School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Highlands Elementary School
Address	27332 Catala Avenue Saugus, CA 91350
County-District-School (CDS) Code	19649986068860
Principal	Susan Bender
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	June 5, 2023
Local Board Approval Date	June 2023

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

Table of Contents

SPSA Title Page 1
Table of Contents....3
School Vision and Mission 5
School Profile....5
Educational Partner Involvement 5
School and Student Performance Data 6
Student Enrollment....6
CAASPP Results....8
ELPAC Results 12
Student Population....16
Overall Performance 18
Academic Performance....19
Academic Engagement 25
Conditions & Climate....28
Goals, Strategies, & Proposed Expenditures....30
Goal 1....30
Goal 2....33
Goal 3....35
Goal 4....37
Goal 5....40
Goal 6....42
Goal 7....43
Goal 8....44
Goal 9....45
Goal 10....46
Goal 11....47
Goal 12....48
Annual Review and Update 49
Goal 1....49
Goal 2....52
Goal 3....54
Goal 4....56
Goal 5....58
Goal 6....59
Goal 7....60
Goal 8....61

Goal 9....62
Goal 10....63
Goal 11....64
Goal 12....65
Budget Summary and Consolidation....66
Budget Summary....66
Allocations by Funding Source....66
Expenditures by Funding Source....67
Expenditures by Budget Reference....68
Expenditures by Budget Reference and Funding Source....69
School Site Council Membership....70
Recommendations and Assurances....71
Addendum....72
Instructions: Linked Table of Contents....72
Appendix A: Plan Requirements for Schools Funded Through the ConApp....75
Appendix B: Select State and Federal Programs....77

School Vision and Mission

The staff at Highlands Elementary School strives to insure academic, social and emotional success for every student. At Highlands, we want every student, family and staff member to: HAVE RESPECT, ACT RESPONSIBLY, WORK TOGETHER, KEEP SAFE so that we can SOAR TO SUCCESS!

School Profile

Highlands Elementary School School and the Saugus Digital Learning Academy program together serve over 500 students in grades TK through Sixth including students in three Special Day Classes. Highlands staff introduced the first dual language immersion program to our valley and our district. At the start of the 2023-24 school year, our first cohort of dual immersion students will be entering the fourth grade.

Our district's digital academy, which is housed within Highlands, represents all fifteen schools within the Saugus Union School District and offers an at-home option. The classes are taught by credentialed SUSD teachers. The teaching staff works diligently to provide both synchronous and asynchronous rigorous learning to these students. Our academy is proud of the work that has been accomplished since is inception in July 2020.

The community is very supportive and invests much time, effort and energy to insure the school experience is positive for all children. Academic progress and social growth are promoted through a rich, nurturing learning environment. Dedicated teachers and staff, along with the parent and student population continue to set high academic standards for the school. Professionalism is exemplified in the collegial manner that staff treat one another; They are positive, open to new ideas, embrace technology and strive to find new ideas to meet the needs of our diverse population.

At Highlands, there is a strong sense of family and community. We believe that positive interaction between staff and family strengthens the feeling of support all children need for school success. Parents and family members volunteer in classrooms and for other areas of need around our school. The Parent Faculty Organization (PFO) is instrumental in supporting Highlands Elementary School, its staff and families, and the educational programs provided at the school. We are dedicated to providing an educational environment that will create students prepared for the 21st century.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Teachers, school staff, parent & family members have actively participated in developing school-wide goals in the areas of academic achievement as well as student & family engagement. During staff meeting times, teachers come together to analyze classroom, district benchmark (including iReady) and CAASPP data in order to set priorities for achievement and to discuss evidence-based practices and programs that would have the greatest positive impact on our students, staff and family members. Information gathered at staff meetings has been shared with parent groups in Parent Faculty Organization meetings, Site Council meetings, ELAC (English Language Advisory Council) meetings, staff and also communicated through newsletters and posted information in the school's lobby. Parent and family members have been asked to provide input on engagement opportunities/activities, academic program decisions, and other school programs through electronic surveys. Parents participate in surveys posted in Parent Square on a regular basis. Highlands collects and gathers input from the district site connectedness survey given to educational partners, staff and students in grades 3-6.
Whether families formally or informally provide feedback for growth and improvement, our staff works to improve existing programs, to add new programs, and to make improvements to our culture and surroundings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	486	143	83
Grade 1	486	135	98
Grade 2	454	147	89
Grade3	462	127	100
Grade 4	452	135	67
Grade 5	473	113	57
Grade 6	417	124	67
Total Enrollment	3,230	924	561

Conclusions based on this data:

1. There is a dramatic decline in students from 20-21 to 21-22 since there was a significant decline in our online enrollmentt, which is considered to be part of Highlands Elementary student body.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	395	80	37	12.20%	8.7%	6.4%
Fluent English Proficient (FEP)	341	67	25	10.60%	7.3%	4.5%
Reclassified Fluent English Proficient (RFEP)	0		7	0.0%	12%	21.6%

Conclusions based on this data:

1. The total number of EL students has decreased each school year as well as the total percentage of EL students attending Highlands Elementary.
2. The percentage of Reclassified Fluent English Proficient students increased from 12% to almost 22%. We are hopeful to reclassify more students at the beginning of the 2023-24 school year, once ELPAC scores are received.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	419	117		0	117		0	117		0.0	100.0	
Grade 4	419	129		0	128		0	128		0.0	99.2	
Grade 5	442	109		0	107		0	107		0.0	98.2	
Grade 6	363	106		0	105		0	105		0.0	99.1	
All Grades	1643	461		0	457		0	457		0.0	99.1	

