

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highlands Elementary School	37 68197 6038459	May 25, 2023	June 20, 2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

Our school's comprehensive needs assessment includes the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as:

- Support for academic learning
- School safety
- Belonging in the school community

Parent data indicated a desire for increased fairness in discipline policies and procedures as only 78.23% of parents responded that discipline is fair at Highlands. However parents shared that overall they are pleased at the addition of a fence around the school's perimeter at the start of this school year. They also shared specific concerns regarding safety of the surrounding neighborhood and crosswalks for students who are traveling to and from school. Teacher data displayed the desire for more training and direction in behavior management and support strategies, culturally and personally relevant instructional techniques for students, and high leverage teaching strategies such as student talk and collaboration and teacher clarity

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

District/Site Collaborative Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Formal Classroom Observations:

To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Peer Observations:

Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

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

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

Through Professional Learning Communities (PLCs), teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-3 times per month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: comprehension of grade level informational text, standards alignment, high leverage teaching strategies, behavior supports and culturally and personally relevant teaching strategies.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)

Intro to Google Classrooms

Project Based Learning

Math Expressions: Getting Started

Environmental Literacy for Social Studies

Daily 5 Routine for Running Small Group Rotation

Amplify: Analyzing Student Work

High Leverage ELD Strategies

Number Talks and Dot Talks

Supporting Diverse Learners

Virtual Manipulatives in Math Instruction

Minimizing Math Anxiety

Redefining Classroom Management

Social Emotional Learning in PE

Informational Text in PE

Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Use of iReady Standards Mastery as a Formative Assessment

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2023-24 school year will focus on comprehension of grade level informational text, high leverage teaching strategies, and culturally and personally relevant teaching strategies.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching cycles provide on-going assistance and capacity building for teachers. Our Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) staff all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations around data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2023-24, the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Curriculum for Social-Emotional Learning
i-Ready
Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

Services provided using Title I funding to meet student needs include:

- A full-time credentialed Reading Intervention Teacher
- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2023-24 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting: March 31, 2023 1:00 pm
- SSC # 4 Meeting, April 20, 2023, Time: 3:30 pm; SSC #5 Meeting: May 25, 2023, Time: 3:30 pm
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 18, 2023 2:30 pm
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: Instructional Leadership Team: March 14, 2023 2:30 pm, PTA: April 19, 2023 6:00 pm

Feedback from these meetings resulted in the development of 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.

Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

- Students with Disabilities are under-performing in the following areas: ELA, Math, Suspension and Chronic Absenteeism
- Black/African American student are under-performing in the following areas: ELA, Math, Suspension and Chronic Absenteeism
- Students who are Two or More Races are under-performing in the following area: Chronic Absenteeism

We believe these inequities are a result of the following:

- Staffing difficulties caused a vacancy in our site-funded Reading Intervention Teacher. The position remained vacant from August - October.
- Reading intervention groups were provided for students as a Tier 2 intervention however there was little to no intervention support in mathematics.
- Professional learning for teachers focused primarily on Literacy and the Comprehension of Informational Text. There was much less emphasis on professional learning for high quality instruction in mathematics.
- There is a lack of behavioral supports and systems designed to teach expected behaviors to our diverse population of students, specifically students with disabilities and Black/African American students.
- Funding sources were more significantly allocated to support academics, specifically English Language Arts. Less funding was allocated to support attendance and school climate/behavior support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.58%	0.2%	1	3	1
African American	14.2%	13.82%	11.09%	74	72	55
Asian	0.6%	1.34%	0.81%	3	7	4
Filipino	1.7%	1.73%	1.01%	9	9	5
Hispanic/Latino	55.8%	57.01%	60.28%	292	297	299
Pacific Islander	1.5%	0.77%	1.01%	8	4	5
White	17.0%	15.74%	17.74%	89	82	88
Multiple/No Response	9.0%	8.83%	7.86%	47	46	39
Total Enrollment				523	521	496

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77	90	105
Grade 1	79	74	61
Grade 2	76	75	70
Grade 3	83	73	73
Grade 4	70	77	65
Grade 5	66	68	60
Grade 6	72	64	62
Total Enrollment	523	521	496

The conclusions based on this data

1. Enrollment has declined overall from the 2019-20 school year to the 2021-22 school year.
2. Enrollment between 2020-21 and 2021-22 school year stayed consistent.
3. The percentage of Hispanic/Latino students has increased while the percentage of White students has decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	95	118	109	18.20%	22.6%	22.0%
Fluent English Proficient (FEP)	29	29	36	5.50%	5.6%	7.3%
Reclassified Fluent English Proficient (RFEP)	0		6	0.0%		4.8%

