



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highlands Elementary School	37 68197 6038459	May 23, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Highlands Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) 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.

Educational Partner Involvement

How, when, and with whom did your Highlands Elementary 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 2024-25 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: April 11, 2024 1:00 pm
- SSC # 4 Meeting: April 17, 2024 3:30 pm, SSC #5 Meeting: May 23, 2024 3:30 pm
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 30, 2024 2:30 pm
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: Instructional Leadership Team: April 16, 2024 2:30 pm, PTA: April 11, 2024 4:00 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.

This section is required for all schools eligible for ATSI and CSI only.

Our needs assessment involved a review of our SBAC and dashboard data 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 who are Two or More Races are under-performing in the following area: Suspension

We believe these inequities are a result of the following:

- Students within this demographic group are not responding positively to the tiered interventions and supports we have in place to support student behavior and need a more individualized approach to their diverse needs.
- Funding sources were more significantly allocated to support academics, specifically English Language Arts. Less funding was allocated to support school climate/behavior support and the diverse needs of students in this demographic group.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

There are no state indicators on the California Dashboard that were "Red" or "Orange" in overall performance for Highlands Elementary. As a result, there are no areas in need of significant improvement in this area. We are excited to celebrate that on our California Dashboard our overall performance was in the "Yellow" performance category for English Language Arts, Mathematics and Chronic Absenteeism and our overall performance was in the "Green" performance category for English Learner Progress and Suspension Rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Highlands is currently identified as ATSI for Two or More Races in the Suspension performance category. This student group's state indicator was red which shows a significant performance gap as compared to the indicator for All Students in this performance category which was green. This data represents a small group of students who had significant behavioral challenges resulting in 7.1% of their student group being suspended for at least 1 day compared to 1.8% for all students. This is a significant increase of 3.2% from the year prior. Our school site team plans to take the following steps to support this student group in an effort to close this performance gap:

- Small group interventions to support accelerated learning of social emotional skills
- Use of restorative learning based consequences to support behavioral needs
- Partnering with parents to provide additional supports both inside and outside of the school setting to support behavioral and social emotional growth.

An additional performance gap is seen in Chronic Absenteeism for White students. This student group's state indicator was red which shows a significant performance gap as compared to the indicator for all students in the performance category which was yellow. Our white students maintained in Chronic Absenteeism at 25.3% of students identified as chronically absent where all students declined 11.4% to 33.6% of students identified as chronically absent. Though the percentage for all students is significantly higher than White students, all other student groups also declined where White students maintained. Our school site team plans to take the following steps to support this student group in an effort to close this performance gap:

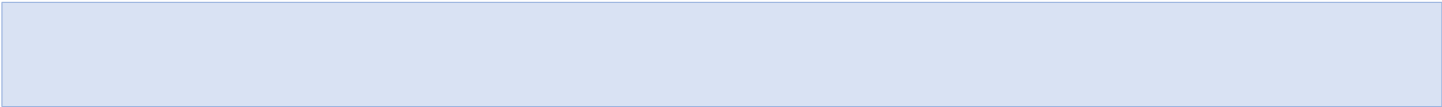
- Identifying any specific barriers to attendance for this student group and attempting to provide supports for students to overcome those barriers
- Continue to provide incentives to support an increase in attendance for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additionally, our iReady data shows performance gaps for Students with Disabilities, English Learners and Black/African American Students in English Language Arts and Mathematics. On our iReady Diagnostic 2 assessment in Reading, 10% of Students with Disabilities, 5% of English Learners and 8% of Black/African American Students are performing Mid/Above Grade Level where 23% of All Students are performing Mid/Above Grade Level. On our iReady Diagnostic 2 assessment in Mathematics, 6% of Students with Disabilities, 4% of English Learners and 5% of Black/African American Students are performing Mid/Above Grade Level where 11% of All Students are performing Mid/Above Grade Level. Our school site team plans to take the following steps to support these students in an effort to close this performance gap:

- Continue the use of high leverage teaching strategies in English Language Arts and Mathematics Instruction.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that will support progress towards grade level standards.
- Refine designated English Language Development instruction to ensure our English Learners are progressing towards grade level proficiency in all academic areas.



School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Highlands Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

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
Grade3	83	73	73
Grade 4	70	77	65
Grade 5	66	68	60
Grade 6	72	64	62
Total Enrollment	523	521	496

Conclusions based on this data:

- Over the last 3 years our enrollment is declining with the most significant change between 2021-22 and 2022-23 school years.
- Our percentage of Hispanic/Latino students has steadily increased over the last 3 years though our enrollment has declined.
- Our percentage of African American students is steadily declining over the past 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	95	118	109	18.2%	22.6%	22.0%
Fluent English Proficient (FEP)	29	29	36	5.5%	5.6%	7.3%
Reclassified Fluent English Proficient (RFEP)	0		6	0.0%		4.8%

Conclusions based on this data:

1. The percentage of English Learners at Highlands has stayed consistent from the 2021-22 to the 2022-23 school year.
2. The percentage of students designated at Fluent English Proficient is has increased from 2021-22 to 2022-23.
3. 6 students were Reclassified as Fluent English Proficient (RFEP) during the 2022-23 school year. This is an increase from 0 in 2020-21. There is no data available for the 2021-22 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	72	0	67	69	0	67	69	0.0	93.1	95.8
Grade 4	70	73	62	0	72	60	0	72	60	0.0	98.6	96.8
Grade 5	71	69	61	0	66	59	0	66	59	0.0	95.7	96.7
Grade 6	66	56	62	0	54	61	0	54	61	0.0	96.4	98.4
All Grades	289	270	257	0	259	249	0	259	249	0.0	95.9	96.9

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.	2390.		11.94	11.59		13.43	26.09		14.93	23.19		59.70	39.13
Grade 4		2443.	2439.		13.89	21.67		23.61	16.67		25.00	20.00		37.50	41.67
Grade 5		2443.	2455.		7.58	8.47		24.24	27.12		19.70	23.73		48.48	40.68
Grade 6		2479.	2493.		9.26	6.56		25.93	26.23		24.07	32.79		40.74	34.43
All Grades	N/A	N/A	N/A		10.81	12.05		21.62	24.10		20.85	24.90		46.72	38.96

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	15.94		53.73	57.97		35.82	26.09
Grade 4		6.94	16.67		79.17	55.00		13.89	28.33
Grade 5		9.09	10.17		62.12	61.02		28.79	28.81
Grade 6		16.67	6.56		50.00	65.57		33.33	27.87
All Grades		10.42	12.45		62.16	59.84		27.41	27.71

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	10.14		33.33	53.62		60.61	36.23
Grade 4		12.50	10.00		55.56	58.33		31.94	31.67
Grade 5		9.09	6.78		43.94	59.32		46.97	33.90
Grade 6		5.56	8.20		50.00	49.18		44.44	42.62
All Grades		8.53	8.84		45.74	55.02		45.74	36.14

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	10.14		65.67	81.16		25.37	8.70
Grade 4		6.94	15.00		77.78	66.67		15.28	18.33
Grade 5		1.52	3.39		68.18	74.58		30.30	22.03
Grade 6		12.96	9.84		62.96	65.57		24.07	24.59
All Grades		7.34	9.64		69.11	72.29		23.55	18.07

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	4.35		47.76	66.67		43.28	28.99
Grade 4		5.56	16.67		76.39	56.67		18.06	26.67
Grade 5		12.12	11.86		53.03	55.93		34.85	32.20
Grade 6		7.41	13.11		66.67	73.77		25.93	13.11
All Grades		8.49	11.24		61.00	63.45		30.50	25.30

Conclusions based on this data:

1. The percentage of students who met or exceeded standard increased by 3.72%. Our 4th grade cohort had the largest increase of 12.97%. Our 5th Grade Cohort decreased by 1.91%
2. The percentage of students who nearly met standard increased overall and in each grade level except 5th grade.
3. Writing is a relative area of weakness for our students though they are still showing growth in that area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	72	0	68	71	0	68	71	0.0	94.4	98.6
Grade 4	70	73	62	0	72	61	0	72	61	0.0	98.6	98.4
Grade 5	71	69	61	0	68	61	0	68	61	0.0	98.6	100.0
Grade 6	66	56	62	0	55	62	0	55	62	0.0	98.2	100.0
All Grades	289	270	257	0	263	255	0	263	255	0.0	97.4	99.2

* 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.	2388.		4.41	7.04		16.18	23.94		22.06	25.35		57.35	43.66
Grade 4		2452.	2439.		9.72	16.39		25.00	16.39		36.11	27.87		29.17	39.34
Grade 5		2416.	2433.		5.88	3.28		5.88	18.03		20.59	24.59		67.65	54.10
Grade 6		2455.	2445.		3.64	3.23		21.82	16.13		16.36	22.58		58.18	58.06
All Grades	N/A	N/A	N/A		6.08	7.45		17.11	18.82		24.33	25.10		52.47	48.63

