



## 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.

<b>School Name</b>	Highlands Elementary School
<b>Address</b>	27332 Catala Avenue Saugus, CA 91350
<b>County-District-School (CDS) Code</b>	19649986068860
<b>Principal</b>	Susan Bender
<b>District Name</b>	Saugus Union Elementary School District
<b>SPSA Revision Date</b>	April 2019
<b>Schoolsite Council (SSC) Approval Date</b>	April 29, 2019
<b>Local Board Approval Date</b>	

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

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# School Vision and Mission

The staff at Highlands Elementary School strives to insure academic, social and emotional success for every student. At Highlands, our mission is for 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 serves 350 students in grades Kindergarten through Sixth including students in Special Day Classes. During the 2019-20 school year, Highlands staff will introduce the first DUAL LANGUAGE IMMERSION program to our valley and our district. During the 2018-19 school year, Highlands became a Title I school and has a focus on using those resources to close achievement gaps. 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.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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 came together to analyze classroom, district benchmark 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 meetings 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. More than 250 surveys were collected and analyzed at the end of the 2017/18 school year.

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 by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.5%	0.55%	2	2	2
African American	2.3%	1.8%	1.65%	10	7	6
Asian	2.1%	1.8%	1.93%	9	7	7
Filipino	4.2%	4.0%	4.13%	18	15	15
Hispanic/Latino	40.0%	43.2%	38.57%	172	164	140
Pacific Islander	%	%	%			
White	48.6%	45.8%	50.96%	209	174	185
Multiple/No Response	2.3%	%	%	10		
<b>Total Enrollment</b>				430	380	363

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	83	47	44
Grade 1	43	54	46
Grade 2	51	44	58
Grade3	58	51	44
Grade 4	67	55	49
Grade 5	66	63	59
Grade 6	62	66	63
<b>Total Enrollment</b>	430	380	363

### Conclusions based on this data:

1. Total enrollment continues to decrease each school year.
2. The percentage of different student groups remains approximately the same over time with very little differences.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	49	45	33	11.4%	11.8%	9.1%
Fluent English Proficient	16	18	17	3.7%	4.7%	4.7%
Reclassified Fluent English Proficient	6	9	11	11.3%	18.4%	24.4%

### 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 has increased over the past three years from 11% to 24%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	51	45	55	51	43	55	51	43	100	100	95.6
Grade 4	67	55	52	66	55	52	66	55	52	98.5	100	100
Grade 5	67	64	61	65	62	60	64	62	60	97	96.9	98.4
Grade 6	62	67	64	61	66	61	59	66	61	98.4	98.5	95.3
All Grades	251	237	222	247	234	216	244	234	216	98.4	98.7	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2435.	2420.	2412.	29	25.49	30.23	22	15.69	13.95	18	31.37	18.60	31	27.45	37.21
Grade 4	2466.	2474.	2461.	24	25.45	30.77	29	32.73	17.31	21	20.00	21.15	26	21.82	30.77
Grade 5	2461.	2490.	2495.	13	8.06	20.00	22	46.77	23.33	23	14.52	23.33	42	30.65	33.33
Grade 6	2549.	2509.	2542.	22	16.67	16.39	36	19.70	42.62	29	33.33	21.31	14	30.30	19.67
All Grades	N/A	N/A	N/A	22	18.38	23.61	27	29.06	25.46	23	24.79	21.30	28	27.78	29.63

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	27	25.49	27.91	38	45.10	34.88	35	29.41	37.21	
Grade 4	30	27.27	26.92	39	54.55	48.08	30	18.18	25.00	
Grade 5	16	24.19	28.33	30	48.39	43.33	55	27.42	28.33	
Grade 6	29	16.67	32.79	46	50.00	47.54	25	33.33	19.67	
All Grades	25	23.08	29.17	38	49.57	43.98	36	27.35	26.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	19.61	21.43	47	54.90	38.10	33	25.49	40.48
Grade 4	26	27.27	26.92	48	49.09	36.54	26	23.64	36.54
Grade 5	25	9.68	18.33	28	64.52	51.67	47	25.81	30.00
Grade 6	29	24.24	19.67	53	40.91	50.82	19	34.85	29.51
All Grades	25	20.09	21.40	44	52.14	45.12	31	27.78	33.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	17.65	13.95	53	52.94	65.12	15	29.41	20.93
Grade 4	12	16.36	13.46	77	67.27	71.15	11	16.36	15.38
Grade 5	14	11.29	15.00	55	77.42	63.33	31	11.29	21.67
Grade 6	20	10.61	16.39	73	74.24	63.93	7	15.15	19.67
All Grades	19	13.68	14.81	65	68.80	65.74	16	17.52	19.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	25.49	27.91	55	45.10	39.53	16	29.41	32.56
Grade 4	17	18.18	21.15	68	63.64	65.38	15	18.18	13.46
Grade 5	16	20.97	26.67	63	56.45	45.00	22	22.58	28.33
Grade 6	36	28.79	40.98	58	42.42	47.54	7	28.79	11.48
All Grades	24	23.50	29.63	61	51.71	49.54	15	24.79	20.83