The conclusions based on this data

1. Though there was a decrease between 2019-20 and 2020-21 our overall number of ELs has increased from 2019-20 to 2021-22.
2. We do not have consistent data to monitor students who are reclassified as Fluent English Proficient.
3. Overall, the percentage of English Learners at Highlands is increasing.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	82	72		0	67		0	67		0.0	93.1	
Grade 4	70	73		0	72		0	72		0.0	98.6	
Grade 5	71	69		0	66		0	66		0.0	95.7	
Grade 6	66	56		0	54		0	54		0.0	96.4	
All Grades	289	270		0	259		0	259		0.0	95.9	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.			11.94			13.43			14.93			59.70	
Grade 4		2443.			13.89			23.61			25.00			37.50	
Grade 5		2443.			7.58			24.24			19.70			48.48	
Grade 6		2479.			9.26			25.93			24.07			40.74	
All Grades	N/A	N/A	N/A		10.81			21.62			20.85			46.72	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.45			53.73			35.82	
Grade 4		6.94			79.17			13.89	
Grade 5		9.09			62.12			28.79	
Grade 6		16.67			50.00			33.33	
All Grades		10.42			62.16			27.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.06			33.33			60.61	
Grade 4		12.50			55.56			31.94	
Grade 5		9.09			43.94			46.97	
Grade 6		5.56			50.00			44.44	
All Grades		8.53			45.74			45.74	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.96			65.67			25.37	
Grade 4		6.94			77.78			15.28	
Grade 5		1.52			68.18			30.30	
Grade 6		12.96			62.96			24.07	
All Grades		7.34			69.11			23.55	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.96			47.76			43.28	
Grade 4		5.56			76.39			18.06	
Grade 5		12.12			53.03			34.85	
Grade 6		7.41			66.67			25.93	
All Grades		8.49			61.00			30.50	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	82	72		0	68		0	68		0.0	94.4	
Grade 4	70	73		0	72		0	72		0.0	98.6	
Grade 5	71	69		0	68		0	68		0.0	98.6	
Grade 6	66	56		0	55		0	55		0.0	98.2	
All Grades	289	270		0	263		0	263		0.0	97.4	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.			4.41			16.18			22.06			57.35	
Grade 4		2452.			9.72			25.00			36.11			29.17	
Grade 5		2416.			5.88			5.88			20.59			67.65	
Grade 6		2455.			3.64			21.82			16.36			58.18	
All Grades	N/A	N/A	N/A		6.08			17.11			24.33			52.47	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41			41.18			54.41	
Grade 4		23.61			48.61			27.78	
Grade 5		5.88			29.41			64.71	
Grade 6		7.27			36.36			56.36	
All Grades		10.65			39.16			50.19	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41			47.06			48.53	
Grade 4		9.72			50.00			40.28	
Grade 5		4.41			42.65			52.94	
Grade 6		5.45			38.18			56.36	
All Grades		6.08			44.87			49.05	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.29			48.53			41.18	
Grade 4		9.72			65.28			25.00	
Grade 5		1.47			44.12			54.41	
Grade 6		3.64			61.82			34.55	
All Grades		6.46			54.75			38.78	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1428.2	1404.9		1444.9	1416.5		1389.3	1377.8		12	22	
1	1462.5	1441.6		1470.2	1457.1		1454.5	1425.4		13	14	
2	1456.9	1478.5		1481.2	1472.5		1432.5	1483.8		13	12	
3	1489.6	1440.5		1492.2	1429.6		1486.6	1450.8		21	16	
4	1519.1	1509.9		1514.3	1515.9		1523.5	1503.4		21	21	
5	1500.1	1511.0		1498.7	1501.8		1501.2	1519.7		15	21	
6	1535.0	1509.3		1543.1	1495.0		1526.5	1523.1		15	16	
All Grades										110	122	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	9.09		33.33	18.18		41.67	40.91		8.33	31.82		12	22	
1	15.38	0.00		30.77	35.71		53.85	42.86		0.00	21.43		13	14	
2	15.38	8.33		30.77	50.00		30.77	33.33		23.08	8.33		13	12	
3	14.29	0.00		28.57	18.75		47.62	31.25		9.52	50.00		21	16	
4	33.33	23.81		33.33	33.33		23.81	28.57		9.52	14.29		21	21	
5	6.67	28.57		40.00	23.81		40.00	19.05		13.33	28.57		15	21	
6	26.67	6.25		33.33	31.25		26.67	50.00		13.33	12.50		15	16	
All Grades	19.09	12.30		32.73	28.69		37.27	34.43		10.91	24.59		110	122	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	13.64		33.33	22.73		33.33	45.45		8.33	18.18		12	22	
1	23.08	7.14		38.46	50.00		38.46	35.71		0.00	7.14		13	14	
2	23.08	25.00		30.77	33.33		38.46	33.33		7.69	8.33		13	12	
3	33.33	0.00		42.86	25.00		19.05	31.25		4.76	43.75		21	16	
4	42.86	42.86		28.57	28.57		23.81	23.81		4.76	4.76		21	21	
5	26.67	38.10		53.33	23.81		6.67	14.29		13.33	23.81		15	21	
6	26.67	12.50		53.33	56.25		6.67	25.00		13.33	6.25		15	16	
All Grades	30.00	21.31		40.00	32.79		22.73	29.51		7.27	16.39		110	122	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	9.09		16.67	9.09		33.33	40.91		41.67	40.91		12	22	
1	0.00	0.00		61.54	35.71		23.08	7.14		15.38	57.14		13	14	
2	15.38	8.33		23.08	50.00		30.77	25.00		30.77	16.67		13	12	
3	4.76	0.00		28.57	0.00		38.10	37.50		28.57	62.50		21	16	
4	19.05	9.52		33.33	28.57		28.57	23.81		19.05	38.10		21	21	
5	0.00	14.29		6.67	14.29		60.00	42.86		33.33	28.57		15	21	
6	13.33	6.25		20.00	18.75		46.67	56.25		20.00	18.75		15	16	
All Grades	9.09	7.38		27.27	20.49		37.27	34.43		26.36	37.70		110	122	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	13.64		83.33	77.27		0.00	9.09		12	22	
1	61.54	28.57		38.46	71.43		0.00	0.00		13	14	
2	30.77	25.00		69.23	66.67		0.00	8.33		13	12	
3	23.81	6.25		66.67	37.50		9.52	56.25		21	16	
4	42.86	33.33		47.62	52.38		9.52	14.29		21	21	
5	26.67	4.76		60.00	76.19		13.33	19.05		15	21	
6	20.00	0.00		73.33	68.75		6.67	31.25		15	16	
All Grades	31.82	15.57		61.82	64.75		6.36	19.67		110	122	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.67	18.18		41.67	45.45		16.67	36.36		12	22	
1	23.08	14.29		69.23	64.29		7.69	21.43		13	14	
2	23.08	25.00		69.23	66.67		7.69	8.33		13	12	
3	38.10	18.75		57.14	37.50		4.76	43.75		21	16	
4	52.38	61.90		42.86	28.57		4.76	9.52		21	21	
5	64.29	52.38		21.43	14.29		14.29	33.33		14	21	
6	60.00	50.00		26.67	43.75		13.33	6.25		15	16	
All Grades	44.04	36.07		46.79	40.16		9.17	23.77		109	122	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	9.09		66.67	59.09		25.00	31.82		12	22	
1	15.38	14.29		76.92	28.57		7.69	57.14		13	14	
2	15.38	8.33		53.85	66.67		30.77	25.00		13	12	
3	14.29	0.00		42.86	37.50		42.86	62.50		21	16	
4	23.81	9.52		52.38	47.62		23.81	42.86		21	21	
5	0.00	19.05		60.00	47.62		40.00	33.33		15	21	
6	20.00	6.25		33.33	43.75		46.67	50.00		15	16	
All Grades	14.55	9.84		53.64	47.54		31.82	42.62		110	122	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	18.18		25.00	36.36		50.00	45.45		12	22	
1	0.00	21.43		76.92	50.00		23.08	28.57		13	14	
2	15.38	25.00		61.54	66.67		23.08	8.33		13	12	
3	0.00	0.00		80.95	50.00		19.05	50.00		21	16	
4	23.81	14.29		57.14	52.38		19.05	33.33		21	21	
5	0.00	25.00		73.33	45.00		26.67	30.00		15	20	
6	6.67	6.25		73.33	87.50		20.00	6.25		15	16	
All Grades	10.00	15.70		65.45	53.72		24.55	30.58		110	121	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 32.43% to 35.53%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 14.81% to 22.81%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 29.61% to 37.61%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 2.63% to 10.63%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 39% to 42%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 16% to 24%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 36% to 44%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 11% to 19%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the strategies/activities related to this goal went mostly as planned. Goals for this strategy were written based upon student achievement at the end of this year. Though students have not yet taken the CAASPP assessment, we are currently we are on track to meet our goal for our Local Assessment. iReady Diagnostic 2 (mid-year) data shows 38% of students, 19% of English Learners, 32% of Students who are Socioeconomically Disadvantaged and 13% of Students with Disabilities are performing at or above grade level.