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	12.68		41.18	46.48		54.41	40.85
Grade 4		23.61	21.31		48.61	40.98		27.78	37.70
Grade 5		5.88	6.56		29.41	42.62		64.71	50.82
Grade 6		7.27	3.23		36.36	33.87		56.36	62.90
All Grades		10.65	10.98		39.16	41.18		50.19	47.84

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	9.86		47.06	46.48		48.53	43.66
Grade 4		9.72	11.48		50.00	49.18		40.28	39.34
Grade 5		4.41	6.56		42.65	45.90		52.94	47.54
Grade 6		5.45	6.45		38.18	38.71		56.36	54.84
All Grades		6.08	8.63		44.87	45.10		49.05	46.27

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	9.86		48.53	57.75		41.18	32.39
Grade 4		9.72	13.11		65.28	50.82		25.00	36.07
Grade 5		1.47	6.56		44.12	47.54		54.41	45.90
Grade 6		3.64	6.45		61.82	41.94		34.55	51.61
All Grades		6.46	9.02		54.75	49.80		38.78	41.18

Conclusions based on this data:

1. The overall percentage of students who exceeded or met standard increased by 3.08%. The largest increase was our 4th grade cohort of students with an increase of 12.19%.
2. There was a significant decrease of students who exceeded or met standard in our 5th grade cohort (-13.41%).
3. The overall percentage of students who nearly met standard increased where the overall percentage of students who did not meet standard decreased. This shows that even students who have not yet met grade level standards are moving closer to proficiency.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

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	1393.7	1444.9	1416.5	1411.8	1389.3	1377.8	1351.2	12	22	32
1	1462.5	1441.6	1384.8	1470.2	1457.1	1408.7	1454.5	1425.4	1360.3	13	14	15
2	1456.9	1478.5	1458.5	1481.2	1472.5	1464.5	1432.5	1483.8	1451.8	13	12	13
3	1489.6	1440.5	1479.5	1492.2	1429.6	1469.5	1486.6	1450.8	1489.1	21	16	13
4	1519.1	1509.9	1476.8	1514.3	1515.9	1471.3	1523.5	1503.4	1481.9	21	21	16
5	1500.1	1511.0	1518.1	1498.7	1501.8	1512.4	1501.2	1519.7	1523.3	15	21	19
6	1535.0	1509.3	1530.1	1543.1	1495.0	1522.2	1526.5	1523.1	1537.6	15	16	18
All Grades										110	122	126

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	9.38	33.33	18.18	18.75	41.67	40.91	31.25	8.33	31.82	40.63	12	22	32
1	15.38	0.00	0.00	30.77	35.71	20.00	53.85	42.86	13.33	0.00	21.43	66.67	13	14	15
2	15.38	8.33	7.69	30.77	50.00	46.15	30.77	33.33	30.77	23.08	8.33	15.38	13	12	13
3	14.29	0.00	7.69	28.57	18.75	46.15	47.62	31.25	30.77	9.52	50.00	15.38	21	16	13
4	33.33	23.81	12.50	33.33	33.33	12.50	23.81	28.57	37.50	9.52	14.29	37.50	21	21	16
5	6.67	28.57	21.05	40.00	23.81	36.84	40.00	19.05	26.32	13.33	28.57	15.79	15	21	19
6	26.67	6.25	27.78	33.33	31.25	44.44	26.67	50.00	16.67	13.33	12.50	11.11	15	16	18
All Grades	19.09	12.30	12.70	32.73	28.69	30.16	37.27	34.43	26.98	10.91	24.59	30.16	110	122	126

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	15.63	33.33	22.73	18.75	33.33	45.45	37.50	8.33	18.18	28.13	12	22	32
1	23.08	7.14	6.67	38.46	50.00	20.00	38.46	35.71	26.67	0.00	7.14	46.67	13	14	15
2	23.08	25.00	15.38	30.77	33.33	46.15	38.46	33.33	23.08	7.69	8.33	15.38	13	12	13
3	33.33	0.00	15.38	42.86	25.00	53.85	19.05	31.25	15.38	4.76	43.75	15.38	21	16	13
4	42.86	42.86	18.75	28.57	28.57	18.75	23.81	23.81	43.75	4.76	4.76	18.75	21	21	16
5	26.67	38.10	57.89	53.33	23.81	15.79	6.67	14.29	15.79	13.33	23.81	10.53	15	21	19
6	26.67	12.50	44.44	53.33	56.25	33.33	6.67	25.00	11.11	13.33	6.25	11.11	15	16	18
All Grades	30.00	21.31	25.40	40.00	32.79	26.98	22.73	29.51	26.19	7.27	16.39	21.43	110	122	126

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	0.00	16.67	9.09	6.25	33.33	40.91	62.50	41.67	40.91	31.25	12	22	32
1	0.00	0.00	0.00	61.54	35.71	6.67	23.08	7.14	20.00	15.38	57.14	73.33	13	14	15
2	15.38	8.33	23.08	23.08	50.00	15.38	30.77	25.00	23.08	30.77	16.67	38.46	13	12	13
3	4.76	0.00	0.00	28.57	0.00	38.46	38.10	37.50	38.46	28.57	62.50	23.08	21	16	13
4	19.05	9.52	6.25	33.33	28.57	12.50	28.57	23.81	25.00	19.05	38.10	56.25	21	21	16
5	0.00	14.29	15.79	6.67	14.29	10.53	60.00	42.86	47.37	33.33	28.57	26.32	15	21	19
6	13.33	6.25	5.56	20.00	18.75	44.44	46.67	56.25	33.33	20.00	18.75	16.67	15	16	18
All Grades	9.09	7.38	6.35	27.27	20.49	17.46	37.27	34.43	39.68	26.36	37.70	36.51	110	122	126

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	16.13	83.33	77.27	54.84	0.00	9.09	29.03	12	22	31
1	61.54	28.57	20.00	38.46	71.43	60.00	0.00	0.00	20.00	13	14	15
2	30.77	25.00	0.00	69.23	66.67	100.00	0.00	8.33	0.00	13	12	13
3	23.81	6.25	7.69	66.67	37.50	76.92	9.52	56.25	15.38	21	16	13
4	42.86	33.33	18.75	47.62	52.38	56.25	9.52	14.29	25.00	21	21	16
5	26.67	4.76	36.84	60.00	76.19	42.11	13.33	19.05	21.05	15	21	19
6	20.00	0.00	16.67	73.33	68.75	77.78	6.67	31.25	5.56	15	16	18
All Grades	31.82	15.57	17.60	61.82	64.75	64.00	6.36	19.67	18.40	110	122	125

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	18.75	41.67	45.45	50.00	16.67	36.36	31.25	12	22	32
1	23.08	14.29	6.67	69.23	64.29	40.00	7.69	21.43	53.33	13	14	15
2	23.08	25.00	38.46	69.23	66.67	46.15	7.69	8.33	15.38	13	12	13
3	38.10	18.75	38.46	57.14	37.50	38.46	4.76	43.75	23.08	21	16	13
4	52.38	61.90	18.75	42.86	28.57	50.00	4.76	9.52	31.25	21	21	16
5	64.29	52.38	63.16	21.43	14.29	21.05	14.29	33.33	15.79	14	21	19
6	60.00	50.00	50.00	26.67	43.75	38.89	13.33	6.25	11.11	15	16	18
All Grades	44.04	36.07	32.54	46.79	40.16	41.27	9.17	23.77	26.19	109	122	126

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	0.00	66.67	59.09	67.74	25.00	31.82	32.26	12	22	31
1	15.38	14.29	0.00	76.92	28.57	20.00	7.69	57.14	80.00	13	14	15
2	15.38	8.33	23.08	53.85	66.67	30.77	30.77	25.00	46.15	13	12	13
3	14.29	0.00	7.69	42.86	37.50	53.85	42.86	62.50	38.46	21	16	13
4	23.81	9.52	6.25	52.38	47.62	31.25	23.81	42.86	62.50	21	21	16
5	0.00	19.05	21.05	60.00	47.62	31.58	40.00	33.33	47.37	15	21	19
6	20.00	6.25	5.56	33.33	43.75	66.67	46.67	50.00	27.78	15	16	18
All Grades	14.55	9.84	8.00	53.64	47.54	46.40	31.82	42.62	45.60	110	122	125