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		2456.			35.90			26.50			21.37			16.24	
Grade 4		2495.			38.28			20.31			21.09			20.31	
Grade 5		2532.			34.58			26.17			22.43			16.82	
Grade 6		2539.			20.00			36.19			28.57			15.24	
All Grades	N/A	N/A	N/A		32.60			26.91			23.19			17.29	

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		31.62			56.41			11.97	
Grade 4		27.34			60.94			11.72	
Grade 5		31.78			57.01			11.21	
Grade 6		25.71			63.81			10.48	
All Grades		29.10			59.52			11.38	

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		22.22			59.83			17.95	
Grade 4		23.44			55.47			21.09	
Grade 5		22.43			55.14			22.43	
Grade 6		15.24			57.14			27.62	
All Grades		21.01			56.89			22.10	

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		16.24			74.36			9.40	
Grade 4		22.66			62.50			14.84	
Grade 5		14.02			76.64			9.35	
Grade 6		25.71			68.57			5.71	
All Grades		19.69			70.24			10.07	

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		25.64			62.39			11.97	
Grade 4		25.78			64.84			9.38	
Grade 5		30.84			57.94			11.21	
Grade 6		18.10			73.33			8.57	
All Grades		25.16			64.55			10.28	

Conclusions based on this data:

1. 59% of students scored Above Grade Level or At Grade Level on overall CAASPP READING achievement.
2. All student grade level groups performed lowest in the area of WRITING with 22% of ALL STUDENTS performing BELOW STANDARD.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	419	117		0	117		0	117		0.0	100.0	
Grade 4	419	129		0	128		0	128		0.0	99.2	
Grade 5	442	109		0	107		0	107		0.0	98.2	
Grade 6	363	106		0	105		0	105		0.0	99.1	
All Grades	1643	461		0	457		0	457		0.0	99.1	

* 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		2463.			35.04			29.06			13.68			22.22	
Grade 4		2491.			27.34			24.22			31.25			17.19	
Grade 5		2523.			30.84			22.43			21.50			25.23	
Grade 6		2536.			36.19			9.52			24.76			29.52	
All Grades	N/A	N/A	N/A		32.17			21.66			22.98			23.19	

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		42.74			35.90			21.37	
Grade 4		35.16			40.63			24.22	
Grade 5		28.97			50.47			20.56	
Grade 6		37.14			33.33			29.52	
All Grades		36.11			40.04			23.85	

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		39.32			42.74			17.95	
Grade 4		26.56			47.66			25.78	
Grade 5		24.30			54.21			21.50	
Grade 6		24.76			45.71			29.52	
All Grades		28.88			47.48			23.63	

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		35.04			49.57			15.38	
Grade 4		26.56			55.47			17.97	
Grade 5		21.50			53.27			25.23	
Grade 6		16.19			64.76			19.05	
All Grades		25.16			55.58			19.26	

Conclusions based on this data:

1. 54% of students scored Above Grade Level or At Grade Level on overall CAASPP MATHEMATICS achievement.
2. CONCEPTS AND PROCEDURES is the CLAIM area in which students are needing the most support across all grade levels (24% NOT MEETING GRADE LEVEL STANDARDS)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1461.7	*		1467.1	*		1448.4	*		43	9	
1	1476.9	*		1480.4	*		1472.8	*		54	10	
2	1508.5	*		1505.3	*		1511.1	*		65	6	
3	1506.8	*		1503.1	*		1510.0	*		47	8	
4	1528.1	1528.5		1521.9	1527.4		1533.9	1529.0		46	12	
5	1552.0	*		1552.4	*		1551.1	*		50	10	
6	1553.4	1517.9		1554.3	1509.3		1552.0	1526.0		28	12	
All Grades										333	67	

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	32.56	*		41.86	*		23.26	*		2.33	*		43	*	
1	25.93	*		37.04	*		29.63	*		7.41	*		54	*	
2	30.77	*		50.77	*		13.85	*		4.62	*		65	*	
3	31.91	*		27.66	*		31.91	*		8.51	*		47	*	
4	28.26	41.67		45.65	25.00		17.39	25.00		8.70	8.33		46	12	
5	36.00	*		38.00	*		20.00	*		6.00	*		50	*	
6	39.29	25.00		42.86	25.00		10.71	25.00		7.14	25.00		28	12	
All Grades	31.53	32.84		40.84	29.85		21.32	22.39		6.31	14.93		333	67	

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	30.23	*		51.16	*		13.95	*		4.65	*		43	*	
1	38.89	*		40.74	*		20.37	*		0.00	*		54	*	
2	40.00	*		44.62	*		13.85	*		1.54	*		65	*	
3	38.30	*		40.43	*		17.02	*		4.26	*		47	*	
4	50.00	58.33		34.78	33.33		8.70	8.33		6.52	0.00		46	12	
5	58.00	*		24.00	*		14.00	*		4.00	*		50	*	
6	57.14	33.33		32.14	16.67		7.14	25.00		3.57	25.00		28	12	
All Grades	43.84	46.27		38.74	26.87		14.11	14.93		3.30	11.94		333	67	