Staff Meetings, Site Learning Days and Grade Level Meetings were used to develop effective instruction in every classroom. During designated Site Learning Days, staff engaged in learning on the powerful practice of Close Reading in an effort to support student growth in our instructional focus area, Comprehension of Informational Text. Staff Meeting time was provided to focus on Standards Alignment and High Leverage Teaching Strategies, specifically Teacher Clarity, Self-Efficacy and Student Collaboration. PLC teams met weekly and spent time planning and collaborating on best practices and improving student achievement.

Teachers used district developed resources to inform instructional decisions in alignment with LMSV Essential Standards. Teachers received Site Learning Day and Staff Meeting time to deepen understanding of ELA and Math standards and increase high level instruction in ELA and Math content and instruction expertise.

Teachers received release time to examine assessment data, plan instructional next steps to ensure mastery of ELA and Math Essential Standards. A Reading intervention teacher supported students from October - end of the year as a Tier 2 intervention for students not performing at grade level in English Language Arts. All teachers were expected to provide small group reading instruction within their classroom. An additional district-funded Reading Intervention teacher was provided as an additional Tier 2 intervention and provided additional support to students during and after the school day through the Expanded Learning Opportunities grant. Both reading intervention teachers and a number of K-2 teacher at Highlands attended training in SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words). Teachers implemented this SIPPS program into small group instruction in the classroom and in their intervention groups.

Staff continued implementation of No Excuses University and its 6 Exceptional Systems. Staff participated in professional learning connecting instructional practices and high leverage strategies to the 6 Exceptional Systems of No Excuses University.

Students with Disabilities had access to supplemental curriculum to designed to meet individual goals. Improvements were made to the sensory motor lab to assist in supporting student success inside and outside of the classroom.

Based upon current data, we have found that the above strategies have been effective in meeting the needs of our students and supporting their growth in the area of English Language Arts. However, we will plan additional strategies designed to continue accelerating the growth of our students.

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

Our intention was to hire a full time Reading Intervention Teacher for the entire school year, however finding an individual qualified to provide reading intervention proved to be difficult. Our reading intervention teacher position was vacant from August - October causing a change in the intended implementation of Strategy 3 and the budgeted expenditures associated with it.

An additional district-funded reading intervention teacher was provided from November - June as part of the Expanded Learning Opportunities Grant.

Teachers also had the opportunity to participate in professional learning for SIPPS (Systematic Instruction for Phonemic Awareness, Phonics and Sight Words)

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.

We will plan to continue many of the strategies/activities for the 2023-24 school year. We plan to place a stronger focus on alignment of instruction to standards and high leverage teaching strategies to support student growth and achievement. We also plan to add strategies/activities to address the needs of our students who are English Learners. Changes can be found in Strategies 1, 2 and 3.

Going forward, we will be using Diagnostic 2 iReady (February administration) data to measure growth from year to year. We will also establish a goal with strategies to support are African American students in ELA performance.