**Conclusions based on this data:**

1. According to 2017-18 data, 49% of Highlands students are meeting/exceeding standards in ELA, an increase of 2% from 2016-17.
2. The range of overall achievement in ELA in grades 3-6 is between 43% of 5th grade students to 59% of 6th grade students meeting or exceeding ELA standards on the CAASPP.
3. All student grade level groups performed lowest in the area of WRITING, with 34% 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	51	45	55	51	43	55	51	43	100	100	95.6
Grade 4	67	55	52	66	55	52	66	55	52	98.5	100	100
Grade 5	67	64	61	65	62	60	65	62	60	97	96.9	98.4
Grade 6	62	67	64	61	66	61	61	66	61	98.4	98.5	95.3
All Grades	251	237	222	247	234	216	247	234	216	98.4	98.7	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2423.	2409.	2410.	11	13.73	23.26	38	29.41	20.93	24	25.49	25.58	27	31.37	30.23
Grade 4	2464.	2463.	2459.	9	12.73	9.62	38	30.91	28.85	35	36.36	38.46	18	20.00	23.08
Grade 5	2454.	2479.	2484.	9	9.68	16.67	9	16.13	10.00	31	38.71	38.33	51	35.48	35.00
Grade 6	2528.	2494.	2545.	21	12.12	31.15	18	16.67	24.59	36	36.36	24.59	25	34.85	19.67
All Grades	N/A	N/A	N/A	13	11.97	20.37	26	22.65	20.83	32	34.62	31.94	30	30.77	26.85

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	29	31.37	23.26	38	23.53	39.53	33	45.10	37.21	
Grade 4	35	27.27	23.08	24	32.73	38.46	41	40.00	38.46	
Grade 5	11	17.74	20.00	37	38.71	35.00	52	43.55	45.00	
Grade 6	28	19.70	44.26	34	31.82	31.15	38	48.48	24.59	
All Grades	26	23.50	28.24	33	32.05	35.65	41	44.44	36.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	21.57	16.28	47	43.14	55.81	29	35.29	27.91
Grade 4	24	14.55	13.46	45	54.55	53.85	30	30.91	32.69
Grade 5	6	6.45	21.67	40	53.23	36.67	54	40.32	41.67
Grade 6	26	13.64	29.51	48	43.94	45.90	26	42.42	24.59
All Grades	20	13.68	20.83	45	48.72	47.22	35	37.61	31.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	17.65	30.23	55	45.10	37.21	20	37.25	32.56
Grade 4	17	16.36	17.31	55	56.36	48.08	29	27.27	34.62
Grade 5	6	6.45	11.67	38	54.84	53.33	55	38.71	35.00
Grade 6	13	12.12	22.95	59	42.42	50.82	28	45.45	26.23
All Grades	15	12.82	19.91	51	49.57	48.15	34	37.61	31.94

**Conclusions based on this data:**

1. According to 2017-18 CAASPP data, 41% of Highlands students are MEETING OR EXCEEDING standards in Mathematics, an increase of 7% from 2016-17.
2. The range of overall achievement in Mathematics in grades 3-6 is between 31% of fifth grade students MEETING/EXCEEDING STANDARDS to 56% of sixth grade students MEETING/EXCEEDING STANDARDS.
3. CONCEPTS AND PROCEDURES is the CLAIM area in which students are needing the most support across all grade levels (36% NOT MEETING STANDARD compared to 32% in COMMUNICATING REASONING).