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	15.63	25.00	36.36	34.38	50.00	45.45	50.00	12	22	32
1	0.00	21.43	0.00	76.92	50.00	40.00	23.08	28.57	60.00	13	14	15
2	15.38	25.00	30.77	61.54	66.67	46.15	23.08	8.33	23.08	13	12	13
3	0.00	0.00	15.38	80.95	50.00	61.54	19.05	50.00	23.08	21	16	13
4	23.81	14.29	6.25	57.14	52.38	50.00	19.05	33.33	43.75	21	21	16
5	0.00	25.00	21.05	73.33	45.00	63.16	26.67	30.00	15.79	15	20	19
6	6.67	6.25	33.33	73.33	87.50	61.11	20.00	6.25	5.56	15	16	18
All Grades	10.00	15.70	17.46	65.45	53.72	49.21	24.55	30.58	33.33	110	121	126

Conclusions based on this data:

1. The largest growth in students achieving at Level 3 or 4 on the ELPAC were in Grade 3 and Grade 6

2. The speaking domain is an area of strength for our English Learners.
3. The reading domain is an area of weakness for our English Learners. This is consistent with their performance on local and state assessments.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	78.6	22	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Highlands Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	22
Foster Youth		
Homeless	13	2.6
Socioeconomically Disadvantaged	390	78.6
Students with Disabilities	73	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	11.1
American Indian	1	0.2
Asian	4	0.8
Filipino	5	1
Hispanic	299	60.3
Two or More Races	39	7.9
Pacific Islander	5	1
White	88	17.7

Conclusions based on this data:

1. Students who are classified as Socioeconomically Disadvantaged include a majority of our student population at Highlands (78.6%)
2. The top three largest student groups by race are Hispanic (60.3%), White (17.7%) and African American (11.1%). Students with Two or More Races make up 7.9% of our population.
3. The second largest student group at Highlands is English Learners (22%).

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Suspension Rate and English Learner Progress are relative areas of strength for overall performance at Highlands.
2. The yellow level for English Language Arts and Mathematics shows that students are growing consistently in both academic areas.
3. There are no categories below the yellow level for Overall School Performance.

School and Student Performance Data

Academic Performance English Language Arts

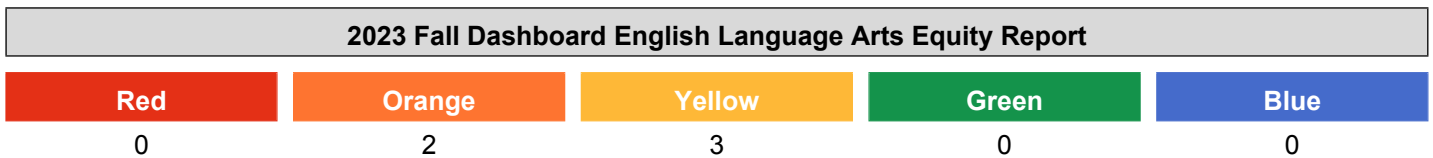
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 40 points below standard Increased +9.8 points 241 Students	<p>English Learners</p>  Yellow 57.3 points below standard Increased Significantly +22.4 points 72 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 48.8 points below standard Increased +8.8 points 206 Students	<p>Students with Disabilities</p>  Orange 114.5 points below standard Increased Significantly +18.4 points 50 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>74.4 points below standard</p> <p>Decreased -3.2 points</p> <p>25 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>44.7 points below standard</p> <p>Increased Significantly +16.3 points</p> <p>151 Students</p>	<p>5.4 points below standard</p> <p>Increased +11.5 points</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Orange</p> <p>28.6 points below standard</p> <p>Decreased -8.1 points</p> <p>36 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>83 points below standard</p> <p>Increased Significantly +16.5 points</p> <p>58 Students</p>	<p>49.1 points above standard</p> <p>Increased Significantly +30.2 points</p> <p>14 Students</p>	<p>33.5 points below standard</p> <p>Increased +3.5 points</p> <p>159 Students</p>

Conclusions based on this data:

- All student populations average scale score increased in English Language Arts except White Students which decreased 8.1 points.
- Students with Disabilities was rated in the Orange performance category but still showed an increase in their average scale score of 18.4 points compared to an increase of 9.8 points for all students.
- Our current and reclassified English Learners' average scale score increased significantly (Current: 6.5 points, Reclassified: 30.2 points) as compared to English Only students (3,5 points).

School and Student Performance Data

Academic Performance Mathematics

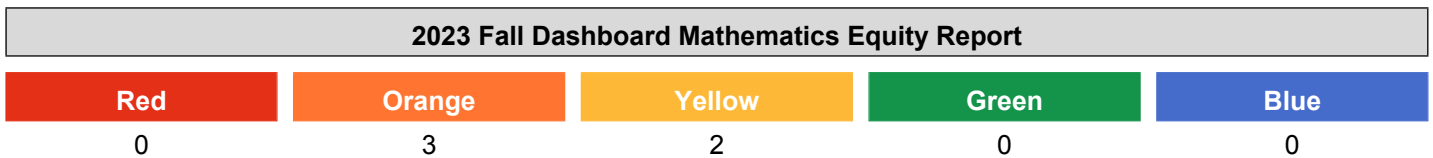
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	Less than 11 Students
68.8 points below standard	94.8 points below standard	1 Student
Increased +5.2 points	Increased Significantly +17.2 points	
241 Students	72 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
9 Students	79.2 points below standard	146.3 points below standard
	Maintained +2.3 points	Increased Significantly +16.3 points
	206 Students	50 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>115.6 points below standard</p> <p>Decreased Significantly - 19.8 points</p> <p>25 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>74.5 points below standard</p> <p>Increased +9.1 points</p> <p>151 Students</p>	<p>16.6 points below standard</p> <p>Increased Significantly +16.4 points</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Orange</p> <p>52.4 points below standard</p> <p>Decreased -3.1 points</p> <p>36 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>116.6 points below standard</p> <p>Increased +10.7 points</p> <p>58 Students</p>	<p>4.3 points below standard</p> <p>Increased Significantly +31.3 points</p> <p>14 Students</p>	<p>58 points below standard</p> <p>Maintained -2 points</p> <p>159 Students</p>

Conclusions based on this data:

1. All student populations average scale score increased in Mathematics except White Students which decreased 3.1 points and African American Students who decreased 19.8 points.
2. Students with Disabilities was rated in the Orange performance category but still showed an increase in their average scale score of 16.3 points compared to an increase of 5.2 points for all students.
3. There are no student groups in the red performance category.

School and Student Performance Data

Academic Performance English Learner Progress

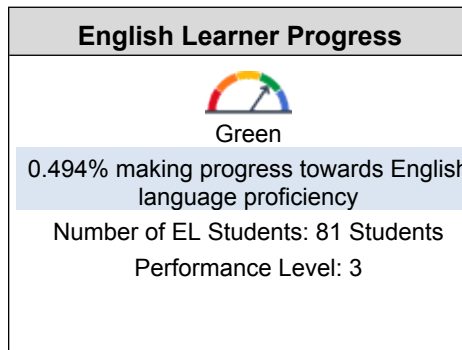
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	33	3	37

Conclusions based on this data:

1. Almost half of our students progressed at least one level on the ELPAC.
2. Only 8 of 81 students decrease a level on the ELPAC. All other progressed or maintained.
3. The majority of students who maintained are performing at levels 1 - 3 (33). Only 3 students maintained at a level 4.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 33.6% Chronically Absent Declined Significantly -11.4 532 Students	English Learners Orange 33.1% Chronically Absent Declined -14 142 Students	Foster Youth Less than 11 Students 1 Student
Homeless 45% Chronically Absent Declined -27.7 20 Students	Socioeconomically Disadvantaged Yellow 35.7% Chronically Absent Declined Significantly -12.9 426 Students	Students with Disabilities Orange 33.3% Chronically Absent Declined -16.2 99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 30% Chronically Absent Declined -14.7 60 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.9% Chronically Absent Declined Significantly -11.9 319 Students	 Orange 23.1% Chronically Absent Declined -22 39 Students	Less than 11 Students 5 Students	 Red 25.3% Chronically Absent Maintained 0 95 Students

Conclusions based on this data:

- Overall, 33.6% of our students are chronically absent which is a 11.4% decrease from last year.
- All student groups experienced a decline in the number of chronically absent students with the exception of White students who maintained and had no change from the previous year.
- The number of both Hispanic and Socioeconomically Disadvantaged students identified chronically absent declined significantly with a decrease of 11.9% and 12.9% respectively.