2022-23 Annual Review

Goal Subject

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 23.19% to 26.19%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 12.28% to 20.28%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 20% to 28%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 2.63% to 10.63%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 33% to 36%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 12% to 20%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 29% to 37%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 7% to 15%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the strategies/activities related to this goal went mostly as planned. Goals for this strategy were written based upon student achievement at the end of this year. Though students have not yet taken the CAASPP assessment, we are currently we are on track to meet our goal for our Local Assessment. Ready Diagnostic 2 (mid-year) data shows 25% of All Students, 9% of English Learners, 20% of Students who are Socioeconomically Disadvantaged, and 12% of Students with Disabilities are performing at or above grade level.

All English Learners received Integrated and Designated English Language instruction. Students received 30 minutes of designated ELD instruction daily within the classroom. Their progress was closely monitored by staff interventions were put in place to support their learning and growth. CATCH up plans were used to monitor progress and interventions plans were put in place for student's not making adequate progress towards reclassification. Though not all at-risk Long Term English Learners had access to reading intervention as a result of hiring difficulties.

Students with disabilities and students identified as socioeconomically disadvantaged received appropriate services and supports to meet their individualized needs. Special Education and General Education Teachers collaborate regularly to ensure individual student needs are met. Data was used to determine placement in intervention groups and small group reading instructional groups were utilized school-wide.

A number of the strategies written for this goal did not apply to growth and improvement in Mathematics specifically, yet focused more on the overall needs of English Learners, Students with Disabilities and Students identified as Socioeconomically Disadvantaged.

In addition, starting mid-year students needing additional support in Mathematics had the opportunity to attend intervention groups before or after school as a part of the Expanded Learning Opportunities funding at the district-level.

After an analysis of these strategies and a review of current data, though we are on track to meet our goal in Mathematics, the specific strategies listed above have not been effective in promoting student learning and growth in Mathematics.

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

Mid-year, additional funding was allocated to provide supplemental materials and supplies that support high leverage teaching strategies and high-quality instruction in Mathematics. Students also received Tier 2 intervention in mathematics from teachers choosing to provide time before or after school under the Expanded Learning Opportunities Programs district funding.

Though the strategies mentioned reading intervention support for students who are at-risk Long Term English Learners, difficulty in staffing our site-funded Reading Intervention teacher caused this strategy to not be implement as planned.

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.

For the 2023-24 school year changes will be made to this goal to support high quality instruction in mathematics. With the supplemental materials purchased this year, we plan to provide additional training and professional learning opportunities for staff in these areas. Specially, we will be designating additional support to accelerate learning and growth in mathematics for the following student groups: Students with Disabilities and African American/Black students. Changes will be found in Strategies 1, 2 and 3.

Going forward, we will be using Diagnostic 2 iReady (February administration) data to measure growth from year to year.

2022-23 Annual Review

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% to 44%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our current data to date (April 2023) shows the total percentage of students who are chronically absent at 33.66%. We are on track to meet our goal of decreasing the percentage of students who are chronically absent by %1 to 44%.

As a part of our character education program we began the implementation of PBIS (Positive Behavior Interventions and Supports) and adopted the core values of R.I.S.E - Respect, Inspire, Succeed and Empathize. Students received weekly mini-lessons in these core values on Monday Morning through our High Flyer Message. The messages were then re-communicated to students during Weekly Peace Circles on Friday morning. Students had longer Behavior Expectation lessons with the Principal 3 times per year to help ensure students clearly understood what is expected of them on campus. We also continued the implementation of Safe School Ambassadors and provided training for 7 adults and 45 students in 4 - 6th grade to become Safe School Ambassadors. Students are recognized daily through the use of High Flyer Tickets and weekly at Peace Circle for students designated as Rockin' Hawks.

To support consistent attendance, we consistently built and reinforced a welcoming school environment through the core values of R.I.S.E. - Respect, Inspire, Succeed and Empathize. We regularly recognized students for improved attendance in a variety of ways: incentives for the classrooms with the most improved attendance, a billboard with recognizing student achievement and growth in attendance, and attendance carnivals. We also communicated regularly with students at-risk of becoming chronically absent in an effort to identify barriers to attendance and provide any necessary supports. Our Social Worker used SART (Student Attendance Review Team) meetings to further communicate with families and offer additional supports.

Teachers and school staff fostered positive relationships with students through a variety of strategies including community circles and 2 by 10. Campus attendants were trained in the use of Restorative Practices to support problem solving and conflict resolution with students. Consequences for negative behavior were logical and restorative ensuring students were held accountable for their choices while learning the expected behavior and restoring any harm that was caused.

After a review of the strategies above and a review of current data, we have found the above strategies to be effective in supporting improvement in student attendance. We will continue to refine these strategies to ensure continued growth.

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

Through the year, we added a number of expenditures to support our growth in these strategies.

We moved from use of the 6 pillars for Character Education to the implementation of Positive Behavior Intervention and Supports (PBIS).

Additional funds were allocated for specific attendance supports to encourage improved attendance school wide. Additionally, we allocated for additional hours for our Campus Attendants and Paraprofessionals to allow for training in PBIS principles and Restorative Practices.

Finally, we allocated funds to support the implementation of PBIS including professional learning opportunities for staff. We also allocated additional funds for the creation of calm down kits in each classroom. This will support the development of self-regulation strategies among our students.

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.