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				34

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6					*	*			*
All Grades	*	*	12	35.29	*	*	*	*	34

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*			*	*			*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
Grade 6					*	*			*
All Grades	15	44.12	*	*	*	*	*	*	34

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3					*	*	*	*	*
Grade 4			*	*	*	*			*
Grade 5					*	*			*
Grade 6							*	*	*
All Grades	*	*	*	*	*	*	*	*	34

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6			*	*			*
All Grades	18	52.94	12	35.29	*	*	34

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6			*	*			*
All Grades	13	38.24	16	47.06	*	*	34

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*			*
Grade 6					*	*	*
All Grades	*	*	17	50.00	*	*	34

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*					*
Grade 5			*	*			*
Grade 6			*	*			*
All Grades	*	*	16	47.06	*	*	34

**Conclusions based on this data:**

1. There is not sufficient data to make conclusions regarding the academic achievement of our English Language Learners and ELPAC.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
363	36.9%	9.1%	1.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	9.1%
Foster Youth	4	1.1%
Homeless	7	1.9%
Socioeconomically Disadvantaged	134	36.9%
Students with Disabilities	78	21.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.7%
American Indian	2	0.6%
Asian	7	1.9%
Filipino	15	4.1%
Hispanic	140	38.6%
Two or More Races	8	2.2%
White	185	51.0%

### Conclusions based on this data:

1. There is an increase of more than 2% of students who are "socioeconomically disadvantaged" (37%); this is based on data from the California Dashboard Report 2018 and the school district's findings from 2017.
2. Highlands School has the highest percentage of students with disabilities in the Saugus Union School District at 21%.
3. Highlands' largest enrollment ethnic groups are White (51%) and Hispanic (37%).

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. Highlands' Chronic Absenteeism rate falls in the ORANGE performance level, with a percentage rate of 8.9%, which is above the district average of 5.4%.
2. Highlands' performance levels in English Language Arts and Mathematics have increased from the ORANGE performance area to GREEN.
3. Our Suspension rate continues to fall in the BLUE area.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 4 points below standard Increased 8.6 points 206 students	<p><b>English Learners</b></p>  Orange 13.2 points below standard Maintained -1.8 points 30 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 28.9 points below standard Maintained -0.9 points 78 students	<p><b>Students with Disabilities</b></p>  Orange 82.9 points below standard Increased 15 points 46 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.3 points below standard Increased 7.2 points 83 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Green 1.7 points above standard Increased 11.4 points 105 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9 students	21.8 points above standard Increased 6 points 21 students	2.5 points below standard Increased 12.1 points 176 students

**Conclusions based on this data:**

- Highlands' ALL STUDENT GROUP INCREASED by 8.6 points in ELA on the CAASPP assessment.
- ALL OTHER SUBGROUPS either INCREASED or MAINTAINED STATUS in ELA.
- There are three subgroups in ORANGE status in the area of ELA, which include ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES, AND SOCIOECONOMICALLY DISADVANTAGED, with our SWD group being farthest from STANDARD AT 82 point below standard, but making the most growth with 15 points gained.

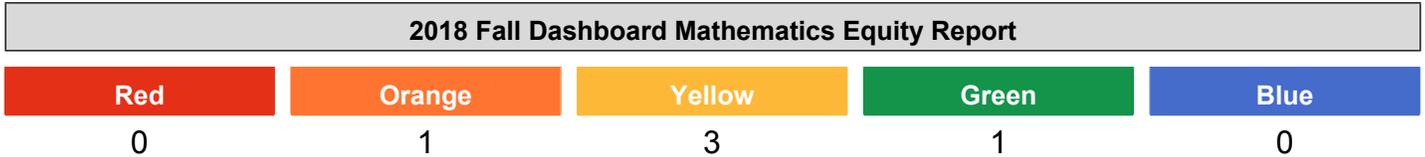
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>23.4 points below standard</p> <p>Increased</p> <p>17.7 points 206 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>26.7 points below standard</p> <p>Increased 14.9 points</p> <p>30 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>52.2 points below standard</p> <p>Increased 10.1 points</p> <p>78 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>109.5 points below standard</p> <p>Increased</p> <p>29.6 points 46 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0e0e0;">28.7 points below standard</span> Increased 13.9 points 83 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Green <span style="background-color: #e0e0e0;">17 points below standard</span> Increased 21.6 points 105 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9 students	<span style="background-color: #e0e0e0;">11 points above standard</span> Increased 20.9 points 21 students	<span style="background-color: #e0e0e0;">22.8 points below standard</span> Increased 19.4 points 176 students

#### Conclusions based on this data:

1. Highlands' ALL STUDENT GROUP INCREASED significantly from ORANGE to GREEN status.
2. There is now only one group in ORANGE status (STUDENTS WITH DISABILITIES) and none in RED. This group however is 109.5 points below standard.
3. ALL groups INCREASED by a minimum of 10 points in 2018.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
34	29.4%	35.3%	14.7%	20.6%

### Conclusions based on this data:

1. More than 60% of our English Learners scored a "4" or "3" on the summative ELPAC assessment; FOUR of those students have been re-designated as R-FEP students as of January 2018.
2. For our students scoring in Level "1" and "2", 35% of EL students scored a "1" or "2" on the annual ELPAC.