School and Student Performance Data

Conditions & Climate Suspension Rate

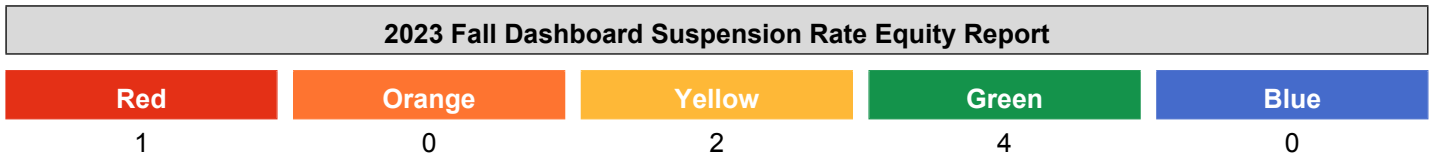
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.8% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.2 556 Students</td> </tr> </tbody> </table>	All Students	 Green	1.8% suspended at least one day	Declined Significantly -1.2 556 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.3% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 150 Students</td> </tr> </tbody> </table>	English Learners	 Green	1.3% suspended at least one day	Declined -0.8 150 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6% suspended at least one day Declined -3 67 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6% suspended at least one day Declined -0.9 329 Students	 Red 7.1% suspended at least one day Increased 3.2 42 Students	Less than 11 Students 5 Students	 Green 1% suspended at least one day Declined -2.6 98 Students

Conclusions based on this data:

- Overall, Highlands is in the green performance category with a decrease of 1.2% in 2022-2023 compared to the 2021-2022 school year.
- Two or More Races is the only student group that increased (3.2%) with a total of 7.1% of students suspended at least one day.
- Two or More Races and African American students have the highest suspension rates of 7.1% and 6% respectively.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 36% to 39% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 9% to 17% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 35% to 43% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 10% to 18% (minimum of 8% increase).

The percentage of Black/African American students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 15% to 23% (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).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Professional Learning Opportunities for Staff - No Excuses, PBIS, High Leverage Teaching Strategies, Restorative Practices 5800: Professional/Consulting Services	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	SBAC - English Language Arts (3rd - 6th only) iReady Reading Diagnostic Principal Walkthrough Data Data from ILT Walks Exit Tickets measuring teacher attendance and engagement during Site Learning Days and Staff Meetings Data from teacher reflections on professional learning	This specific strategy has been effective in support of student growth in English Language Arts. Though we do not yet have results for the SBAC - English Language Arts assessment we have met our goal for an increase of 3% overall	Modify This specific strategy will be continued for the following year however due to a decrease in enrollment as a result of the 6th grade transition to middle school, we are expecting a decrease in Title I

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
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And Operating Expenditures Title I 8000	<p>growth for all students.</p> <ul style="list-style-type: none"> • 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 		<p>from 20% to 23% the on iReady Reading Diagnostic.</p> <p>Principal Walkthrough data shows an increase in high leverage teaching strategies, specifically teacher clarity and student collaboration in classrooms and an increase in activities aligned to grade level standards. Data from ILT walks also show increases in implementation of powerful practices from site learning days and staff meetings.</p> <p>Teacher attendance is consistent at site learning days and staff meetings and exit ticket data shows high levels of engagement and set expectations for teacher to commit to implementing the learning in classrooms. On recent reflection surveys, teachers report higher levels of success and implementation on quality indicators for targeted powerful practices as a result of the professional learning during site learning days and staff meetings.</p>	<p>funding for next year. As a result we will not be using Title I funding to supplement teacher professional learning opportunities next year.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	increase expertise in English Language Arts instruction.			
<p>Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 137057</p> <p>Additional Hours - LLRT (Reading Groups) 2000-2999: Classified Personnel Salaries Title I 7620</p>	<p>We will implement a school-wide system of differentiated instruction and refine our Response to Intervention (Rtl) process to meet the needs of all students.</p> <ul style="list-style-type: none"> 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 	<p>SBAC - English Language Arts (3rd - 6th only) iReady Reading Diagnostic Literably Reading Assessment Attendance data for students attending Tier II Intervention with Reading Intervention Teacher and LLRT</p>	<p>This specific strategy has been effective in support of student growth in English Language Arts.</p> <p>Though we do not yet have results for the SBAC - English Language Arts assessment we have met our goal for an increase of 3% overall from 20% to 23% on the iReady Reading Diagnostic.</p> <p>During Principal Walkthroughs, it is observed that most classrooms are providing daily small group instruction in English Language Arts.</p> <p>Students in need of Tier II intervention are supported by our site-funded intervention teacher and our ELOP intervention teacher. Both teachers are currently using Systematic Instruction in Phonological Awareness, Phonics and Site Words and have shared data that shows significant growth for students in those areas.</p> <p>We have identified the need for our intervention team to meet more than 1 once per month during certain times per year to meet the needs of our students. Specifically, in January, our intervention team met</p>	<p>Modify</p> <p>This specific strategy will be continued for the following year however due to a decrease in enrollment as a result of the 6th grade transition to middle school, we are expecting a decrease in Title I funding for next year. As a result we will not be using Title I funding for additional hours for our LLRT.</p> <p>We will continue to fund the Reading Intervention Teacher to support our students in need of Tier II intervention support.</p>

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	<p>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 i-Ready data.</p> <ul style="list-style-type: none"> 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. 		<p>twice to brainstorm additional supports and interventions for students in need of additional support.</p> <p>Additionally, starting this school year, teachers kept a Student Watch List. On this list, teachers document concerns, assessment data, interventions attempted and parent communication. This supports our intervention team in prioritizing intervention meetings by student need.</p>	
	<p>Teachers will engage in planning to provide culturally relevant instruction for our students who are Black/African American.</p> <ul style="list-style-type: none"> 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 	<p>SBAC - English Language Arts: Black/African American Students (3rd - 6th only) iReady Reading Diagnostic: Black/African American Literably Reading Assessment Exit Tickets from Teacher Professional Learning PLC Notes</p>	<p>This specific strategy has not been successful in meeting the needs of our Black/African American students due to changes in the level of implementation of this strategy.</p> <p>Though we do not yet have results for the SBAC - English Language Arts assessment we have not met our goal for an increase of 8% for this student group. On the iReady Reading Diagnostic our Black/African American students decreased 1% from from 9% to 8%.</p>	<p>Continue</p> <p>This specific strategy will be continued in the following year.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>learning on culturally relevant teaching strategies.</p> <ul style="list-style-type: none"> 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. 		<p>Professional learning on culturally relevant teaching strategies did not take place as planned due to a shift in professional learning needs for our school site this year. We plan to provide learning for our teachers and staff to utilize the strategies found in "Teaching Practices from America's Best Urban Schools" next school year.</p> <p>Students participated in Tier II and III intervention cycles and small group intervention. However, the number of students supported didn't make a significant impact on the achievement of the student group as a whole.</p>	
SIPPS Kits for K-2nd Teachers 4000-4999: Books And Supplies Title 1 Carryover 9000	<p>We will continue to implement a system of individualized instruction to meet the needs of our Students with Disabilities.</p> <ul style="list-style-type: none"> Instruction will be informed by assessment data. Students will use supplemental curriculum, such as Wonderworks, or intervention programs, such as Systematic 	<p>SBAC - English Language Arts: Students with Disabilities (3rd - 6th grade only) SBAC - English Language Arts: English Learners (3rd - 6th grade only) iReady Reading Diagnostic: Students with Disabilities iReady Reading Assessment: English Learners Literably Reading Assessment ELPAC Data California Dashboard Data for Students with Disabilities and English Learners Data from Progress on IEP Goals</p>	<p>This specific strategy has been successful supporting the growth of our Students with Disabilities and English Learners.</p> <p>Though we do not yet have results for the SBAC - English Language Arts assessment and we have not met our goal for the iReady Reading Diagnostic, (Students with Disabilities: 10%, Goal: 15% and English</p>	<p>Modify</p> <p>This specific strategy will be continued for the following year however due to a decrease in enrollment as a result of the 6th grade transition to middle school, we are expecting a decrease in Title I funding for next year. The purchase of SIPPS Kits for K - 2nd Grade teachers</p>

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	<p>Instruction in Phonological Awareness, Phonics and Sight Words, to meet individual goals in a small group setting.</p> <ul style="list-style-type: none"> 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. 		<p>Learners: 5%, Goal: 15%) the California Dashboard shows a significant increase of 18.4 points in the average scale score for Students with Disabilities and a significant increase of 22.4 points in the average scale score. This shows that though we have not met our goals for the statewide and local assessments we are still showing growth for these specific student groups.</p> <p>All Special Education teachers have been trained in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words and are utilizing this to meet goals for students with needs in these specific areas.</p> <p>Principal Walk-throughs indicate that English Learners are successfully receiving daily language support through designated English Language instruction.</p> <p>Professional learning on culturally relevant teaching strategies did not take place as planned due to a shift in professional learning needs for our school site this year. We plan to provide learning for our teachers and staff to utilize the strategies found in "Teaching Practices from America's Best Urban Schools" next school year.</p>	<p>was a one-time purchase need and will not be carried into next year.</p>

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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The only major difference between intended budgeted expenditures for this goal can be found in Strategy 2 regarding extra hours for our LLRT. Though our LLRT did provide the additional hours and supported students through the use of small reading groups, the actual cost was different compared to our budgeted expenditure due to an accounting error in our HR department. As a result of this error, we did not utilize the full \$7620 budgeted for this purpose.