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	34.88	*		23.26	*		37.21	*		4.65	*		43	*	
1	16.67	*		40.74	*		20.37	*		22.22	*		54	*	
2	16.92	*		50.77	*		23.08	*		9.23	*		65	*	
3	19.15	*		25.53	*		40.43	*		14.89	*		47	*	
4	23.91	16.67		32.61	41.67		32.61	25.00		10.87	16.67		46	12	
5	26.00	*		32.00	*		32.00	*		10.00	*		50	*	
6	25.00	0.00		32.14	41.67		32.14	25.00		10.71	33.33		28	12	
All Grades	22.52	20.90		35.14	31.34		30.33	25.37		12.01	22.39		333	67	

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	39.53	*		55.81	*		4.65	*		43	*	
1	48.15	*		51.85	*		0.00	*		54	*	
2	41.54	*		56.92	*		1.54	*		65	*	
3	42.55	*		48.94	*		8.51	*		47	*	
4	58.70	66.67		36.96	33.33		4.35	0.00		46	12	
5	44.00	*		54.00	*		2.00	*		50	*	
6	32.14	33.33		67.86	33.33		0.00	33.33		28	12	
All Grades	44.44	43.28		52.55	46.27		3.00	10.45		333	67	

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	32.56	*		65.12	*		2.33	*		43	*	
1	24.07	*		68.52	*		7.41	*		54	*	
2	41.54	*		55.38	*		3.08	*		65	*	
3	53.19	*		42.55	*		4.26	*		47	*	
4	45.65	41.67		47.83	50.00		6.52	8.33		46	12	
5	66.00	*		28.00	*		6.00	*		50	*	
6	78.57	41.67		14.29	33.33		7.14	25.00		28	12	
All Grades	46.55	43.28		48.35	43.28		5.11	13.43		333	67	

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	16.28	*		79.07	*		4.65	*		43	*	
1	33.33	*		40.74	*		25.93	*		54	*	
2	32.31	*		58.46	*		9.23	*		65	*	
3	25.53	*		51.06	*		23.40	*		47	*	
4	28.26	16.67		54.35	58.33		17.39	25.00		46	12	
5	38.00	*		42.00	*		20.00	*		50	*	
6	32.14	8.33		35.71	58.33		32.14	33.33		28	12	
All Grades	29.73	22.39		52.25	50.75		18.02	26.87		333	67	

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	48.84	*		32.56	*		18.60	*		43	*	
1	14.81	*		74.07	*		11.11	*		54	*	
2	21.54	*		66.15	*		12.31	*		65	*	
3	23.40	*		61.70	*		14.89	*		47	*	
4	15.22	41.67		73.91	58.33		10.87	0.00		46	12	
5	12.00	*		78.00	*		10.00	*		50	*	
6	35.71	16.67		60.71	58.33		3.57	25.00		28	12	
All Grades	23.12	32.84		64.86	49.25		12.01	17.91		333	67	

Conclusions based on this data:

1. 27% of our current EL students will be reclassified during the 2022-23 school (10/37 students).
2. The domain area of READING for our EL students is the lowest performing area with 77% of our students not performing in the WELL DEVELOPED area.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
924	**25.4**	**8.7**	**0.6**
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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	8.7
Foster Youth	6	0.6
Homeless	5	0.5
Socioeconomically Disadvantaged	235	25.4
Students with Disabilities	126	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	2.4
American Indian	3	0.3
Asian	110	11.9
Filipino	74	8.0
Hispanic	377	40.8
Two or More Races	38	4.1
Pacific Islander	1	0.1
White	291	31.5

Conclusions based on this data:

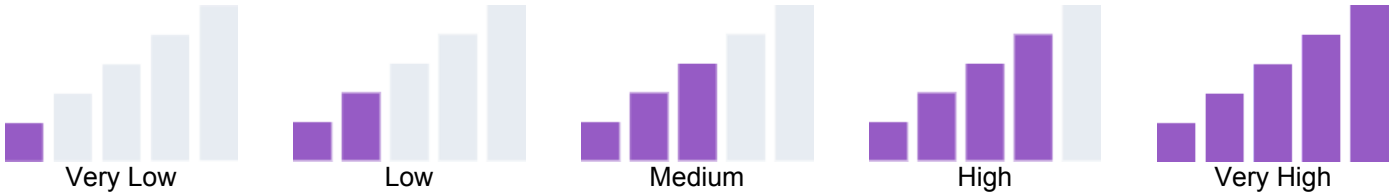
1. Highlands' largest ethnic groups are Hispanic with 41% of the population, and White with 32% of the population.
2. 14% of our population are EL students according to 2021-22 data.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: Medium		

Conclusions based on this data:

1. Highlands' chronic absenteeism rate is in the HIGH performance level.
2. Highlands' performance levels in English Language Arts and Mathematics are both in the HIGH performance level.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	2	2	2

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
23.3 points above standard	12.6 points above standard	2 Students
419 Students	65 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
4 Students	3.2 points above standard	62.3 points below standard
	111 Students	73 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students	No Performance Level 2 Students	Very High 95.5 points above standard 48 Students	Very High 51.8 points above standard 45 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 4.9 points below standard 167 Students	No Performance Level 64.2 points above standard 20 Students	No Performance Level 1 Student	High 19.9 points above standard 129 Students

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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
50.6 points below standard 34 Students	81.8 points above standard 31 Students	21.3 points above standard 338 Students

Conclusions based on this data:

1. Highlands' SWD performed at the LOW level compared to our ALL STUDENTS group which scored at the HIGH level.
2. Highlands' Hispanic subgroup scored at the MEDIUM level compared to our ALL STUDENTS group which scored at the HIGH level.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