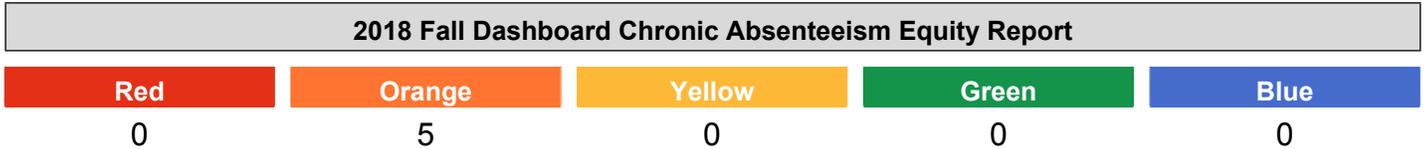
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 8.8% chronically absent Increased 5.3% 407 students	<b>English Learners</b>  Orange 18.6% chronically absent Increased 14.3% 43 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Homeless</b>  No Performance Color 0% chronically absent 15 students	<b>Socioeconomically Disadvantaged</b>  Orange 9.7% chronically absent Increased 6% 145 students	<b>Students with Disabilities</b>  Orange 10% chronically absent Increased 0.5% 90 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 16.7% chronically absent Increased 16.7% 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.7% chronically absent Increased 5% 165 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 7.2% chronically absent Increased 3.9% 195 students

**Conclusions based on this data:**

- 8.8% of our ALL STUDENT group is chronically absent; this percentage is higher than the district average of 5.4%.
- All student subgroups increased in their absenteeism rate from the previous school year; the range is .5% (White) to 16.7% ((Filipino).

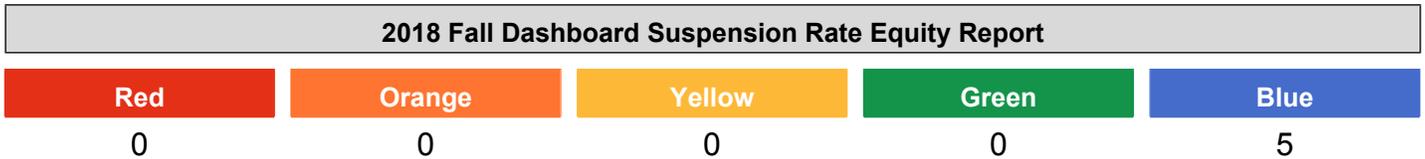
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>409 students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>43 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least once</p> <p>15 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>145 students</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>90 students</p>

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0% suspended at least once</span> Maintained 0% 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e6f2ff; padding: 2px;">0% suspended at least once</span> Maintained 0% 165 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0 Students	 Blue <span style="background-color: #e6f2ff; padding: 2px;">0% suspended at least once</span> Maintained 0% 197 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.2% suspended at least once	0% suspended at least once	0% suspended at least once

**Conclusions based on this data:**

2. One student was suspended during the 2018-19 school year; however other means of intervention and behavioral corrections were made.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Increase Student Achievement

### Goal Statement

Increase student achievement in ENGLISH LANGUAGE ARTS by 10% for all students K-6, as measured by CAASPP results, district and school assessments.  
Increase student achievement in MATHEMATICS by 10% for all students K-6, as measured by CAASPP results, district and school assessments.  
Increase percentage of 5th grade students meeting five or six criteria (out of six) on the Physical Fitness Test by 10%.  
Increase English language proficiency by one level for ELL students K-6 as measured by ELPAC results.  
Provide instruction for all students K-6 in the Visual and Performing Arts standards.  
Increase student access and use of technology K- 6 according to grade level standards.  
Provide instruction in Social Studies based on the California State Standards for all students K-6.  
Provide differentiated instruction for students designated GATE to meet their individual needs.

### LCAP Goal

Increase Student Achievement.

### Basis for this Goal

#### LANGUAGE ARTS:

Highlands' ALL STUDENT GROUP INCREASED by 8.6 points in ELA on the CAASPP assessment, a status change from ORANGE to GREEN.

All student grade level groups performed lowest in the area of WRITING, with 34% of ALL STUDENTS performing BELOW STANDARD.