For the 2023-24 school year changes will be made in the area of student engagement. Specifically we will be designating additional support for the following student groups: Black/African American, Students with Disabilities, and Two or More Races. We will be adding a metric and strategy to monitor growth for these students groups specifically. These changes can be found across strategies 1, 2 and 3.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 76%
Growth Mindset - 66%
Self-Management- 81%
Self-Efficacy- 55%
Social Awareness- 78%

The percentage of parents who respond favorably will increase to the following percentages in each domain:

Support for Academic Learning - 96%
Sense of Community - 90%
Sense of Safety - 95%

The percentage of students suspended will decrease to 1.12% (minimum of .5% decrease)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

On our most recent administration (Spring 2023) of the CORE SEL survey students responded:

Culture/Climate - 77.60%
Growth Mindset - 64.30%
Self-Management- 54.95%
Self-Efficacy- 49.48%
Social Awareness- 61.78%

Though we met our goal in Culture/Climate we unfortunately did not meet our goal in the other 4 domains.

On the most recent administration of the Parent Survey, parents responded 90% favorably in the domain of Support for Academic Learning, 90% favorably in the domain of Sense of Community and 85% favorably in the domain of Sense of Safety. Therefore we only met our goal in the domain of Sense of Community. We experienced decreases in all 3 domains of the Parent Survey from 2021-22 to 2022-23.

The suspension rate to date (April 2023) is currently 1.15% for all students. Though we may not meet our goal of reducing the number of students suspended by 1% to 1.12% we are on track to meet the minimum decrease of .5% from 2.12% to 1.62%. While we have seen a decrease in suspensions overall, we still have high numbers of students suspended in both the Black/African American (5.53%) and Students with Disabilities (6.02%) subgroups.

Parent education and training was held 2 times this year by our School Social Worker. A third parent education night is currently planned for May. Topics included education on Social Media and Mental Health, Attendance and Communication. In the Fall, parents were surveyed to gather input on parent education topics however only 3 parents responded to the survey. Translation services in Spanish were provided during parent education meetings and paper materials were also available in Spanish.

Parents received communication regularly about student progress and school activities. The principal sent out a weekly newsletter every Sunday evening by email in both English and Spanish on Blackboard Connect which was also accompanied by a text message and a phone call reminder. The link to the weekly newsletter is also posted on the Class Dojo school story every Monday morning. The weekly newsletter is populated in Smore which allows automatic for translation into a variety of languages. Teachers also communicate with families through Class Dojo, Jupiter, Peach Jar and by email and phone.

School staff utilized Instagram as a social media platform to foster additional communication with families and the community at large, however there are many other platforms that can be utilized to further establish strong communication with parents, families and the community.

This year for student social-emotional learning, there was a focus on the teaching of self-efficacy to foster confidence in a student's own ability to master difficult concepts and meet their learning goals. Staff provided incentives for students who met academic and behavioral goals as a method to promote the development of a growth mindset and self-efficacy.

After a review of these strategies and current data, we have found that the strategies above have not been effective in supporting Parent Engagement and Student Social Emotional Needs.

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

This year we increased the amount of funding provided to support parent meetings by specifically including child care during evening meetings. This helped to significantly increase the number of parents who attended.

For strategy 2, we also utilized Smore for weekly parent newsletters to make the newsletters more interactive and allow for easy translation into a variety of languages. We will continue the use of Smore going forward.

We also added a variety of incentives for students who met their behavioral and academic goals including the use of a Book Vending Machine where students earn tokens for meeting goals that are set in the classroom to receive a free book.

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.

In the area of Parent Engagement, we plan to increase the number of opportunities for parent engagement including the use of regular Principal chats and early scheduling of parent education events. We will also utilize our parent leadership groups more effectively to gather input. This change will be found in strategy 1.

We also plan to leverage a variety of social media platforms to increase communication with our families and the greater school community. This change will be found in strategy 2 and 3.

In response to data on the CORE SEL survey and suspension data we plan to provide Social Emotional Learning for our students to support their diverse needs specifically focusing on the following student groups: Students with Disabilities and Black/African American students. There will be an additional metric and strategies added to support their needs.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of Black/African American students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 20% to 23% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 7% to 15% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 16% to 24% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 7% to 15% (minimum of 8% increase).

The percentage of Black/African American students in Grade K-6 scoring at or above grade level on i-Ready (ELA) will increase from 9% to 17% (minimum 8% increase).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p> <p>Black/African American, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p> <p>Black/African American, Grades 3 - 6 - XX%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 20%</p> <p>English Learners - 7%</p> <p>Socioeconomically Disadvantaged Students - 16%</p> <p>Students with Disabilities - 7%</p> <p>Black/African American - 9%</p>	<p>ALL students - 23%</p> <p>English Learners - 15%</p> <p>Socioeconomically Disadvantaged Students - 24%</p> <p>Students with Disabilities - 15%</p> <p>Black/African American - 17%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice and assessments with the grade-level English Language Arts standards. Teachers will engage in learning using the Framework for Powerful Learning and the Cycle of Professional Development to develop and refine their

instructional practices to ensure continued growth for all students.

- Staff Meetings, Site Learning Days and release days will be use to support teacher's in deepening their understanding of English Language Arts standards. Teachers will examine data and engage in activities such as backwards planning, reflection and unwrapping of the standards.
- Teachers will focus on the use of high leverage teaching strategies while delivering instruction to support student learning and growth. High Leverage strategies will include but are not limited to: Teacher Clarity, Student Collaboration, Self-Efficacy, Collective Efficacy.
- Teachers will align instruction to the English Language Arts Common Core standards and determine common formative assessments in grade-level teams for data collection and for use in driving instructional next steps.
- Teachers will participate in professional learning opportunities to increase expertise in English Language Arts instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and refine our Response to Intervention (RtI) process to meet the needs of all students.