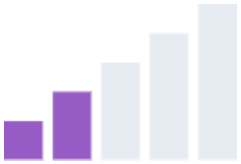
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	1	2	1

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
6.3 points above standard	7.8 points below standard	2 Students
419 Students	65 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
4 Students	26.8 points below standard	84.8 points below standard
	111 Students	73 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students	No Performance Level 2 Students	Very High 97.4 points above standard 48 Students	High 31.5 points above standard 45 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 27.3 points below standard 167 Students	No Performance Level 33.6 points above standard 20 Students	No Performance Level 1 Student	High 6.8 points above standard 129 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.7 points below standard 34 Students	82.0 points above standard 31 Students	4.5 points above standard 338 Students

Conclusions based on this data:

1. EL students scored at the MEDIUM level, compared to our ALL STUDENT group which performed at the HIGH level.
2. Highlands' Hispanic population scored at the LOW level compared to Highlands' White group which scored at the HIGH level in MATHEMATICS.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
48.2 making progress towards English language proficiency
Number of EL Students: 56 Students
Performance Level: 3

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.

2022 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
8.9%	42.9%	12.5%	35.7%

Conclusions based on this data:

1. 48% of our EL students made progress of a minimum of one ELPI level.
2. 9% of our EL students decreased by one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

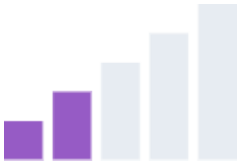
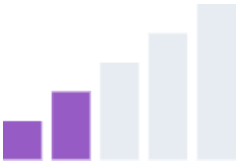
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	4	1	0	2

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
12% Chronically Absent	9.5% Chronically Absent	Less than 11 Students
993 Students	95 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	High
Less than 11 Students	20.4% Chronically Absent	17.4% Chronically Absent
5 Students	269 Students	155 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	Very Low
3.8% Chronically Absent	Less than 11 Students	0% Chronically Absent	1.2% Chronically Absent
26 Students	3 Students	117 Students	83 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	High	No Performance Level	High
19.2% Chronically Absent	10.6% Chronically Absent	Less than 11 Students	11% Chronically Absent
406 Students	47 Students	1 Student	310 Students

Conclusions based on this data:

1. Four out of seven student groups fall within the HIGH chronic absenteeism rate.
2. Highlands' EL student group falls within the MEDIUM chronic absenteeism rate compared to our ALL STUDENT group, which falls into the HIGH level.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

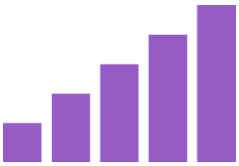
Very High	High	Medium	Low	Very Low
0	0	0	1	7

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.1% suspended at least one day	0% suspended at least one day	Less than 11 Students
1040 Students	100 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
Less than 11 Students	0.4% suspended at least one day	0.6% suspended at least one day
5 Students	273 Students	167 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	Very Low
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
28 Students	3 Students	127 Students	86 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.3% suspended at least one day
420 Students	47 Students	1 Student	328 Students

Conclusions based on this data:

1. Most subgroups (7/8) fell within the VERY LOW level for suspension.
2. All ethnic subgroups (8/8) fell within the VERY LOW level for suspension.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase Student Achievement to close the achievement gap

Goal Statement

By June 2024, all students will make at least 5% growth in i-Ready proficiency as measured by the i-Ready diagnostic. Number of students in specified groups below green (at or above grade level) will increase by at least 5% as measured by the end of year diagnostic assessment. Number of students in the specified groups below in the red (2 or more grade levels below) will decrease by 10% on the end of year diagnostic assessment.
I. Hispanic
II. Special Education
III. English Learners
IV. Socio-Economically Disadvantaged

LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Basis for this Goal

The basis for this goal came from looking at the the current i-Ready scores and Phonics Assessments (BPST and CORE) through the comprehensive needs assessment process. There was a clear need to close the achievement gap for our specific student groups: Hispanic, special education, English learners, and socioeconomically disadvantaged students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady diagnostic assessment in READING 2 or more grade levels below	12% of ALL students 18% of SED students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA. 18% of the Hispanic students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA. 28% of the EL students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA.	All students decrease by 5% Specified student groups will decrease in ELA and Math achievement by 10%.
iReady diagnostic assessment in MATH 2 or more grade levels below	13% of ALL students 21% of SED students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in Math. 30 % of the Hispanic students are two or more grade levels below	All students decrease by 5% Specified student groups will decrease in ELA and Math achievement by 10%.

Metric/Indicator	Baseline	Expected Outcome
	expectation as reported on the i-Ready diagnostic 2 in Math 27% of the EL students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in Math.	
iReady diagnostic assessment in READING meeting or exceeding	ALL - 51% Meeting or Exceeding SED - 39% Meeting or Exceeding Hispanic - 15% Meeting or Exceeding English Learners - 28% Meeting or Exceeding	All students increase by 5% Specified student groups will increase in ELA and Math achievement by 10%.
iReady diagnostic assessment in MATH meeting or exceeding	ALL - 34% Meeting or Exceeding SED - 21% Meeting or Exceeding Hispanic - 14% Meeting or Exceeding English Learners - 28% Meeting or Exceeding	All students increase by 5% Specified student groups will increase in ELA and Math achievement by 10%.

Planned Strategies/Activities

Strategy/Activity 1

To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will build Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets. Fund instructional assistants to support Tier 1 and Tier 2 intervention needs.