There are three subgroups in ORANGE status in the area of ELA, which include ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES, AND SOCIOECONOMICALLY DISADVANTAGED, with our SWD group being farthest from STANDARD AT 82 point below standard, but making the most growth with 15 points gained.

#### MATHEMATICS:

Highlands' ALL STUDENT GROUP INCREASED significantly from ORANGE to GREEN status in the area of MATHEMATICS.

According to 2017-18 CAASPP data, 41% of Highlands students are MEETING OR EXCEEDING standards in Mathematics, an increase of 7% from 2016-17.

CONCEPTS AND PROCEDURES is the CLAIM area in which students are needing the most support across all grade levels (36% NOT MEETING STANDARD compared to 32% in COMMUNICATING REASONING.

There is now only one group in ORANGE status (STUDENTS WITH DISABILITIES) and none in RED in the area of MATHEMATICS. This group however is 109.5 points below standard.

#### PHYSICAL EDUCATION:

Fifth grade students scored between 93% to 100% passing on 5 of the 6 domains on the PHYSICAL FITNESS TEST. 67% of our fifth grade students were recorded as having HEALTHY BODY COMPOSITION.

#### ENGLISH LANGUAGE DEVELOPMENT/LEARNERS:

More than 60% of our English Learners scored a "4" or "3" on the summative ELPAC assessment; some of those students have been re-designated as R-FEP students as of January 2018.

For our students scoring in Level "1" and "2", 35% of EL students scored a "1" or "2" on the annual ELPAC.

The percentage of reclassified fluent English Proficient students has increased over the past three years from 11% to 24%.

8.8% of our ALL STUDENT group is chronically absent; this percentage is higher than the district average of 5.4%. All student subgroups increased in their absenteeism rate from the previous school year; the range is .5% (White) to 16.7% ((Filipino).

**ARTS INSTRUCTION:**

Approximately 100 students are receiving PERFORMING ARTS instruction by three teachers who are receiving training by the KENNEDY ARTS GRANT program.

Approximately 75 students are receiving PERFORMING ARTS instruction by three teachers who are receiving training by the LOS ANGELES MUSIC CENTER in the area of DANCING INTO NGSS.

**TECHNOLOGY:**

All sixteen classes (13 general education and 3 SDC) are using the district-purchased KEYBOARDING WITHOUT TEARS technology program.

**SOCIAL STUDIES:**

ALL K-6 grade students are receiving instruction in the area of SOCIAL STUDIES.

**GIFTED AND TALENTED EDUCATION:**

ALL 15 GATE-IDENTIFIED students are participating in the GATE after school enrichment classes.

ALL 15 GATE-IDENTIFIED students are either MEETING OR EXCEEDING STANDARDS in all CORE AREAS.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the percentage of students scoring at/above standard in ELA 3rd-6th grade as measured by CAASPP.	49% of students scored at/above standard in ELA on the CAASPP in 2018.	59% of students will score at/above standard in ELA on the CAASPP in 2020.
Increase the percentage of students scoring at/above standard in Mathematics 3rd-6th grade as measured by CAASPP.	41% of students scored at/above standard in MATHEMATICS on the CAASPP in 2018.	51% of students will score at/above standard in MATHEMATICS on the CAASPP in 2020.
Increase the number of students completing homework across the grade levels, particularly in the upper grades. Provide assistance to students who need academic support.	There are 25+ students who consistently do not complete their homework. These students are also underperforming in their classrooms.	Reduce the number of students to less than 10 students who do not complete their homework on a consistent basis in 2020.
Increase the number of students who have fluent recall and understanding of basic math facts in grades K-6.	Approximately 50% of Highlands students are not able to fluently recall basic math facts.	75% of students will be able to fluently recall basic math facts within one year's time, by the end of the 2019-20 school year.
Increase the number of Kindergarten students meeting grade level standards in reading and mathematics.	There are eight Kindergarten students receiving intervention students for reading and mathematics. In November 2018, eight students were "not meeting	By the end of the 2019-20 school year, less than five Kindergarten students will not be meeting grade level standards in both reading and mathematics.

Metric/Indicator	Baseline	Expected Outcome
	grade level expectations" as indicated on report cards.	
Increase the number of EL students being reclassified.	Four EL students were reclassified during the 2018-19 school year.	By the end of the 2019-20 school year, 20% of EL students will be reclassified.

## Planned Strategies/Activities

### Strategy/Activity 1

English Language Arts (ELA):

Purchase general supplies to support all core areas of instruction

Purchase supplemental materials to support instruction of the California Standards in the area of ELA.

