21.31	47	41.67	37.70	32	37.50	40.98
Grade 5	15	26.15	8.33	61	35.38	50.00	25	38.46	41.67
Grade 6	27	24.00	28.00	52	52.00	42.00	21	24.00	30.00
All Grades	19	21.67	22.09	51	39.58	41.37	30	38.75	36.55

Conclusions based on this data:

1. Significant decline in Above/At standard in 5th grade as compared to 4th grade in most ELA sub-areas.
2. Mean scale score from the 15-16 school year to the 17-18 school year declined in grades 4-6.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	79	91	64	78	90	64	78	90	97	98.7	98.9
Grade 4	77	50	62	74	48	61	74	48	61	96.1	96	98.4
Grade 5	64	65	49	62	65	48	62	65	48	96.9	100	98
Grade 6	73	51	50	71	50	49	71	50	49	97.3	98	98
All Grades	280	245	252	271	241	248	271	241	248	96.8	98.4	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2407.	2375.	2393.	9	11.54	10.00	33	8.97	18.89	22	20.51	24.44	36	58.97	46.67
Grade 4	2447.	2454.	2439.	8	14.58	11.48	31	31.25	19.67	28	22.92	31.15	32	31.25	37.70
Grade 5	2467.	2441.	2454.	8	6.15	12.50	23	15.38	6.25	24	18.46	29.17	45	60.00	52.08
Grade 6	2495.	2489.	2474.	17	6.00	14.29	24	14.00	16.33	17	46.00	20.41	42	34.00	48.98
All Grades	N/A	N/A	N/A	11	9.54	11.69	28	16.18	16.13	23	25.73	26.21	39	48.55	45.97

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	23	16.67	14.44	36	16.67	33.33	41	66.67	52.22	
Grade 4	18	31.25	21.31	39	29.17	26.23	43	39.58	52.46	
Grade 5	19	9.23	16.67	27	24.62	22.92	53	66.15	60.42	
Grade 6	24	12.00	18.37	30	42.00	26.53	46	46.00	55.10	
All Grades	21	16.60	17.34	33	26.56	28.23	46	56.85	54.44	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	20.51	16.67	52	26.92	36.67	33	52.56	46.67
Grade 4	18	10.42	13.11	45	50.00	36.07	38	39.58	50.82
Grade 5	6	9.23	6.25	34	41.54	45.83	60	49.23	47.92
Grade 6	20	6.00	12.24	41	58.00	34.69	39	36.00	53.06
All Grades	15	12.45	12.90	43	41.91	37.90	42	45.64	49.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	15.38	11.11	53	41.03	56.67	30	43.59	32.22
Grade 4	15	22.92	18.03	53	37.50	29.51	32	39.58	52.46
Grade 5	11	4.62	8.33	44	35.38	45.83	45	60.00	45.83
Grade 6	15	6.00	18.37	38	54.00	32.65	46	40.00	48.98
All Grades	15	12.03	13.71	47	41.49	43.15	38	46.47	43.15

Conclusions based on this data:

1. Overall mean scale score from year 15-16 to 17-18 decreased in all grade levels.
2. % Standard Not Met increased from year 15-16 to 17-18 in all grade levels.
3. 5th grade had the most significant decrease in % Above/At or Near Standard.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Excellence

Goal Statement

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Basis for this Goal

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	36% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	39% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	28% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	31% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.
Percentage of students reading at grade level by the end of 3rd grade will increase by 3%.	66.7% of students reading at grade level by the end of 3rd grade.	69.7% of students will be reading at grade level by the end of 3rd grade.

Planned Strategies/Activities

Strategy/Activity 1

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with Site Leadership Team and teacher collaborative teams

Strategy/Activity 2

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with Site Leadership Team and teacher collaborative teams

Strategy/Activity 3

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with the Site Leadership Team, Intervention Team, and teacher collaborative teams

Strategy/Activity 4

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Designated 3-6 grade teachers will participate in PACE professional learning on Icons for Depth and Complexity, and collaborate with Learning Support resource teachers for support in implementation.
- SBAC and District benchmark data will be analyzed by Intervention Team and PLC to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August 2018 and reviewed after each program benchmark assessment.
- Administer NWEA MAP diagnostic assessment grades 4-6 in mathematics.
- Use Path Blazers individualized math program for students grades 4-6.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with the Site Leadership Team, Intervention Team, and teacher collaborative teams

Proposed Expenditures for this Strategy/Activity

Amount	88282
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Intervention Teacher
Amount	8299
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extend librarian time by 1 hour per day for reading intervention in grades 4-6

Strategy/Activity 5

Will continue implementation of No Excuses University and 6 Systems of Success.