Students to be Served by this Strategy/Activity

All students

Timeline

September 2023 - June 2024

Person(s) Responsible

Administration
Teaching Staff
Support Personnel

Proposed Expenditures for this Strategy/Activity

Amount	15,384
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	PLC Planning with a focus on our unduplicated count students who need to make proficiency in reading and math with instructional assistant support

Strategy/Activity 2

Provide a Tier 2 systematic intervention program for students needing additional support in grades K-6

Students to be Served by this Strategy/Activity

All Students in need of Tier 2 supports

Timeline

September 2023 - June 2024

Person(s) Responsible

Administration
Teachers
Site Intervention TOSA
Site intervention Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Equity and Inclusion

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 10% as measured by the LCAP Connectedness Survey.

LCAP Goal

Equity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

In the 2022-23 school year, the percentage of Highlands students and parents who agreed that students saw their family's culture represented at school and in their learning was 75.3% for our student group and 92% for our parent group.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District LCAP Survey - Students	On the 2022-23 LCAP survey, 45.5% of students agreed that they see their family's culture represented in the school and the things they learn. 30.8% neither agreed nor disagreed, and 24.7% disagreed or strongly disagreed.	On the 2023-24 LCAP survey, 55% of students agree that they see their family's culture represented in the school and the things that they learn.
District LCAP Survey - Parents	On the 2022-23 LCAP survey, 69.8% of parents agreed that their child sees their family's culture represented in the school and academic content taught. 22.4% neither agreed nor disagreed, and 7.75% disagreed or strongly disagreed.	On the 2023-24 LCAP survey, 80% of parents agree that their child sees their family's culture represented in the school and academic content taught.
District LCAP Survey- Staff	On the 2022-23 LCAP survey, 75% of staff members agreed that students sees their families' culture represented in the school and academic content taught. 25% neither agreed nor disagreed, and no one disagreed or strongly disagreed.	On the 2023-24 LCAP survey, 85% of staff agree that their students see their family's culture represented in the school and academic content taught.

Planned Strategies/Activities

Strategy/Activity 1

Promote the activities and lessons highlighting cultural observances and celebrations in parent communication from the classroom and the site. Invite families to attend all cultural and unity events.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023- June 2024

Person(s) Responsible

Administration
School leadership team
Classroom teachers
Parent Faculty Organization

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Utilize our district's TOSA-created lessons that focus on diversity and equity. Provide teachers time to discuss these lessons during staff meeting/ CIP times.

Students to be Served by this Strategy/Activity

All Students

Timeline

23-24 school year

Person(s) Responsible

Administrator
All classroom teachers
District 21st Century TOSA Team

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parental Engagement

Goal Statement

By June 2024, the percentage of parents who feel that our school promotes all 'Educational Partners' in decisions that impact programs offered at our school will increase by 10% as measured by the LCAP Connectedness Survey.

LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

In the 2022-23 school year, the percentage of Highlands parents who either strongly agreed/ agreed that our school promotes all Educational Partners in decisions that impact programs offered at our school was 74.3%. 21.5% neither agreed or disagreed and 6% either disagreed/ disagreed strongly.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Survey	72.4% Strongly Agree or Agree	82% will Strongly Agree or Agree on the 2023-24 LCAP survey
LCAP Parent Survey completion rate	116 or less than 30% of families responded to the survey	A minimum of 40% will respond to the 2023-24 LCAP survey

Planned Strategies/Activities

Strategy/Activity 1

PARENT ENGAGEMENT WORKSHOPS BY GRADE LEVEL OR CLUSTER OF GRADE LEVELS

Students to be Served by this Strategy/Activity

All Highlands Families

Timeline

August 2023- June 2024

Person(s) Responsible

Administration
School Leadership Team
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipend rate provided to teaching staff in order to plan and present parent engagement workshops
Amount	104
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials necessary for parent engagement workshops/ presentations

Strategy/Activity 2

Provide additional opportunities for families to give more feedback regarding programs and events at Highlands.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 school year

Person(s) Responsible

Administration
Classroom Teachers
PFO group

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Student Engagement

Goal Statement

Decrease chronic absenteeism by at least 2% as measured by the CA Dashboard report on chronic absenteeism. Specific student groups listed below will decrease chronic absenteeism by at least 5%:

Socioeconomically disadvantaged
Students with disabilities
Hispanic

LCAP Goal

LCAP GOAL: Student Engagement and Wellness - Create school environments that are responsive to student Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

According to the California Dashboard report, 12% of all students were chronically absent in 2021-2022 school year, with students in specific subgroups having higher chronic absenteeism rates:
SED: 20.4%
SWD: 17.4%
Hispanic: 19.2%

Currently, our positive school attendance rate is 94.37%.
According to our LCAP student survey for fall 2022, 57% of students in grades 4-6 look forward to coming to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive Attendance Report Report-Infinite Campus	Our current positive attendance rate for the 2022-23 school year is 94.37%	We will maintain a positive school attendance rate of 96% or better by the end of 2023-24.
California Dashboard Report	All students : 12% SED: 20.4% SWD: 17.4% Hispanic: 19.2%	10% or less of all students will be chronically-absent in 2022-23. Each subgroup (SED, SWD, Hispanic) will decrease their absenteeism rate by 5% or better.
Annual Student LCAP Survey	57% of students in grades 4-6 reported that they look forward to coming to school in the fall of 2022.	67% of students in grades 4-6 will report that they look forward to coming to school on next year's LCAP survey for students.