Continue the leasing of equipment to support instruction in all core areas

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

Continue to implement incentive program to encourage academic achievement in Reading - Recognition at assemblies.

Align staff development to support implementation of the California ELA standards.

Provide a support system for families/school staff/student needing additional support (family events, SST meetings)

\*Purchase i-Ready intervention program for grades K-6 to provide review and reteach of concepts in ELA and Mathematics. Teachers will also receive staff development training on how to use i-Ready with their students, how to best use data reports from i-Ready, and how to use the data in order to provide best instructional practices. Parents will also receive training and support to assist their students at home. We are also planning to provide an incentive program for students that use i-Ready during the summer time.

\*\*Continued PD for implementation of iReady

\*\*Instructional assistant support for students who are NOT MEETING STANDARDS ON THE 2018 CAASPP in either ELA OR MATHEMATICS

\*\*Provide Homework Club opportunities to students who need academic support and a quiet place to complete their work after school. Teachers will be paid their stipend rate for assisting with the Club.

\*\*Provide support for students to retain fluency of basic math facts.

\*\*Provide Kindergarten intervention services for both Mathematics and Reading support.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2019-20 school year

## Person(s) Responsible

Administration

Teaching Staff

Support Personnel

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	11,938
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Instructional Assistant salaries for student intervention
<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Family event supplies
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional Materials for Intervention Purposes
<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Awards/rewards/recognitions for student achievement in ELA & Mathematics
<b>Amount</b>	12,709
<b>Source</b>	LCFF - Base

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional Materials & Supplies
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Continued Professional development for all teachers on staff to implement iReady
<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipend rate for teachers to stay after school to assist students with homework
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase supplies to assist students with basic fluency of math facts; fund additional hours to library media specialist to keep library open for students to use area for practice
<b>Amount</b>	30000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide small group instruction to students who are not meeting grade level standards in both reading and mathematics

## Strategy/Activity 2

English Language Development (ELD):

Continue to implement Systematic English Language Development (SELD) program for at least 30 minutes per day

Schedule substitute/release time for teachers to administer ADEPT testing

Schedule substitute/release time for teachers to administer ELPAC testing

Provide EL students the opportunity to attend ELD summer school.

Provide EL students the opportunity to attend Homework Club.

Provide parents with the opportunity to attend four ELAC meetings per year; include engagement exercises/ family learning during ELAC meetings.

Fund the coordination of ELAC meetings and any necessary paperwork associated with mandated reporting for EL students.

### Students to be Served by this Strategy/Activity

ELL students

### Timeline

August 2019-July 2020

### Person(s) Responsible

Teaching Staff

ELD Coordinator

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipend rate for teacher(s) to conduct Homework Club and ELD Coordination
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies

### Strategy/Activity 3

Science:

All K-6 teachers will teach science in the three domains in appropriate themes and blocks.

Purchase supplemental materials to support student learning and achievement.

Provide planning time to align and integrate curriculum with Next Generation Science Standards.

Align staff development to support implementation of Next Generation Science Standards.

Re-structure science fair to insure that projects align to NGSS.

If available, use release test question on state assessment to train students and staff.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2019- June 2020

### Person(s) Responsible

Administration

Teaching Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Amount</b>	1000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies

### Strategy/Activity 4

Physical Education:

All K-6 teachers will provide 200 minutes of PE every 10 school days for all students.

Continue the implementation of school-wide warm up activities conducted during Monday morning assemblies

Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students.

Grade 5 teachers and administrator will review test data and evaluate the program each fall to revamp as needed the PE program to align with students' needs for success.

District and administrator will provide opportunities for professional development as needed for teachers K-6, with the assistance of PE TOSA.

Replace equipment as needed

### Students to be Served by this Strategy/Activity

All K-6 Students

### Timeline

August 2019- June 2020

### Person(s) Responsible

Administration

Teaching Staff

Support Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of supplies
<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated sub pay for release time, as needed

### Strategy/Activity 5

Visual and Performing Arts:

Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.

Purchase materials that support the VAPA standards.

VAPA TOSAs to continue providing direct instruction in the performing arts(16 weeks)

Teachers will continue to use the VA program, Meet the Masters

Teachers have the opportunity to apply for the Kennedy Arts Center program for arts integration within their instruction.

Provide visual arts instruction by contracted teaching artist

### Students to be Served by this Strategy/Activity

All K-6 students

### Timeline

August 2019- June 2020

### Person(s) Responsible

Administration

Teaching Staff

VAPA TOSA teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of materials
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Provide VA support and instruction

### Strategy/Activity 6

Technology:

Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer labs, the classroom, and at home.