- Staff meetings, site learning days, and grade-level meetings will be used to develop 6 Systems of Success in the form of a Highlands' Endorsement.
- Establish a shared understanding of 6 Systems of Success: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, Intervention.
- Staff will participate in professional development rooted in understanding and implementing 6 Systems of Success.
- Culture of College Readiness will continue to evolve.

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Principal in coordination with the Site Leadership Team, Intervention Team, and teacher collaborative teams

Proposed Expenditures for this Strategy/Activity

Amount	15500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development- No Excuses University National Convention

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Basis for this Goal

Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>English Learner Progress</p> <ul style="list-style-type: none"> The percentage of English Learners who make progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) will increase by 3%. 	<p>68.8% of EL students made progress towards English proficiency as measured by the ELPI.</p>	<p>71.8% of EL students will make progress toward English proficiency as measured by the ELPI (increase of 3%).</p>
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. 	<p>33% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 25% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>36% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 28% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. 	<p>2% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 2% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>5% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 2% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>

Planned Strategies/Activities

Strategy/Activity 1

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August 2018.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- Staff meeting and Site Learning Days will be dedicated to learning about how to implement the Igniting ELD strategies in the classroom.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August - June

Person(s) Responsible

Principal along with Site Leadership Team and all teacher collaborative teams

Strategy/Activity 2

We will monitor English Learner progress and provide timely and systematic intervention.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency (Elementary Schools only).
- Catch Up Plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August 2018.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term English Learners (LTELs) and At Risk LTELs and schedule them into a reading intervention program by September 2018.

Students to be Served by this Strategy/Activity

Students with special needs identified with an Individualized Education Plan (IEP).

Timeline

August - June

Person(s) Responsible

Principal with Site Leadership Team and Intervention Team

Strategy/Activity 3

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by Intervention Team and PLC to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August - June

Person(s) Responsible

Principal with Site Leadership Team, Intervention Team, and SAI teachers

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Wellness

Goal Statement

We are committed to establishing a climate of respect, connectedness, and safety for our students.

LCAP Goal

LCAP Goal #2 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

Basis for this Goal

This goal is a reflection of our strong belief in developing the "whole" child in addition to academic excellence.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We will measure positive school climate, where students feel safe, based upon the data gathered (e.g., California Healthy Kids Survey, improved attendance). Our goal is to increase 3% each year.	The current method for measuring positive school climate, where students feel safe, is being re-evaluated and a new system of measuring school climate will be developed in 2018-19. Once established, a baseline for school climate will be set for the 2018-19 school year.	The current level of school climate shall increase by 3%.
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	The school attendance rate is 94.24% for the previous school year.	The school attendance rate will increase by 0.05% to a rate of 94.29% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	The percentage of students with chronic absenteeism was 17.9% for the previous school year.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 16.9% during the coming school year.
Increase the amount of time students are present in class instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	3.17% of students were suspended during the previous school year.	Student suspensions will decrease by 1% for an overall rate of 2.17% during the coming school year.

Planned Strategies/Activities

Strategy/Activity 1

Character Education

- Continue implementing Safe-School Ambassadors, anti-bullying programs, and other Character Education programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team and teacher collaborative teams

Strategy/Activity 2

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Recognize and reward regular attendance, improved attendance, and consistent attendance. Avoid focus on perfect attendance, as this tends to be counterproductive.
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team, social worker, school office personnel, support staff, and teacher collaborative teams

Proposed Expenditures for this Strategy/Activity

Amount	67548
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Social Worker

Strategy/Activity 3

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Playground Supervisors to use Restorative Practices principles when intervening with students.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team, support staff, and teacher collaborative teams

Strategy/Activity 4

Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Participate in Professional Development in classroom behavior management strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team, support staff, and teacher collaborative teams

Proposed Expenditures for this Strategy/Activity**Amount**

672

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Professional Development book: How To Train A Llama (classroom management book purchased for all teachers)

Amount	3250
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PEPD Trainer- Professional Development for teachers regarding 'Managing and Changing Difficult Student Behavior'

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent/Community Engagement

Goal Statement

Establish meaningful partnerships with our parents to promote student success.

LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

Basis for this Goal

Engagement of our parents is valued and critical to our school's success.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of parents participating in school functions will increase.	The current method for measuring for parent participation is being re-evaluated and a new system of measuring parent participation will be developed in 2018-19. Once established, a baseline for parent participation will be set for the 2018-19 school year.	The current level of parent participation in school functions shall increase by 3%.
Parent satisfaction will show an increase as measured by parent surveys.	The current method for measuring for parent satisfaction is being re-evaluated and a new system of measuring parent satisfaction will be developed and implemented in the 2018-19 school year. Once established, a baseline for parent satisfaction will be set for the 2018-19 school year.	The current level of parent satisfaction shall increase by 3%.