- Grade level teams will engage in reflection and use data from formative assessments to monitor student progress and plan instruction to meet the diverse student needs in their classroom. Teachers will utilize Tier I and II interventions within their classroom to support student learning and growth.
- All students will participate in daily small group reading instruction. Progress will be monitored using Literably and I-Ready data.
- Students not making progress towards mastery will participate in small group intervention provided by a credentialed teacher. Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) will be used during small group intervention along with additional intervention activities designed to support student growth in decoding, reading fluency and comprehension. Placement will be determined using SBAC and iReady data.
- The Intervention Team (School Social Worker, Instructional Data Teacher, Principal, Intervention Teacher, SAI Teacher) will meet monthly to discuss individual student needs with teachers, brainstorm Tier I and II classroom interventions, assist in goal-setting and examine data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

137057

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Reading Intervention Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Black/African American Students

Strategy/Activity

Teachers will engage in planning to provide culturally relevant instruction for our students who are Black/African American.

- Teachers will collaborate with their Professional Learning Community (PLC) to identify instructional materials and practices that are culturally and personally relevant for our students.
- Teachers will engage in professional learning on culturally relevant teaching strategies.
- Teachers will engage in professional learning and utilize strategies found in "Teaching Practices from America's Best Urban Schools" to support diverse student needs.
- Students will engage in Tier 2 and Tier 3 intervention cycles including small group intervention support using the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), and various other small group intervention activities to support growth in decoding, reading fluency and comprehension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students With Disabilities and English Learners

Strategy/Activity

We will continue to implement a system of individualized instruction to meet the needs of our Students with Disabilities.

- Instruction will be informed by assessment data.

- Students will use supplemental curriculum, such as Wonderworks, or intervention programs, such as Systematic Instruction in Phonological Awareness, Phonics and Sight Words, to meet individual goals in a small group setting.
- Students with Disabilities will engage in small group instruction regularly and will receive support in the General Education classroom as designated on their Individualized Education Plan (IEP).
- Students will have access to a sensory motor lab to help in self-regulation to assist in increasing time in the general education classroom.
- Students who are English Learners will receive daily language support through designated English Language instruction.
- Teachers will support students of all backgrounds through the use of culturally and personally responsive teaching strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of Black/African American students in Grade 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase)

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 8% to 11% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 0% to 8% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 5% to 13% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 4% to 12% (minimum of 8% increase).

The percentage of Black/African American students in Grades K-6 scoring at or above grade level on I-Ready (Math) will increase from 0% to 8% (minimum of 8%).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX%
	English Learners, Grades 3-6 - XX%	English Learners, Grades 3-6 - XX%
	Socioeconomically Disadvantaged Students, Grades 3-6 - XX%	Socioeconomically Disadvantaged Students, Grades 3-6 - XX%
	Students with Disabilities, Grades 3-6 - XX%	Students with Disabilities, Grades 3-6 - XX%
	Black/African American, Grades 3-6 - XX%	Black/African American, Grade 3-6 - XX%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 8%	ALL students - 11%
	English Learners - 0%	English Learners - 8%
	Socioeconomically Disadvantaged Students - 5%	Socioeconomically Disadvantaged Students - 13%
	Students with Disabilities - 4%	Students with Disabilities - 12%
	Black/African American - 0%	Black/African American - 8%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice and assessments with the grade-level Mathematics standards. Teachers will engage in learning using the Framework for Powerful Learning and the Cycle of Professional Development to develop and refine their instructional

practices to ensure continued growth for all students.

- Staff Meetings, Site Learning Days and release days will be use to support teacher's in deepening their understanding of Mathematics standards. Teachers will examine data and engage in activities such as backwards planning, reflection and unwrapping of the standards.
- Teachers will focus on the use of high leverage teaching strategies while delivering instruction to support student learning and growth. High Leverage strategies will include but are not limited to: Teacher Clarity, Student Collaboration, Self-Efficacy and Collective Efficacy.
- Teachers will align instruction to the Mathematics Common Core standards and determine common formative assessments in grade-level teams for data collection and for use in driving instructional next steps.
- Teachers will participate in professional learning opportunities to increase expertise in high-leverage Mathematics instruction.
- Teachers will provide systematic instruction during small group interventions within their Mathematics block to support student learning and growth. This small group instruction will include support in mathematical language, the use of representations in a variety of methods, the use of number lines and support with word problems.
- Teachers will provide a variety of flexible seating options within the classroom to support student engagement and flexibility in providing quality instruction in Mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12000

Source(s)

Title 1 Carryover
4000-4999: Books And Supplies
Supplies and Materials for Flexible Seating (Title 1 Carryover)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will engage in coaching cycles with our Instructional Data Support teacher to increase the use of high leverage teaching strategies learning and growth in Mathematics. The Instructional Data Support Teacher will also provide additional small group math intervention supports to students after school using funds from the Expanded Learning Opportunities Program.

- Each grade level team will engage in a 6-week coaching cycle with the Instructional Data Support Teacher around a mathematical practices connected to the Common Core State Standards.

- The Instructional Data Support teacher will also provide informal supports that include: modeling of high leverage teaching strategies, modeling the use of mathematics supplemental materials, collaboration and planning, modeling goal setting conferences with students, coverage to support for peer observations, and peer observations and feedback.
- Teachers and the Instructional Data Support teacher will continue to provide small group math intervention support before and after school through the Expanded Learning Opportunities Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Black/African American Students

Strategy/Activity

Teachers will engage in planning to provide culturally relevant instruction for our students who are Black/African American.