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

There will be no changes made to this goal as we plan for next year. We will continue to focus on continued student growth and achievement in English Language Arts.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 27% to 30% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 8% to 16% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 27% to 35% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 20% (minimum of 8% increase).

The percentage of Black/African American students in Grade 3-6 meeting standard on SBAC (Math) will increase from 8% to 16% (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%).

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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.</p> <ul style="list-style-type: none"> Staff Meetings, Site Learning Days and 	<p>SBAC - Mathematics (3rd - 6th only) iReady Math Diagnostic Principal Walkthrough Data Exit Tickets measuring teacher attendance and engagement during Site Learning Days and Staff Meetings Data from teacher reflections on professional learning</p>	<p>This specific strategy has been effective in support of student growth in Mathematics.</p> <p>Though we do not yet have results for the SBAC - English Language Arts assessment we have met our goal for an increase of 3% overall from 8% to 11% the on iReady Math Diagnostic.</p>	<p>Continue</p> <p>This strategy will be continued in the following year.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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.</p> <ul style="list-style-type: none"> 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. 		<p>Principal Walkthrough data shows an increase in high leverage teaching strategies, specifically teacher clarity and student collaboration in classrooms and an increase in activities aligned to grade level standards and specific mathematic practices taught within each grade level.</p> <p>Our Instructional Data Support (IDS) Teacher provided a number of optional professional learning opportunities for our teachers to support the use of high leverage strategies in Mathematics. Almost every teacher at our school site took advantage of this opportunity. Feedback from teachers was very positive and strategies taught in these learning session have been implemented into the classroom.</p>	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 			
	<p>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.</p> <ul style="list-style-type: none"> Each grade level team will engage in a 6-week coaching cycle with the Instructional Data Support Teacher around a 	<p>SBAC - Mathematics (3rd - 6th only) iReady Math Diagnostic Pre- and Post-assessments for specific learning cycles with grade levels.</p>	<p>This specific strategy has been effective in support of student growth in Mathematics.</p> <p>Though we do not yet have results for the SBAC - English Language Arts assessment we have met our goal for an increase of 3% overall from 8% to 11% the on iReady Math Diagnostic.</p> <p>This year, over half of the coaching cycles our Instructional Data Support teacher engaged in with grade level teams supported teacher learning and growth in Mathematics.</p>	<p>Modify</p> <p>This specific strategy will be continued in the following year with modifications as a result of teacher preference of learning in coaching cycles.</p> <p>The opportunity to provide after school small group intervention through ELOP will be dependent on continued funding availability.</p>

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	<p>mathematical practices connected to the Common Core State Standards.</p> <ul style="list-style-type: none"> 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. 		<p>During informal support, our Instructional Data Support Teacher has modeled and supported the implementation of small group mathematics instruction and Tier I interventions designed to accelerate student learning and the use of high leverage strategies, specifically Teacher Clarity and Student Collaboration during Mathematics instruction.</p>	
	<p>Teachers will engage in planning to provide culturally relevant instruction for our students who are Black/African American.</p> <ul style="list-style-type: none"> Teachers will collaborate with their Professional Learning Community (PLC) to identify 	<p>SBAC - Mathematics: Black/African American Students (3rd - 6th only) iReady Math Diagnostic: Black/African American Exit Tickets from Teacher Professional Learning PLC Notes</p>	<p>This specific strategy has been moderately successful in meeting the needs of our Black/African American students due to changes in the level of implementation of this strategy.</p> <p>We do not yet have results for the SBAC -</p>	<p>Modify</p> <p>This specific strategy will be continued in the following year with modifications.</p> <p>The opportunity to provide after school small group intervention through ELOP will be</p>

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	<p>instructional materials and practices that are culturally relevant for our students.</p> <ul style="list-style-type: none"> 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. 		<p>Mathematics assessment at this time and we did not meet our goal of an increase of 8% for this student group. However, we did see an 5% increase on iReady Math Diagnostic for Black/African American from 0% to 5%.</p> <p>Professional learning on culturally relevant teaching strategies did not take place as planned due to a shift in professional learning needs for our school site this year. We plan to provide learning for our teachers and staff to utilize the strategies found in "Teaching Practices from America's Best Urban Schools" next school year.</p> <p>During informal support, our Instructional Data Support Teacher has modeled and supported the implementation of small group mathematics instruction and Tier I interventions designed to accelerate student learning specifically providing support in mathematical language and the use of representations in a variety of methods. Teachers also used a variety of scaffolds such as number lines to support student learning and growth.</p>	<p>dependent on continued funding availability.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 			
	<p>We will continue to implement a system of individualized instruction to meet the needs of our Students with Disabilities and English Learners.</p> <ul style="list-style-type: none"> 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 	<p>SBAC - Mathematics: Students with Disabilities (3rd - 6th grade only) SBAC - Mathematics: English Learners (3rd - 6th grade only) iReady Math Diagnostic: Students with Disabilities iReady Math Assessment: English Learners California Dashboard Data for Students with Disabilities and English Learners Data from Progress on IEP Goals</p>	<p>This specific strategy has been successful supporting the growth of our Students with Disabilities and English Learners.</p> <p>Though we do not yet have results for the SBAC - English Language Arts assessment and we have not met our goal for the iReady Reading Diagnostic, (Students with Disabilities: 6%, Goal: 12% and English Learners: 4%, Goal: 8%) the California Dashboard shows a increase of 16.3 points in the average scale score for Students with Disabilities and a significant increase of 17.2 points in the average scale score. This shows that though we have not met our goals for the statewide and local assessments we are still showing growth for these specific student groups.</p> <p>Students with disabilities are receiving regular small group instruction that supports systematic</p>	<p>Continue</p> <p>This strategy will be continued in the following year.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>learning and growth.</p> <ul style="list-style-type: none"> 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. 		<p>instruction in Mathematics in addition to daily instruction in the general education classroom using the Math Expressions curriculum.</p> <p>Principal Walk-throughs indicate that English Learners are successfully receiving daily language support through designated English Language instruction.</p> <p>Professional learning on culturally relevant teaching strategies did not take place as planned due to a shift in professional learning needs for our school site this year. We plan to provide learning for our teachers and staff to utilize the strategies found in "Teaching Practices from America's Best Urban Schools" next school year.</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were slight differences between the intended implementation and the actual implementation of the strategies above such as:

- Professional Learning on culturally relevant teaching strategies was put on hold for this school year. We plan to engage in professional learning in this area in the next school year.

- Though over half of our coaching cycles engaged teachers in learning around mathematics instruction, some teachers chose coaching cycles to support writing instead of mathematics.
- After school support in Mathematics was provided with less consistency than what was provide last year.

There were no major differences in the budgeted expenditures in the strategies designed to meet this goal.

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

There will be no changes made to this goal as we plan for next year. We will continue to focus on continued student growth and achievement in Mathematics.