Planned Strategies/Activities

Strategy/Activity 1

To insure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall 2018.

- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	2120.88
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Parent Education Nights twice per year- cost of materials and food

Strategy/Activity 2

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	912
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Student Planners

Strategy/Activity 3

Community engagement

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

ELA Proficiency: Our needs assessment of student proficiency in reading/language arts (based on 2016-17 data) indicates that 34% of our students in grades 3 - 6 met or exceeded standard as measured by the SBAC. Based on the needs assessment, our school goal is 37% of students grades 3-6 will meet or exceed standard on SBAC ELA.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Students grades 3-6 standard met/exceeded ELA SBAC.	37% of students grades 3-6 will meet or exceed standard on SBAC ELA.	35% of students grades 3-6 met or exceeded standard on SBAC ELA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
No Excuses University	Teachers participated in professional development at two off-site institutes and on-site during staff meetings, site learning days, and two full release days.		
Intervention Teacher - Reading gr. K-3			
Computer Intervention Programs - ELA	Hired reading intervention teacher targeting grades K-3 and early literacy skills.		
Small Reading Groups	Use of Imagine Learning for all Kindergarten students. Use of Lexia for intervention students grades 2-6		
Extend Librarian Hours for intervention			
Essential Standards	All grade levels implemented small reading groups. Primary grades every day, upper grades at least 3 times per week. Librarian's hours were extended by 5 hours per week to support small reading groups in grades 4-6. Teachers worked with District Office and site PLC in identifying		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Essential Standards. Use of Essential Standards to establish learning targets.		

Analysis

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

Overall implementation of intervention support personnel was executed as planned in grades K-6th. Intervention groups met on a regular basis and teachers used PLC meeting time to analyze data and form tier 3 intervention groups.

No Excuses University – 6 Systems of Success was implemented through staff meeting and Site Learning Days. Teachers also attended professional development outside of school and used release time to align essential standards to the adopted curriculum.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Grades K-2 made adequate progress. 67% of K-2 students met/exceeded grade level expectations compared to 63% the previous year.

Grades 3-6 did not meet the expected goal of 37% at/above grade level on the SBAC assessment. 35% of students were at/above grade level on the SBAC assessment 2017-18.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

No significant changes will occur in the 2018-19 school year. Highlands will continue on the same path. The current goals will be refined and a deeper understanding of the 6 Systems of Success will be developed.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Math Proficiency: Our needs assessment of student proficiency in mathematics (based on 2016-17 data) indicates that 25% of our students in grades 3 - 6 met or exceeded standard as measured by the SBAC. Based on the needs assessment, our school goal is 28% of students grades 3-6 will meet or exceed standard on SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Students grades 3-6 standard met/exceeded Math SBAC	28% of students grades 3-6 will meet or exceed standard on SBAC Math.	27% of students grades 3-6 met or exceeded standard on SBAC Math.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
No Excuses University	<p>Teachers participated in professional development at two off-site institutes and on-site during staff meetings, site learning days, and two full release days.</p> <p>Teachers worked with District Office and site PLC in identifying Essential Standards. Use of Essential Standards to establish learning targets.</p> <p>Hired 50% math intervention teachers to administer MAP assessment, monitor Path Blazers, work with small groups, and work with PLC to identify at-risk students</p> <p>Purchased and implemented individualized math intervention program.</p> <p>Purchased and implemented assessment three times per year to monitor and identify at-</p>		
Essential Standards			
Intervention Teacher - Math gr. 4-6			
Path Blazers math program			
NWEA MAP diagnostic/adaptive assessment			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	risk students and student progress.		

Analysis

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

Overall implementation went as planned. Math intervention teacher was hired to support at-risk students grades 4-6, MAP diagnostic assessment was administered three times in the school year, and students used the Path Blazers program on a consistent daily basis.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

73% of students grades K-2 scored met/exceeded grade level on the Trimester 3 District benchmark assessment. 27% of students grades 3-6 scored met/exceeded grade level on the SBAC assessment. The goal was 28%; however, overall improvement was 2%.
Over 80% of students grades 4-6 met his/her individual growth goal on the MAP assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

Due to funding, the 50% math intervention teacher was not able to return. The MAP assessment and Path Blazers intervention program will be the responsibility of the classroom teacher. Highlands teachers will continue to receive professional development in NEU's 6 Systems of Success.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