- Teachers will collaborate with their Professional Learning Community (PLC) to identify instructional materials and practices that are culturally relevant for our students.
- Teachers will engage in professional learning on culturally relevant teaching strategies.
- Teachers will utilize the Math Expressions curriculum to support continued growth in Mathematics.
- Teachers will engage in professional learning and utilize strategies found in "Teaching Practices from America's Best Urban Schools" to support diverse student needs.
- Teachers will provide systematic instruction during small group interventions within their Mathematics block to support student learning and growth. This small group instruction will include support in mathematical language, the use of representations in a variety of methods, the use of number lines and support with word problems.
- Students will engage in Tier 2 and Tier 3 intervention cycles including small group intervention support from classroom teachers and the Instructional Data Support Teacher before and after school through the Expanded Learning Opportunities Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities and English Learners

Strategy/Activity

We will continue to implement a system of individualized instruction to meet the needs of our Students with Disabilities and English Learners.

- Individualized instruction will be informed by assessment data.
- Students will use supplemental curriculum to meet individual goals in a small group setting. Small group instruction will also focus on systematic instruction in Mathematics. This small group instruction will include support in mathematical language, the use of representations in a variety of methods, the use of number lines and support with word problems.
- Teachers will use Math Expressions curriculum to support continued learning and growth.
- Students with Disabilities will engage in small group instruction regularly and will receive support in the General Education classroom as designated on their Individualized Education Plan (IEP).
- Students will have access to a sensory motor lab to help in self-regulation to assist in increasing time in the general education classroom.
- Students English Learners will receive language support through designated English Language instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

The percentage of students with disabilities who are chronically absent from school will decrease by 3% each year.

The percentage of Black/American students who are chronically absent from school will decrease by 3% each year.

The percentage of students who are Two or more races who are chronically absent from school will decrease by 3% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	<p>In 2022-2023, Highlands' rate of chronic absenteeism was 33.66%.</p> <p>In 2022-2023 Highlands' rate of chronic absenteeism for Students with Disabilities was 33.68%.</p> <p>In 2022-2023 Highlands' rate of chronic absenteeism for Black/African American students was 26.56%.</p>	<p>In 2023-2024, Highlands' will reduce its rate of chronic absenteeism by 1% to 32%.</p> <p>In 2023-2024, Highlands' will reduce its rate of chronic absenteeism for Students with Disabilities by 3% to 30%</p> <p>In 2023-2024, Highlands' will reduce its rate of chronic absenteeism for Black/African American students by 3% to 23%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2022-2023 Highlands' rate of chronic absenteeism for Students with Two or More Races was 27.27%.	In 2023-2024 Highlands' will reduce its rate of chronic absenteeism for students of Two or more races by 3% to 24%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will continue to promote consistent attendance across all student groups.

- Engage students and parents in a welcoming school environment that emphasizes the building of relationships between students, staff and families.
- Provide parents and students with consistent messaging regarding the importance of consistent attendance through weekly bulletins and parent education events.
- Recognize and reward regular consistent attendance and improved attendance.
- Consistently monitor student attendance and respond as needed with Tier 2 and Tier 3 interventions such as: identification of barriers to attendance, outreach to families, identifying resources, attendance notifications, Student Attendance Review Team (SART) meetings.
- Collaborate with Student Supports to address patterns of excessive absences. Work with families to address barriers and to provide resources when available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials for Attendance Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue the implementation of PBIS, Restorative Practices and Social Emotional Learning supports school wide.

- Continue to implement a school wide common language around behavior expectations using R.I.S.E. - Respect, Inspire, Succeed and Empathize.
- Continue to implement the use of Restorative Practices, specifically classroom community circles, to foster positive relationships between students and staff.
- Recognize students for academic achievement/improvement, behavioral achievement/improvement, attendance achievement/improvement in the following ways: High Flyer Tickets at the classroom level, Rockin' Hawks announced at Peace Circle each Friday, and tokens to visit the Book Vending Machine.
- Continue to utilize the Second Step Social Emotional Learning curriculum to support students social emotional learning needs.
- Provide small group and individual counseling support for the site social worker to students in need of a Tier 2 or 3 intervention for social emotional support.
- Utilize student planners in Grades 3rd - 6th to support the development self-management and executive functioning skills for our students as they transition to upper grades and junior high.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1233

Source(s)

Title I
4000-4999: Books And Supplies
School Mate Student Planners

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will continue implementation of No Excuses University and 6 Exceptional Systems.

- Staff meetings, site learning days and grade-level meetings will be used to show connections between our Framework for Powerful Learning and No Excuses University's 6 Exceptional Systems.
- We will establish a clear understanding of the 6 Exceptional Systems: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention.
- Engage families in learning around No Excuses University and our culture of college readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1150	Title I 5800: Professional/Consulting Services And Operating Expenditures No Excuses University Annual Subscription

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Black/African American Students, Students with Disabilities. and Students With 2 or More Races

Strategy/Activity

We will provide targeted attendance supports for Black/African American students, Students with Disabilities and Students with 2 or More Races.

- Provide consistent communication with students and families regarding the importance of consistent attendance through emails, newsletters, texts and parent meetings.
- The School Social Worker in collaboration with our school psychologist will provide small group Tier 2 and Tier 3 support for students using the Second Step social emotional learning curriculum. This support will be designed to develop social emotional growth in the above targeted student groups and assist with school connectedness in an effort to improve attendance for these target student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from 1.15% to .65%

The number of Black/African American students suspended will decrease from 5.33% to 2%.