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.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Materials for Attendance Support 4000-4999: Books And Supplies Title I 1000	<p>We will continue to promote consistent attendance across all student groups.</p> <ul style="list-style-type: none"> 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, 	<p>Average Daily Attendance Data Chronic Absenteeism Data Number of SART/SST Meeting Held</p>	<p>This strategy has been effective in supporting increased attendance for our students.</p> <p>We are currently on track to meet our goal of decreasing the percentage of students who are chronically absent. Our goal was to decrease this number by 1% from 33.6% to 32.6%. As of April 1st our current percentage of students who are chronically absent is 24.35% (a decrease of 9.25% from last year).</p> <p>Consistent messaging regarding the importance of attendance is sent weekly through parent newsletters and is shared regularly with students at behavior assemblies, peace circle and through high flyer messages.</p> <p>We have implemented a new incentive for student attendance that allows students to earn letters towards spelling "Highlands RISE". Classrooms with 96% or better attendance each day receives one letter. Classrooms with 100% attendance receives two letters. When classrooms have spelled</p>	<p>Modify</p> <p>We will continue this strategy into next year with slight modifications.</p> <p>Due to a decrease in enrollment as a result of the 6th grade transition to middle school, we are expecting a decrease in Title I funding for next year. As a result we will not be using Title I funding to supplement attendance support next year.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>outreach to families, identifying resources, attendance notifications, Student Attendance Review Team (SART) meetings.</p> <ul style="list-style-type: none"> Collaborate with Student Supports to address patterns of excessive absences. Work with families to address barriers and to provide resources when available. 		<p>"Highlands RISE" they earn a whole class incentive. We are also still recognizing classrooms for most improved attendance on a monthly basis.</p> <p>During monthly intervention team meetings we set aside 15 - 20 minutes to review our students who are at-risk of becoming chronically absent and our students needing Tier II or Tier III support. We discuss possible barriers to attendance and plan next steps to support students and their families.</p>	
School Mate Student Planners 4000-4999: Books And Supplies Title I 1233	<p>Continue the implementation of PBIS, Restorative Practices and Social Emotional Learning supports school wide.</p> <ul style="list-style-type: none"> 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 	<p>Average Daily Attendance Data Office Referral Data Second Step Usage Reports</p>	<p>This strategy has been effective in supporting increased attendance for our students.</p> <p>We are currently on track to meet our goal of decreasing the percentage of students who are chronically absent. Our goal was to decrease this number by 1% from 33.6% to 32.6%. As of April 1st our current percentage of students who are chronically absent is 24.35% (a decrease of 9.25% from last year).</p> <p>We have continued to implement a common language around school wide behavioral expectation through R.I.S.E. - Respect, Inspire, Succeed and Empathize. Messages around R.I.S.E. are shared weekly during Friday Peace Circle. This year, parents have been invited to join us</p>	<p>Discontinue</p> <p>This strategy is more successful in supporting the culture and climate of our school site than as a targeted attendance support.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>vement, 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.</p> <ul style="list-style-type: none"> 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. 		<p>for Peace Circle to participate alongside their students.</p> <p>Students are recognized in a variety of ways: Rockin' Hawks as Friday Peace Circle, Book Vending Machine, Trimester awards assemblies and Classroom High Flyer Tickets.</p> <p>All classrooms are using Second Step SEL curriculum in their classrooms through the frequency of implementation is still not consistent across all classrooms. Our site social worker provides small group and individual counseling support for students in need of Tier II and III supports. In addition, San Diego Youth Services Dinosaur School has begun supporting our students at Highlands with weekly SEL lessons in TK - 2nd grade and Tier II small group counseling for students in TK - 3rd grade.</p> <p>Students are successfully using student planners in Grades 3 - 6 to support self-management, organization and executive functioning skills.</p>	
No Excuses University Annual Subscription 5800: Professional/Consulting Services And Operating	<p>We will continue implementation of No Excuses University and 6 Exceptional Systems.</p> <ul style="list-style-type: none"> Staff meetings, site learning days and grade-level meetings will be 	Slide decks from Staff Meetings and Site Learning Days	<p>There is no data to show that this strategy has been effective in supporting student growth in this area.</p> <p>During Staff Meetings and Site Learning Days we are consistently</p>	<p>Discontinue</p> <p>Though we plan to continue as a part of the No Excuses University network of schools. We are choosing not to include this as a</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Expenditures Title I 1150	<p>used to show connections between our Framework for Powerful Learning and No Excuses University's 6 Exceptional Systems.</p> <ul style="list-style-type: none"> 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. 		<p>building connections from our school site instructional focus and the 6 Exceptional Systems.</p> <p>Family engagement around No Excuses University had been inconsistent from classroom to classroom.</p>	strategy to support this goal next year.
	<p>We will provide targeted attendance supports for Black/African American students, Students with Disabilities and Students with 2 or More Races.</p> <ul style="list-style-type: none"> 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 	<p>Average Daily Attendance - Black/African American Students, Students with Disabilities and Two or More Races</p> <p>Chronic Absenteeism Data - Black/African American Students, Students With Disabilities and Two or More Races</p>	<p>This strategy has been effective in supporting increased attendance for our students.</p> <p>We are currently on track to meet our goal of decreasing the percentage of students who are chronically absent. Our goal was to decrease this number by 3% for Black/African American Students, Students with Disabilities and Two or More Races. As of April 1, Black/African American students has decreased 9.55% from 30% to 20.45%, Students with Disabilities has decreased % from 33.3% to %, and Two or</p>	<p>Discontinue</p> <p>We have seen significant growth due to the targeted supports. We will continue to monitor these student groups to ensure continued growth.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	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.		<p>More Races has decreased 12% from 23.1% to 11.1%.</p> <p>The small group Tier II and Tier III support has been very effective in supporting the needs of students in these student groups.</p> <p>During monthly intervention team meetings we set aside 15 - 20 minutes to review our students who are at-risk of becoming chronically absent and our students needing Tier II or Tier III support. We discuss possible barriers to attendance and plan next steps to support students and their families. This level of individualized interventions has help to support student growth in this area.</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were slight differences between the intended implementation and the actual implementation of the strategies above such as:

- The addition of San Diego Youth Services Dinosaur School whole class SEL support in Grades TK - 2 and Tier II and III small group counseling support in Grades TK - 3.
- The use of time at our monthly intervention team meeting to review students at-risk of becoming chronically absent and brainstorming barriers, supports and next steps.

There were no major differences between the intended budgeted expenditures and the actual expenditures for the above

strategies.

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 continue to focus on continued student growth and achievement in Student Attendance however on the California Dashboard, our White students were in the "Red" performance category for Chronic Absenteeism. As a result, we will be writing a strategy for targeted attendance supports for this student group. We will also be closely monitoring this student group using chronic absenteeism data through the year.