Teachers will provide opportunities for students to participate in the AR program within the library and in the classroom.

Keyboarding Without Tears and Accelerated Reader will be used by all students as appropriate in grades K-6.

Teachers will participate in staff development to improve their integration of technology in the classroom (use of IFPs, Prowise, Google Classroom).

Purchase necessary hardware/software, as needed

### Students to be Served by this Strategy/Activity

All K-6 students

### Timeline

August 2019- June 2020

### Person(s) Responsible

Administration

Teaching Staff

Library Media Specialist

### Proposed Expenditures for this Strategy/Activity

**Amount**

1000

**Source**

LCFF - Base

**Budget Reference**

6000-6999: Capital Outlay

**Description**

Purchase of hardware/software/ supplies

### Strategy/Activity 7

Social Studies:

Teachers will provide instruction to students according to the appropriate CA Social Studies standards.

### Students to be Served by this Strategy/Activity

All K-6 students

### Timeline

August 2019- June 2020

### Person(s) Responsible

Administration

Teaching Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Social Studies materials

### Strategy/Activity 8

Differentiated Instruction for students with GATE identification:

GATE:

All students in grade 3 and other referred students will be evaluated for GATE qualification in the spring of 2020.

Administrator will purchase materials as necessary to support students identified as GATE.

After school GATE enrichment sessions will continue for the 2019-20 school year.

### Students to be Served by this Strategy/Activity

GATE identified students, All 3rd grade students plus referred students

### Timeline

August 2019- June 2020

### Person(s) Responsible

Administration

Teaching Staff, as specified

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Other
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes and hourly extra stipend
<b>Amount</b>	500
<b>Source</b>	Other
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies
<b>Amount</b>	351
<b>Source</b>	Other
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

Substitutes and hourly extra stipend

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student and Parent Engagement

### Goal Statement

Increase meaningful and purposeful student and parent engagement.

### LCAP Goal

Increase meaningful and purposeful student and parent engagement.

### Basis for this Goal

#### CHRONIC ABSENTEEISM:

8.8% of our ALL STUDENT group is chronically absent; this percentage is higher than the district average of 5.4%. All student subgroups increased in their absenteeism rate from the previous school year; the range is .5% (White) to 16.7% ((Filipino).

#### SUSPENSION RATE:

One student was suspended during the 2018-19 school year.  
CA Dashboard indicates that Highlands is in the "BLUE" color area for achievement.

California Dashboard data on suspension rate and chronic absenteeism

Data from student surveys

Data from teacher/staff surveys

Student attendance data

School Site Council Survey data

Attendance records from parent meetings (ELAC, Site Council, GATE, PFO, Conferences)

Volunteer sign-in sheets

Electronic accounting of emails, website, etc.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reduce the number of students who are chronically absent as indicated on the California Dashboard in 2019.	8.8% of students were chronically absent (18+ absences) during the 2017-18 school year.	Less than 6% of students will be chronically absent at the end of the 2019-20 school year as indicated by the 2019 California Dashboard report.
Increase the number of family engagement activities held at Highlands Elementary School.	There were three academic engagement activities held at Highlands during the 2018-19 school year.	By the end of the 2019-20 school year, a minimum of four family engagement activities will be held at Highlands.
Reduce the number of Office Discipline Referrals during recess	There were 53 Office Discipline Referrals reported from August 2018-	By the end of 2019-20 school year, there will be a reduction by 10% in

Metric/Indicator	Baseline	Expected Outcome
and lunch time, particularly during second and third lunches	January 2019. The highest number of referrals (12 and 9) were for INAPPROPRIATE LANGUAGE and PHYSICAL AGGRESSION.	the number of ODRs for INAPPROPRIATE LANGUAGE and PHYSICAL AGGRESSION.
Maintain a low number of suspensions by use of alternate means of correction.	One student was suspended during the 2018-19 school year.	Maintain a low number of suspensions for the 2019-20 school year.

## Planned Strategies/Activities

### Strategy/Activity 1

Parent and Student Engagement:

Reward students for positive attendance each month with attendance tags and monthly drawings.

Students will complete a survey about their connectedness and sense of safety at school.

Teachers will cooperate across the grade levels to create Buddy Activities for their respective students.

Students in grades 3-6 will follow the democratic election process through participation in Student Council elections. Student Council will conduct activities to support/increase student engagement.