The number of Students with Disabilities suspended will decrease from 6.02% to 3%.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 77.60%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset - 64.30% Self-Management- 54.95% Self-Efficacy- 49.48% Social Awareness- 61.78%	Growth Mindset - 69% Self-Management- 60% Self-Efficacy- 55% Social Awareness- 67%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 90% Sense of Safety - 85%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 93% Sense of Community - 93% Sense of Safety - 90%
Suspension Data	The suspension rate for Highlands for the 2022-2023 school year is 1.15% The suspension rate for Black/African American students for the 2022-2023 school year is 5.33% The suspension rate for Students with Disabilities for the 2022-2023 school year is 6.02%	The percentage of students suspended will decrease to .65% The percentage of Black/African American students suspended will decrease to 2% The percentage of Students with Disabilities suspended will decrease to 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will use the Second Step social emotional curriculum to support student social emotional learning and growth.

- Teachers will use the Second Step social emotional curriculum for social emotional learning during class time.
- School Social Worker will be available to provide informal support through collaboration and modeling of Second Step lessons for teachers.

- Weekly Second Step lesson topics will be woven within the grade-level curriculum to support social emotional learning during academic content areas.
- School Social Worker in collaboration with school psychologist will provide Tier 2 and Tier 3 small group support using the Second Step curriculum for students needing that level of support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:

- Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students
- Coordinating without outside organizations and assist parents in utilizing community service and other resources
- Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1,964.25

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Parent Liaison

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue the implementation of Restorative Practices, PBIS and Social Emotional Learning.

- Continue to promote a school wide common language around behavior expectations using R.I.S.E. - Respect, Inspire, Succeed and Empathize.
- Establish positive relationships with staff and students using strategies such as community circles and the 10 by 2 strategy.
- All staff, including campus attendants and paraprofessionals will be trained in the use of positive behavior strategies, restorative practices and active supervision to support behavior needs school wide, specifically during unstructured time.
- Recognize students for academic achievement/improvement, behavioral achievement/improvement, attendance achievement/improvement in the following ways: High Flyer Tickets at the classroom level, Rockin' Hawks announced at Peace Circle each Friday, and tokens to visit the Book Vending Machine.
- Continue the use of Safe School Ambassadors to empower students to take a leadership role in promoting a positive and safe school campus.
- Continue to utilize the Second Step Social Emotional Learning curriculum to support students social emotional learning needs.
- Our site social worker will provide small group and individual counseling support to students in need of a Tier 2 or 3 intervention for social emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1080	Title I 2000-2999: Classified Personnel Salaries Additional Hours for Training of Campus Attendants
736	Title 1 Carryover 2000-2999: Classified Personnel Salaries Additional Hours for Training of Paraprofessionals (Title I Carryover)
467.09	Title I 4000-4999: Books And Supplies Materials for Continued Implementation of PBIS
2224	Title 1 Carryover 4000-4999: Books And Supplies Materials for Continued Implementation of PBIS (Title I Carryover)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school site team will create a Behavior Leadership Team to support an improvement in student behavior school-wide.

- The behavioral leadership team will meet monthly to examine data, identify trends, brainstorm supports and implement strategies to support positive behavior school-wide.
- The behavioral leadership team will lead the continued implementation of Positive Behavior Interventions and Supports and Restorative Practices school-wide.
- The behavior leadership team will participate in and provide professional learning opportunities to staff on the use of positive behavior strategies, social emotional supports, and restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Black/African American Students and Students With Disabilities

Strategy/Activity

Provide targeted behavioral supports for Black/African American students and Students With Disabilities

- School Social Worker in collaboration with the school psychologist to provide Tier 2 and Tier 3 small group support using the Second Step Social Emotional curriculum.
- Provide alternate recess opportunities designed for students to build the social emotional skills necessary to interact with other students in a safe and positive way.
- Create sensory pathways on both playgrounds to support sensory needs of Students with Disabilities during unstructured time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title 1 Carryover
4000-4999: Books And Supplies
Materials for Creation of an Outdoor Sensory
Pathway (Title 1 Carryover)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$143,951.34
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$160,911.34

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$141,987.09
Title I Part A: Parent Involvement	\$1,964.25

Subtotal of additional federal funds included for this school: \$143,951.34

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

State or Local Programs	Allocation (\$)
Title 1 Carryover	\$16,960.00

Subtotal of state or local funds included for this school: \$16,960.00

Total of federal, state, and/or local funds for this school: \$160,911.34

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
Title 1 Carryover	16,960.00
Title I	141,987.09
Title I Part A: Parent Involvement	1,964.25

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	137,057.00
2000-2999: Classified Personnel Salaries	3,780.25
4000-4999: Books And Supplies	18,924.09
5800: Professional/Consulting Services And Operating Expenditures	1,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title 1 Carryover	736.00
4000-4999: Books And Supplies	Title 1 Carryover	16,224.00
1000-1999: Certificated Personnel Salaries	Title I	137,057.00
2000-2999: Classified Personnel Salaries	Title I	1,080.00
4000-4999: Books And Supplies	Title I	2,700.09

5800: Professional/Consulting Services And Operating Expenditures

Title I

1,150.00

2000-2999: Classified Personnel Salaries

Title I Part A: Parent Involvement

1,964.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	137,057.00
Goal 2	12,000.00
Goal 3	3,383.00
Goal 4	8,471.34

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 May 25, 2023.

Attested:



Principal, Melynda Pezone on May 25, 2023



SSC Chairperson, Kirsten Lemmon on May 25, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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