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%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>We will use the Second Step social emotional curriculum to support student social emotional learning and growth.</p> <ul style="list-style-type: none"> • 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. 	<p>CORE SEL Data Suspension Data Office Referral Data Second Step Usage Reports</p>	<p>This strategy has been effective in supporting the culture and climate at Highlands.</p> <p>On the CORE SEL Survey we saw an overall increase (+2.58%) of favorable student responses for all domains from Spring 2023 to Spring 2024. Within the specific domains, there was an increase of favorable student responses in Self Management (+10.95%), Self Efficacy (+4.35%) and Social Awareness (+1.74%). There was a very slight decrease of favorable student responses in Growth Mindset (-0.06%) and a decrease of favorable responses in the area of Culture and Climate (-4.08%) We are also currently are on track to meet our goal for suspension. As of April 2024, our</p>	<p>Modify</p> <p>We plan to continue this strategy into the following school year with the addition of the support provided by San Diego Youth Services.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 		<p>suspension rate is .55% a decrease of 1.25% from last year's suspension rate (1.8%).</p> <p>Additionally we have seen a decrease in the number of office referrals for behavior in both Trimester 1 and 2 this year (Trimester 1: 65 in 2022-23 to 50 in 2023-24; a decrease of 15, Trimester 2: 83 in 2022-23 to 48 in 2023-24; a decrease of 35).</p> <p>The Second Step Usage reports show that all classrooms are using Second Step as a Tier I SEL curriculum in their classrooms. The frequency of and pacing of the lessons is still inconsistent across various grade levels.</p> <p>Our site social worker provides small group and individual counseling support for students in need of Tier II and III supports. In addition, San Diego Youth Services Dinosaur School has begun supporting our students at Highlands with weekly SEL lessons in TK - 2nd grade and Tier II small group counseling for students in TK - 3rd grade.</p>	
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,964.25	<p>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:</p> <ul style="list-style-type: none"> Planning and organizing meetings and 	Parent Survey Results	<p>This strategy has been effective in supporting the needs of some parents at Highlands though additional modification are needed to support engagement for all parents.</p> <p>On our annual parent survey, we noticed slight</p>	<p>Modify</p> <p>We plan to continue this strategy while also adding an additional strategy to support growth in parent perception of safety, academic support and</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Refreshments for Parent Education Nights 4000-4999: Books And Supplies Title 1 Carryover 491	<p>educational training classes for parents and students, especially our non-English speaking parents and students.</p> <ul style="list-style-type: none"> 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. 		<p>decreases in parent perception of Support for Academic Learning (-2%), School Safety (-1%) and Belonging in Our School Community (-1%).</p> <p>Though there was a decrease in the overall perception of School Safety, we did see parents report an increased positive perception of student safety on school grounds (+3%). Additionally, though there was a decrease in the overall perception of Belonging in Our School Community, we saw an increase in positive parent perception of "My child's background (race, primary language, religion, unique needs, etc) is valued and respected" (+5%).</p> <p>In addition to the activities listed within these strategies, we held Coffee with the Principal every other month. In August, our PTA president joined to share more information about PTA. In January, March and May, San Diego Youth Services provided learning opportunities on the Dinosaur School Program, Healthy Food and Nutrition and Vaping.</p>	<p>belonging on campus.</p> <p>Additionally, due to a decrease in enrollment as a result of the 6th grade transition to middle school, we are expecting a decrease in Title I funding for next year. As a result we will not be using Title I funding to support refreshments for parent events next year.</p>
Additional Hours for Training of Campus Attendants 2000-2999: Classified Personnel	<p>Continue the implementation of Restorative Practices, PBIS and Social Emotional Learning.</p> <ul style="list-style-type: none"> Continue to promote a school wide common language around 	CORE SEL Data Suspension Data Office Referral Data	<p>This strategy has been effective in supporting the culture and climate at Highlands.</p> <p>On the CORE SEL Survey we saw an overall increase</p>	<p>Modify</p> <p>We plan to continue this strategy into the following year with slight modifications.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>Salaries Title I 1080</p> <p>Additional Hours for Training of Paraprofessionals (Title I Carryover) 2000-2999: Classified Personnel Salaries Title 1 Carryover 736</p> <p>Materials for Continued Implementation of PBIS 4000-4999: Books And Supplies Title I 475</p> <p>Materials for Continued Implementation of PBIS (Title I Carryover) 4000-4999: Books And Supplies Title 1 Carryover 2224</p>	<p>behavior expectations using R.I.S.E. - Respect, Inspire, Succeed and Empathize.</p> <ul style="list-style-type: none"> 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 		<p>(+2.58%) of favorable student responses for all domains from Spring 2023 to Spring 2024. Within the specific domains, there was an increase of favorable student responses in Self Management (+10.95%), Self Efficacy (+4.35%) and Social Awareness (+1.74%). There was a very slight decrease of favorable student responses in Growth Mindset (-0.06%) and a decrease of favorable responses in the area of Culture and Climate (-4.08%) We are also currently are on track to meet our goal for suspension. As of April 2024, our suspension rate is .55% a decrease of 1.25% from last year's suspension rate (1.8%).</p> <p>Additionally we have seen a decrease in the number of office referrals for behavior in both Trimester 1 and 2 this year (Trimester 1: 65 in 2022-23 to 50 in 2023-24; a decrease of 15, Trimester 2: 83 in 2022-23 to 48 in 2023-24; a decrease of 35).</p> <p>We have continued to implement a common language around school wide behavioral expectation through R.I.S.E. - Respect, Inspire, Succeed and Empathize. Messages around R.I.S.E. are shared weekly during Friday Peace Circle. This year, parents have been invited to join us for Peace Circle to participate alongside their students.</p>	<p>The support provided by San Diego Youth Services will be added into this strategy.</p> <p>Additionally, due to a decrease in enrollment as a result of the 6th grade transition to middle school, we are expecting a decrease in Title I funding for next year. As a result we will not be using Title I funding to support professional learning and materials for PBIS implementation.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>promoting a positive and safe school campus.</p> <ul style="list-style-type: none"> 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. 		<p>Students are recognized in a variety of ways: Rockin' Hawks as Friday Peace Circle, Book Vending Machine, Trimester awards assemblies and Classroom High Flyer Tickets.</p> <p>The Second Step Usage reports show that all classrooms are using Second Step as a Tier I SEL curriculum in their classrooms. The frequency of and pacing of the lessons is still inconsistent across various grade levels.</p> <p>Our site social worker provides small group and individual counseling support for students in need of Tier II and III supports. In addition, San Diego Youth Services Dinosaur School has begun supporting our students at Highlands with weekly SEL lessons in TK - 2nd grade and Tier II small group counseling for students in TK - 3rd grade.</p>	
	<p>The school site team will create a Behavior Leadership Team to support an improvement in student behavior school-wide.</p> <ul style="list-style-type: none"> The behavioral leadership team will meet monthly to examine data, identify trends, brainstorm supports and implement strategies to support positive 	<p>CORE SEL Data Suspension Data Office Referral Data</p>	<p>This strategy has been effective in supporting the culture and climate at Highlands.</p> <p>On the CORE SEL Survey we saw an overall increase (+2.58%) of favorable student responses for all domains from Spring 2023 to Spring 2024. Within the specific domains, there was an increase of favorable student responses in Self Management</p>	<p>Continue</p> <p>We plan to continue this strategy into the next school year.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>behavior school-wide.</p> <ul style="list-style-type: none"> 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. 		<p>(+10.95%), Self Efficacy (+4.35%) and Social Awareness (+1.74%). There was a very slight decrease of favorable student responses in Growth Mindset (-0.06%) and a decrease of favorable responses in the area of Culture and Climate (-4.08%) We are also currently are on track to meet our goal for suspension. As of April 2024, our suspension rate is .55% a decrease of 1.25% from last year's suspension rate (1.8%).</p> <p>Additionally we have seen a decrease in the number of office referrals for behavior in both Trimester 1 and 2 this year (Trimester 1: 65 in 2022-23 to 50 in 2023-24; a decrease of 15, Trimester 2: 83 in 2022-23 to 48 in 2023-24; a decrease of 35).</p> <p>Throughout the school year our Behavioral Leadership Team met monthly to discuss behavior and safety needs on our campus. During our meetings we reviewed CORE SEL data (when available), monitored behavior referral data, brainstormed strategies to support behavior across campus, planned incentive and school wide events to support positive behavior. Our team also created a behavior response matrix and menu of consequences to support alignment in how we respond to common behavior and for teachers to access</p>	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			ideas for classroom level consequences.	
Materials for Creation of an Outdoor Sensory Pathway (Title 1 Carryover) 4000-4999: Books And Supplies Title 1 Carryover 2000	<p>Provide targeted behavioral supports for Black/African American students and Students With Disabilities</p> <ul style="list-style-type: none"> 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. 	CORE SEL Data Suspension Data - Black/African American and Students with Disabilities	<p>This strategy has been effective in supporting the culture and climate at Highlands.</p> <p>As of April 2024, our suspension rate for Black/African American students is 1.92%, a decrease of 4.08% from last year (6%) and the suspension rate for Students with Disabilities is 1.04% a decrease of 3.76% from last year (4.8%).</p>	<p>Discontinue</p> <p>Due to the significant improvement in suspension data for these student groups, we will not be continuing this strategy into the next school year. We will continue to monitor these students groups to ensure continued growth in this area.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were slight differences between the intended implementation and the actual implementation of the strategies above such as:

- The addition of San Diego Youth Services Dinosaur School whole class SEL support in Grades TK - 2 and Tier II and III small group counseling support in Grades TK - 3.

There were no major differences between the intended budget expenditures and actual expenditures for this goal.

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 continue to focus on continued student growth and achievement in Culture and Climate, though as a result of our ATSI status (Suspensions - 2 or More Races) will be providing targeted supports for our students who are Two or More Races. There will be a strategy written to support their behavioral and social emotional growth and we will be closely monitoring their suspension rate through the year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from xx% to xx%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from xx% to xx%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from xx% to xx%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from xx% to xx%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 23% to 26%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (ELA) will increase from 5% to 13%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (ELA) will increase from 18% to 25%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (ELA) will increase from 10% to 18%.

The percentage of Black/African American students scoring at of above grade level on i-Ready Diagnostic #2 (ELA) will increase from 8% to 16%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Local Assessment shows significant performance gaps for Students with Disabilities, English Learners and Black/African American on the iReady Diagnostic #2. Our school site team plans to take the following steps to support these students in an effort to close this performance gap:

- Continue the use of high leverage teaching strategies in English Language Arts and Mathematics Instruction.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that will support progress towards grade level standards.
- Refine designated English Language Development instruction to ensure our English Learners are progressing towards grade level proficiency in all academic areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<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>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>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 23%</p> <p>English Learners - 5%</p> <p>Socioeconomically Disadvantaged Students - 18%</p> <p>Students with Disabilities - 10%</p> <p>Black/African American - 8%</p>	<p>ALL students - 26%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 25%</p> <p>Students with Disabilities - 18%</p> <p>Black/African American - 16%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	

	<ul style="list-style-type: none"> • 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 alignment to 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, and 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. • Teachers will use Professional Learning Communities (PLCs) to build collective efficacy, collaborate, examine student work, and plan instructional next steps for students. 		
<p>1.2</p>	<p>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.</p> <ul style="list-style-type: none"> • Grade level teams will engage in reflection and use data from formative assessments to monitor student progress and plan instruction to meed 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 	<p>All Students</p>	<p>122379 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher</p>

	<p>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 data, i-Ready data and data from Literably reading assessments.</p> <ul style="list-style-type: none"> • Teachers will fill out a student watch list at the end of Trimester 1 and Trimester 2 to document teacher concerns with student progress, assessment data, interventions attempted, staff consulted and parent contact regarding their concerns. • The Intervention Team (School Social Worker, Instructional Data Support Teacher, Principal, Intervention Teacher, SAI Teacher, School Psychologist and Speech Language Pathologist) will meet monthly to discuss individual student needs with teachers, brainstorm Tier I and II classroom interventions, assist in goal-setting and examine data. 		
<p>1.3</p>	<p>Teachers will engage in planning to provide culturally relevant instruction for our students who are Black/African American and English Learners.</p> <ul style="list-style-type: none"> • 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. • Students who are English Learners will receive daily language support through designated English Language instruction. 	<p>Black/African American Students and English Learners</p>	

	<ul style="list-style-type: none"> Teachers will support students of all backgrounds through the use of culturally and personally responsive teaching strategies. 		
1.4	<p>We will continue to implement a system of individualized instruction to meet the needs of our Students with Disabilities.</p> <ul style="list-style-type: none"> Students will use supplemental curriculum, such as Wonder works, 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 Disabilities	With

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from xx% to xx.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from xx% to xx%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from xx% to xx%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from xx% to xx%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 11% to 14%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 4% to 12%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 7% to 15%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 6% to 14%.