Planned Strategies/Activities

Strategy/Activity 1

The Highlands Attendance Committee will convene monthly to identify patterns and trends in positive attendance as well as absenteeism and support students with their attendance at school.

Students to be Served by this Strategy/Activity

All Students
Socio-Economically Disadvantaged Students
Students With Disabilities
Hispanic Students

Timeline

2023-24 School Year

Person(s) Responsible

Administration
School Social Worker
Attendance Committee

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To pay teachers the stipend rate for after school attendance in meetings

Strategy/Activity 2

Monitor attendance of students who are on the verge of being chronically absent each month via phone calls and visits home.

Students to be Served by this Strategy/Activity

Any student who is absent and is close to or over the 10% positive attendance indicator.

Timeline

2023-24 School Year

Person(s) Responsible

Administration
Office staff
School Social Worker

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Teacher outreach to students with attendance concerns

Students to be Served by this Strategy/Activity

Any student who is absent and is close to or over the 10% chronic absenteeism indicator.

Timeline

2023-24 School Year

Person(s) Responsible

Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers to communicate with families of students who are close to/ over the 10% absenteeism rate.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

English Learner Academic Needs

Goal Statement

By June 2024, the percentage of English learner students scoring at or above grade level in reading will increase by 10% as measured by the iReady diagnostic 2.

LCAP Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

28% of the EL students are two or more grade levels below expectation as reported on the iReady diagnostic 2 in ELA.
48% of our EL students made progress of a minimum of one ELPI level on the 2021 ELPAC.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Reading diagnostic results	28% of EL students are two or more grade levels below expectation as reported on the iReady reading diagnostic 2 in ELA. 24% of EL students are meeting or exceeding grade level standards in the area of reading as reported on the iReady reading diagnostic 2 in ELA.	34% of EL students will meet or exceed grade level expectations as measured by the iReady diagnostic 2 reading diagnostic.
Summative ELPAC scores	27% of EL students scored a '4' on the summative ELPAC assessment.	A minimum of 32% of EL students will score a '4' on the ELPAC and will meet qualifications for reclassification.
English learner progress indicator (ELPI)	48.2% of ELs made progress toward English language proficiency.	58% of ELs will make progress toward English language proficiency.

Planned Strategies/Activities

Strategy/Activity 4

Para professional staff to assist in supporting Tier II intervention programs

Students to be Served by this Strategy/Activity

EL students who are not meeting grade level expectations in specific domain areas of reading

Timeline

2023-24 School Year

Person(s) Responsible

Administration
Classroom Teachers
Para professional/s

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase student achievement in ENGLISH LANGUAGE ARTS and MATHEMATICS by 10 percentage points for all students K-6, as measured by iREADY results.
Increase student achievement In SPANISH LANGUAGE ARTS and MATHEMATICS by 10 percentage points for DLI students measured by Imagine Math, CORE and Galileo.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady final diagnostic assessment in READING.	81% of students will meet grade level expectations in the area of READING by the end of the 2022-23 school year.	At the beginning of the 2022-23 school year, 40% of students met or exceeded grade level standards on the iReady READING diagnostic 1. 51% of students met or exceeded grade level standards on the iReady reading diagnostic 2. Currently, 58% of students are meeting or exceeding grade level standards on the iReady diagnostic 3, with a 45% completion rate.
iReady final diagnostic assessment in MATHEMATICS.	77% of students will meet grade level expectations in the area of MATHEMATICS by the end of the 2022-23 school year.	At the beginning of the 2022-23 school year, 20% of students met or exceeded grade level standards on the iReady MATH diagnostic 1. 34% of students met or exceeded grade level standards on the iReady reading diagnostic 2. Currently, 51% of students are meeting or exceeding grade level standards on the iReady diagnostic 3, with a 39% completion rate.
DLI Assessments (Galileo, Imagine Math)	10% growth from September 2022 baseline	Our DLI staff chose not to use Galileo assessments as well as Imagine Learning Español in order better focus on iReady and CORE assessments for our Spanish language population due to the publisher's increase of Spanish lessons accessible in iReady and the challenges with being able to analyze data from the Galileo reports.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will build Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets. Fund instructional assistants to support Tier 1 and Tier 2 intervention needs.	Two instructional assistants or para educators were funded through our supplemental budget to support our primary students needing support in the areas of early literacy and foundational reading skills.	PLC Planning with a focus on our unduplicated count students who need to make proficiency in reading and math with instructional assistant support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13,000	2000-2999: Classified Personnel Salaries LCFF - Supplemental

Analysis

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

Two para educators supported Tier 2 intervention support structured literacy development for grades K-2.
No after school time was funded in order for teachers to meet in their professional learning teams.

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

The percentage of students meeting or exceeding grade level expectations in the area of reading grew by 18% throughout the course of the 2022-23 school year.

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

Funds were used to pay salaries of two para educators.
Funds were not used to pay stipend rates for teachers to meet after hours in professional learning teams.