English Learners Proficiency: Our needs assessment (based on 2016-17 data) indicates that 9% of English Learners in grades 3-6 met or exceeded standards in ELA on the SBAC. Based on the needs assessment, our school goal is 12% of EL students grades 3-6 will meet or exceed standard on SBAC ELA.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of EL Students grades 3-6 standard met/exceeded SBAC ELA	12% of EL students grades 3-6 will meet or exceed standard on SBAC ELA.	17% of EL students grades 3-6 met or exceeded standard on SBAC ELA.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Deepen understanding of ELD Standards and Framework</p> <p>Consistent and quality implementation of Wonders designated ELD</p>	<p>Lead teacher worked with District EL Resource Teacher to unwrap ELD standards, gain understanding of alignment to ELA standards.</p> <p>English Learners received a minimum of 30 minutes of effective designated ELD instruction per day using the appropriate level ELD level of Wonders curriculum.</p>		

Analysis

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

Overall implementation went as planned. 30 minutes of designated ELD instruction, at appropriate level, occurred daily. In addition, lead teacher and EL Resource teacher provided professional development on importance of Student Talk in the classroom. Also, EL teaching strategies were highlighted in weekly bulletin to teachers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness exceeded expected outcome by 5%. Although we cannot attribute overall student success to designated ELD instruction and professional development, promising practices are in place to support English Language Learners.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

Principal will continue to monitor use of Wonders ELD curriculum and provide professional development on strategies from the District's Igniting ELD PD series.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Students with Disabilities Proficiency: Our needs assessment (based on 2016-17 data) indicates that 4% of Students with Disabilities in grades 3-6 met or exceeded standards in ELA on the SBAC, and 4% of Students with Disabilities met or exceeded standards in Mathematics on the SBAC. Based on the needs assessment, our school goals are 7% of Students with Disabilities grades 3-6 will meet or exceed standard on SBAC ELA, and 7% of Students with Disabilities grades 3-6 will meet or exceed on SBAC Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Students with Disabilities grades 3-6 Standard met/exceeded ELA SBAC. Percentage of Students with Disabilities grades 3-6 Standard met/exceeded Mathematics SBAC.	7% of Students with Disabilities grades 3-6 will meet or exceed standard on SBAC ELA. 7% of Students with Disabilities grades 3-6 will meet or exceed on SBAC Mathematics.	2% of Students with Disabilities grades 3-6 met or exceeded standard SBAC ELA. 2% of Students with Disabilities grades 3-6 met or exceeded SBAC Mathematics.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure collaboration and collective responsibility to provide a continuum of services to students with special needs. Student placement in appropriate intervention programs to meet specific needs	SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress. SBAC and District benchmark data will be analyzed by teacher and Intervention Team to determine placement in intensive intervention program (WonderWorks, Read 180, Read Well, Number Worlds, Moby Max, etc.) Placement reviewed after each program benchmark assessment.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 Overall implementation went as planned. SAI teachers met with general education teachers during PLC meetings 3 times per month. SAI teachers met with like-job PLC teams once per month.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students with Disabilities did not meet the expected SBAC target. The SAI delivery system was new during the 2017-2018 school year. This system aimed at maximizing a general education setting for students with disabilities by providing more push-in support. This, in turn, created a schedule with more transitions from general education class to SAI class.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

During the 2018-2019 school year, Highlands plans to minimize the number of transitions for students with disabilities.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	184,843.33	380.33
Title I Part A: Parent Involvement	2,120.88	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	184,463.00
Title I Part A: Parent Involvement	2,120.88

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	155,830.00
2000-2999: Classified Personnel Salaries	8,299.00
4000-4999: Books And Supplies	3,704.88
5800: Professional/Consulting Services And Operating Expenditures	18,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	155,830.00
2000-2999: Classified Personnel Salaries	Title I	8,299.00
4000-4999: Books And Supplies	Title I	1,584.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,750.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,120.88

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

Name of Members	Role
Jon McEvoy	Principal
Nicole Bristol	Classroom Teacher
Julie Pennoyer	Classroom Teacher
Suzanne Shubert	Classroom Teacher
Haydee Garza	Other School Staff
Kelly Monroe	Parent or Community Member
Brooke Heinen	Parent or Community Member
Katie Simpson	Parent or Community Member
Cheri Harklroad	Parent or Community Member
Leticia McCormack	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

See attachment

English Learner Advisory 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 September 21, 2018.

Attested:

Attachment

Principal, Jon McEvoy on September 24, 2018

Attachment

SSC Chairperson, Brook Heinen on September 24, 2018

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 Single 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:

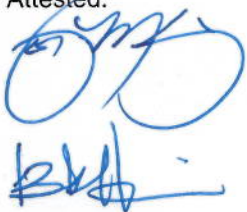
Signature	Committee or Advisory Group Name
Carolina G.M.	English Learner Advisory Committee

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 9/24/18

Attested:



Principal, Jon McEvoy on September 24, 2018

SSC Chairperson, Brook Heinen on September 24, 2018