The percentage of Black/African American students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 5% to 13%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Local Assessment shows significant performance gaps for Students with Disabilities, English Learners and Black/African American on the iReady Diagnostic #2. Our school site team plans to take the following steps to support these students in an effort to close this performance gap:

- Continue the use of high leverage teaching strategies in English Language Arts and Mathematics Instruction.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that will support progress towards grade level standards.
- Refine designated English Language Development instruction to ensure our English Learners are progressing towards grade level proficiency in all academic areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<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>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>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students of testing age - 11%</p> <p>English Learners - 4%</p> <p>Socioeconomically Disadvantaged Students - 7%</p> <p>Students with Disabilities - 6%</p> <p>Black/African American - 5%</p>	<p>ALL students of testing age - 14%</p> <p>English Learners - 12%</p> <p>Socioeconomically Disadvantaged Students - 15%</p> <p>Students with Disabilities - 14%</p> <p>Black/African American - 13%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	

	<ul style="list-style-type: none"> • 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, 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 use Professional Learning Communities (PLCs) to build collective efficacy, collaborate, examine student work, and plan instructional next steps for students. • Teachers will utilize the Math Expressions curriculum to support continued growth in Mathematics. 		
<p>2.2</p>	<p>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.</p> <ul style="list-style-type: none"> • Each grade level team will engage in a 6-week coaching cycle with the Instructional Data Support Teacher 	<p>All Students</p>	

	<p>around a mathematical practice connected to the Common Core State Standards.</p> <ul style="list-style-type: none"> 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. 		
<p>2.3</p>	<p>Teachers will engage in planning to provide culturally relevant instruction for our students who are Black/African American and English Learners.</p> <ul style="list-style-type: none"> 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. Students who are English Learners will receive language support through 	<p>Black/African American Students and English Learners</p>	

	designated English Language instruction.		
2.4	<p>We will continue to implement a system of individualized instruction to meet the needs of our Students with Disabilities.</p> <ul style="list-style-type: none"> • 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 with Disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

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

The percentage of White students who are chronically absent from school will decrease by 3% this year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A performance gap is seen in Chronic Absenteeism for White students. This student group's state indicator was red which shows a significant performance gap as compared to the indicator for all students in the performance category which was yellow. Our white students maintained in Chronic Absenteeism at 25.3% of students identified as chronically absent where all students declined 11.4% to 33.6% of students identified as chronically absent. Though the percentage for all students is significantly higher than White students, all other student groups also declined where White students maintained. Our school site team plans to take the following steps to support this student group in an effort to close this performance gap:

- Identifying any specific barriers to attendance for this student group and attempting to provide supports for students to overcome those barriers
- Continue to provide incentives to support an increase in attendance for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 22.7%. In 2023-24, our rate of chronic absenteeism for White Students was 16.67%	In 2024-25, we will reduce the rate of chronic absenteeism by 1% to 21.7%. In 2024-25, we will reduce the rate of chronic absenteeism by 3% to 13.67%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>We will continue to promote consistent attendance across all student groups.</p> <ul style="list-style-type: none"> • 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. 	All Students	
3.2	<p>We will provide targeted attendance supports for White Students.</p> <ul style="list-style-type: none"> • Provide consistent communication with students and families regarding the importance of consistent attendance through emails, newsletters, texts and parent meetings. • 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. • The School Social Worker 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 	White Students	

	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.		
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Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

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

Culture/Climate 78% (increase of 4.48%)
Growth Mindset 69% (increase of 4.76%)
Self-Management 70% (increase of 4.1%)
Self-Efficacy 60% (increase of 6.17%)
Social Awareness 68% (increase of 4.48%)

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

Support for Academic Learning - 91% (increase of 3%)
Sense of Community 92% (increase of 3%)
Sense of Safety 88% (increase of 4%)

The number of students suspended will be maintained at .55% or below.

The number of Two or More Races students suspended will decrease from 2.78% to 1%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Highlands is currently identified as ATSI for Two or More Races in the Suspension performance category. This student group's state indicator was red which shows a significant performance gap as compared to the indicator for All Students in this performance category which was green. This data represents a small group of students who had significant behavioral challenges resulting in 7.1% of their student group being suspended for at least 1 day compared to 1.8% for all students. This is a significant increase of 3.2% from the year prior. Our school site team plans to take the following steps to support this student group in an effort to close this performance gap:

- Small group interventions to support accelerated learning of social emotional skills
- Use of restorative learning based consequences to support behavioral needs
- Partnering with parents to provide additional supports both inside and outside of the school setting to support behavioral and social emotional growth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 - 73.52% Growth Mindset - 64.24% Self-Management - 65.90% Self-Efficacy - 53.83% Social Awareness - 63.52%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 78% (increase of 4.48%) Growth Mindset - 69% (increase of 4.76%) Self-Management - 70% (increase of 4.1%) Self-Efficacy - 60% (increase of 6.17%) Social Awareness - 68% (increase of 4.48%)
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 88% Sense of Community - 89% Sense of Safety - 84%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 91% (increase of 3%) Sense of Community 92% (increase of 3%) Sense of Safety 88% (increase of 4%)
Suspension Data	Our school's suspension rate for the 2023-24 school year is .55%. The suspension rate for Two or More Races for the 2023-24 school year is 2.78%	The percentage of students suspended will maintain at .55% or below. The percentage of Two or More Races will decrease to 1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	We will use explicit instruction in social emotional learning to support continued student growth. <ul style="list-style-type: none"> 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. 	All Students	

	<ul style="list-style-type: none"> • School Social Worker will provide Tier II and Tier III small group support using the Second Step curriculum for students needing that level of support. • San Diego Youth Services Dinosaur School will provide weekly whole class instruction using the Incredible Years curriculum for all students in TK - 2nd Grade. • San Diego Youth Services Dinosaur School will provide small group Tier II support using the Incredible Years curriculum to students in TK - 3rd Grade. 		
4.2	<p>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:</p> <ul style="list-style-type: none"> • 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 	All Students	1672.01 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison
4.3	<p>Continue the implementation of Restorative Practices, PBIS and Social Emotional Learning.</p> <ul style="list-style-type: none"> • 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 	All Students	

	<p>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.</p> <ul style="list-style-type: none"> • 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. 		
4.4	<p>The school site team will create a Behavior Leadership Team to support an improvement in student behavior school-wide.</p> <ul style="list-style-type: none"> • 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. 	All Students	
4.5	<p>Provide targeted behavioral supports for Students with Two or More Races.</p> <ul style="list-style-type: none"> • 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. 	Two or More Races	

	<ul style="list-style-type: none"> • Hold empathy interviews with parents to determine additional support for students. 		
<p>4.6</p>	<p>The school site team will provide increased opportunities to provide learning opportunities and solicit feedback from parents regarding school safety, academics and creating a culture of belonging on campus.</p> <ul style="list-style-type: none"> • Principal will invite families to a Coffee with the Principal every other month. During these bi-monthly events, principal will partner with PTA, San Diego Youth Services and other community partners to provide learning opportunities for families during this time. The school site team will provide a survey after each event to gain insight on interest for future offerings. • Create a Highlands Culture of Caring document designed to teach the difference between unkind behavior, student conflict and bullying, information about the positive behavior supports in place such as: R.I.S.E., Safe School Ambassadors, Student Council, etc., information regarding how staff responds when a student or parent reports unkind behavior, the importance of reporting unkind or harmful behavior to the school in a timely manner, resources on how to respond to unkind behavior and information regarding possible consequences. • The school site team will include information regarding academic expectations and will feature pictures of the learning that is taking place on campus each week as a part of our weekly parent newsletter. Upcoming campus events and positive behavior messaging will also continue to be included in our weekly communication. 	<p>All Students</p>	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$124,051.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,051.01
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$122,379.00
Title I Part A: Parent Involvement	\$1,672.01
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$124,051.01

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$124,051.01

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	122,379.00	0.00
Title I Part A: Parent Involvement	1,672.01	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	122,379.00
Title I Part A: Parent Involvement	1,672.01

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	122,379.00
2000-2999: Classified Personnel Salaries	1,672.01

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	122,379.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,672.01

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,379.00
Goal 4	1,672.01

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 23, 2024.

Attested:



Principal, Melynda Pezone on 5/23/2024



SSC Chairperson, Sue Shubert on 5/23/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023