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

The reliability of the percentage of students meeting and exceeding grade level expectations from year to year is challenging due to the fact that Highlands' student population has dramatically changed. This is due to the district's virtual academy students being included in our total student population. The number of students in the virtual academy has decreased from 3200 students in 2020-21 to approximately 500 students in 2021-22 to 100 students in 2022-23.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Increase attendance rate to 98% positive daily attendance. Decrease student chronic absenteeism in our in-person program and decrease the amount of reoccuring re-engagement meetings for students in our digital program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance reports	HI/SDIHS will maintain an average daily attendance record of 98%.	Highlands in-person attendance rate to date (5/29/23) is 94.4%. Highlands digital academy attendance rate to date (5/29/23) is 97.26%
SDIHS Re-engagement Meetings	By the end of the 22-23 school year, there will be a decrease in the number of re-occurring re-engagement meetings from September through June.	We held very few actual re-engagement meetings. Instead our students in the digital academy that were chronically absent were telephoned or IEP meetings were held. Four students who were considered chronically absent returned to on-site learning. One student checks in with the teacher on a weekly basis.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent and Student Engagement: Meetings with parents of students who are considered chronically absent	We held very few (2) actual re-engagement meetings. Instead our students in the digital academy that were chronically absent were telephoned or IEP meetings were held. Four students who were considered chronically absent returned to on-site learning. One student/ family checks in with the teacher on a weekly basis.	None Specified None Specified 0	0
Check in - Check Out plan for students who are chronically absent	One student who was chronically absent continues to be part of our school's CICO system. Her attendance	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	decreased from 17 absences in the 2021-22 school year to 21 absences in the 2022-23 school year.		

Analysis

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

Our office staff team along with our social worker and administrator made regular weekly phone calls to families of students with 10% or more absences on a weekly basis.
We held two attendance committee meetings over the school year.

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

5.66% of Highlands in-person students are considered chronically absent by federal guidelines during the current school year (2022-23) compared to 6.7% of students in the 2021-22 school year, an improvement of 1.1% less students chronically absent.
The attendance committee will convene on a monthly basis next year.

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

None, as no dollars were allocated to achieve 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.

Our new goal for student engagement for the 2022-23 school year is: Decrease chronic absenteeism from 12% of students to less than 10% of students, according to the CA Dashboard report on chronic absenteeism. Our attendance review committee will convene in early September and will meet each month in order to monitor attendance and develop means to engage students to attend school. Our teaching staff will also be reaching out to families of students in their classrooms to hold families accountable and to also determine why students are not attending school. Incentives will continue to be provided to students with excellent attendance, however incentives will also be given to students with improved attendance. These changes can be found under Goal #3 in our SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Reclassify 25% of students who are EL learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate	In 2022-2023, we would like to reclassify at least 25% of our students who are English Learners.	We reclassified 10/37 EL students during the 2022/23 school year or 27% of our total EL population.
ELPAC Summative who scored a 4	By 2022-2023 ELPAC Summative, we expect to see 25% of our students score a 4.	Of the 37 EL students, 8 students scored a '4' on the summative ELPAC or 23% of our EL students.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Workshops for EL Parents about importance of reclassification and support for reclassification	We held four ELAC meetings, with two focused on the importance of academic growth and reclassification. At all four of our ELAC meetings, we focused on how to provide academic support to our EL students, both at home and at school.	Planning and time for teachers/ELD Coaches to deliver workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	We did not spend any monies on holding the parent workshops. 0
Identify LTELS and create individualized plans to monitor their academic and language progress throughout the year.	We only created a goal for one LTEL student. However, all three of our LTEL students scored a '4' on the most recent summative ELPAC.	Time for Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target and address the academic, social emotional, and language needs of our English learners address. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000	No funds were necessary for creating goals for our LTEL students. 0

Analysis

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

We focused on insuring that all EL students received daily and rigorous designated EL support as well as Tier II and III academic support.

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

We reached our reclassification goal of 25%, with 27% of our EL students being reclassified. Our LTEL students (3) also scored a '4' on the most recent ELPAC.

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

We did not have any expenditures in order to implement and reach our SPSA 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.

34% of EL students will meet or exceed grade level expectations as measured by the iReady diagnostic 2 reading diagnostic. Annual outcomes of this goal include increased # of students meeting the qualifications to be reclassified as well as the percentage of EL students meeting/ exceeding grade level expectations as measured by the iReady 2 diagnostic in reading. Changes can be found under Goal #5 in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase the feeling of inclusivity of family cultures in the school to 80% as measured by the End of Year survey for students, parents, and staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Climate Survey Question #10	80%	On the 2022-23 LCAP survey, 45.5% of students agreed that they see their family's culture represented in the school and the things they learn. 30.8% neither agreed nor disagreed, and 24.7% disagreed or strongly disagreed. On the 2022-23 LCAP survey, 69.8% of parents agreed that their child sees their family's culture represented in the school and academic content taught. 22.4% neither agreed nor disagreed, and 7.75% disagreed or strongly disagreed. On the 2022-23 LCAP survey, 75% of staff members agreed that students sees their families' culture represented in the school and academic content taught. 25% neither agreed nor disagreed, and no one disagreed or strongly disagreed.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Promote cultural observances and celebrations in different ways including in newsletters, in classroom activities, at Monday morning assemblies, in books read by students, staff and librarian.	Cultural observances were promoted in the Hawk Squawk, our weekly e-newsletter. We also conducted a Hispanic heritage event where all students participated in different centers to learn about the different	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Hispanic cultures and created crafts. Books were read aloud both in classrooms and by our library media specialist.		

Analysis

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

Cultural observances were promoted in the Hawk Squawk, our weekly e-newsletter. We also conducted a Hispanic heritage event where all students participated in different centers to learn about the different Hispanic cultures and created crafts.
Books were read aloud both in classrooms and by our library media specialist.

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

Although we did not meet the goal of 80% of each group seeing themselves/their family's culture represented in the school and in the academic content, we did make a concerted effort to increase inclusivity.

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

None

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

Our staff will create a display for each heritage month that will be in our library. Students will be able to check out books that align to the heritage month when they visit the library. We are planning to hold more assemblies funded by our PFO that align to the different heritage foci. This is not part of our SPSA as the funding will come from our parent group.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 9

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 10

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 11

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 12

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	18,488.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base		
LCFF - Supplemental	18,488	0.00
Title I Part A: Allocation		
None Specified		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	18,488.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	15,384.00
4000-4999: Books And Supplies	104.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,384.00
4000-4999: Books And Supplies	LCFF - Supplemental	104.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Susan Bender	Principal
Mindy Collins	Parent or Community Member
Brittany Follansbee	Parent or Community Member
Lindsey Bond	Parent or Community Member
Nina Withers	Parent or Community Member
Isadora Ruvalcaba-Trejo	Parent or Community Member
Dan Kurtz	Classroom Teacher
Christine Lowry	Classroom Teacher
Maggie Erickson	Other School Staff
Julie Brauer	Classroom Teacher

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 June 5, 2023.

Attested:

Principal, Susan Bender on June 5, 2023

SSC Chairperson, Lindsey Bond on June 5, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: **Highlands Elementary** **SCHOOL YEAR: 22/23**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.
Highlands Elementary School has implemented the Professional Learning Community as a process for collaboration of educational partners in the analysis of data to improve student achievement and school climate. The following educational partners provided input to the Single Plan for Student Achievement:
School Site Council:
ELAC (English Language Advisory Committee):
Staff:
Students:
PFO (Parent Faculty Organization):
The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)
The following data sources will be used and reviewed by our educational partners to provide input to the Single School Site Plan for Student Achievement. (SPSA)

i. CA Dashboard
ii. California Assessment of Student Performance and (CAASPP) by student group
iii. English Learner(EL)Data - dataquest
iv. Attendance - dataquest
v. Suspensions - dataquest
vi. 21-22 Local Control Accountability Plan (LCAP)Survey Data

The Current 2022-23 Data which will be used and reviewed by our educational partners to provide input to the SPSA:

a. 2022-23 Current Data
   i. TFI %
   ii. i-Ready diagnostic 2
      1. EL
      2. Socio-Economically Disadvantaged (SED)
      3. Special Education
      4. Races/Ethnicity
   iii. Current Chronic Absenteeism data
   iv. Current suspension data
   v. School Wide Information System (SWIS) data

The comprehensive needs assessment shall 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. *EC 64001(g)(2)(A)*

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

I. School Wide

A. Grade Level (optional only if a goal and/action is tied to this data point)

Chronic Absenteeism is high. Suspension rate is very low. English Learner Progress is medium. Mathematics and English Language Arts (ELA) are high.

II. Student Groups

Absenteeism:
very high for SED
Very low for Asian Filipino

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

No Performance level for African American, Foster or Homeless due to low number of students.
Students with Disabilities were low performing in English Language Arts as measured by the CAASPP.
English Learners scored 50 points below standard whereas reclassified EL scored 81 points above standard as measured by the CAASPP in ELA.
English Only learners scored 22 points above standard as measured by the CAASPP in ELA.
18% of SED students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA.
18% of the African American students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA.
28% of the EL students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA.
12% of the overall students are 2 or more grade levels below expectation as reported on the i-Ready diagnostic 2 in ELA.
51% of the overall students are at or above expectation as reported on the i-Ready diagnostic 2 in ELA.

21% of SED students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in Math.
30 % of the African American students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in Math
27% of the EL students are two or more grade levels below expectation as reported on the i-Ready diagnostic 2 in Math.
14 % of the overall students are 2 or more grade levels below expectation as reported on the i-Ready diagnostic 2 in Math
35 % of the overall students are at or above expectation as reported on the i-Ready diagnostic 2 in Math .

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.
The number of students who are two or more grade levels below expectation improved by 5% in ELA as measured by i-Ready diagnostic 2.
26% of the students have met 80% of a stretch growth to close the achievement gap in ELA as measured by i-Ready diagnostic 2.
64 % of the students have met typical grade level growth expectations in ELA as measured by i-Ready diagnostic 2.
54% of the students have met typical grade level growth expectations in Math as measured by i-Ready diagnostic 2.
13 % of the students have met 80% of a stretch growth to close the achievement gap in Math as measured by i-Ready diagnostic 2.
24% of the students did not see their families' culture in the academic content area
15% of the students do not feel safe at school and feel there is bullying

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Improve SED achievement levels in math and ELA
Improve student group African American achievement level in math and ELA
Improve and address the language development needs of EL students to increase ELA achievement
Improve the attendance of all students so that the chronic absenteeism
Improve student connectedness to the school

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Lack of scaffolds and support in ELA and Math
Lack of exposure to core curriculum and low expectations in math and ELA for SED
Increase training needed in use of manipulatives and research-based instructional strategies for classified and certificated staff
Increase adult support needed in intervention
Less relevance and expectations for the African American student group
Lack of effective incentives and monitoring of attendance
Increase training needed for campus supervisors

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

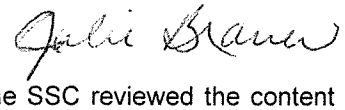
Recommendations and Assurances

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 June 5, 2023.

Attested:

Principal, Susan Bender on June 5, 2023

SSC Chairperson, Lindsey Bond on June 5, 2023