Students and staff will participate in spirit assemblies to foster a sense of community and connectedness.

Positive Behavior Intervention and Supports will continue and be supported throughout the 2019-20 school year.

Blue Tickets tickets given by Campus Supervisors at lunch for students/classes following behavior expectations and exceeding expectations.

Continue to send out the e-newsletter and to update school website. Insure that hard copies are available in office of newsletter and other notices.

Construct brochure for student release in case of emergencies, including a QR code allowing parents to view video of release procedures.

Targeted students will continue to participate in Circle of Friends.

Family engagement activities will be developed and implemented to foster families' abilities to engage in students' learning.

School band will continue and choir will continue; performances will include both in school and community-based events.

New parent event and tours will be conducted in spring to assist with helping new families to feel welcome.

Incentives to parents to attend meetings (ELAC, PFO, other)

Use of Parent Square to communicate with families and staff.

\*\*Provide additional counseling services (one half day per week) for students who need support in the area of social skills and to help promote SEL.

\*\*Provide our families with opportunities to connect with our school and to develop a knowledge of how to assist their children at home by providing engagement activities at Highlands.

\*\*Provide an intramural sports program for students at the middle and upper grade lunch times in order to decrease the number of ODR's.

### Students to be Served by this Strategy/Activity

Students who are chronically absent; students needing social skills support; families needing additional support/training; all students as appropriate

### Timeline

2019-20 school year

### Person(s) Responsible

Administration

Teaching Staff

Support Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	To pay for counseling services of one half day per week in addition to what is provided by the Saugus Union School District (one day per week)
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub release time for planning of events and to assist with supporting PBIS
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional time for classified staff to support family engagement events and activities
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental items to be purchased for events

<b>Amount</b>	1000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide stipend monies to teachers to plan and attend engagement events for families
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase supplies for family engagement events
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	To pay additional time for campus supervisors to organize intramural sports during lunch times in order to better engage students plus equipment

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

Increase student achievement in English Language Arts and Math by 10% for all students K-6, as measured by CAASPP results, district and school assessments.  
 Increase percentage of 5th grade students meeting five or six criteria (out of six) on the Physical Fitness Test by 10%.  
 Increase English language proficiency by one level for ELL students K-6.  
 Provide instruction for all students K-6 in the Visual and Performing Arts standards.  
 Increase student access and use of technology K- 6 according to their grade level standards.  
 Provide instruction in Social Studies based on the California State Standards for all students K-6.  
 Provide differentiated instruction for students with IEPs or designated GATE students to meet their individual needs.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASP DATA DISTRICT BENCHMARKS SCHOOL ASSESSMENTS CA PHYSICAL FITNESS TEST ELPAC ASSESSMENT VAPA LESSONS AND ACTIVITIES KEYBOARDING WITHOUT TEARS REPORTS SOCIAL STUDIES LESSONS AND ACTIVITIES, REPORT CARD GRADES PROGRESS REPORTS FOR SWD GATE ENRICHMENT CLASS PARTICIPATION	Increase student achievement in English Language Arts and Math by 10% for all students K-6, as measured by CAASPP results, district and school assessments. Increase percentage of 5th grade students meeting five or six criteria (out of six) on the Physical Fitness Test by 10%. Increase English language proficiency by one level for ELL students K-6. Provide instruction for all students K-6 in the Visual and Performing Arts standards. Increase student access and use of technology K- 6 according to their grade level standards. Provide instruction in Social Studies based on the California State Standards for all students K-6. Provide differentiated instruction for students with IEPs or designated GATE students to meet their individual needs.	CAASPP data indicates that students in grades 3-6 made a 2% gain in ELA and 7% gain in MATHEMATICS. PE: NO COMPARATIVE DATA ARE AVAILABLE FOR ELPAC; 2018 was the first year for summative data of ELPAC. All students participated in constructive visual arts lessons; All students participated in performing arts lessons. TECHNOLOGY: All students received Social Studies grades and all students received instruction in the area of Social Studies. SWD: % gain in ELA and MATH GATE: All students identified as gifted participated in the GATE enrichment classes. All identified students scored at/above standard on the 2018 CAASPP.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts (ELA) and Math:  Purchase general supplies to support all core areas of instruction	General supplies were purchased in order for teachers to be able to construct lessons and activities in all core areas.	Instructional Assistant salaries for student intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8,142	Instructional Assistant salaries for student intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11,704

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase supplemental materials to support instruction of the CCSS in the areas of ELA and Mathematics	Supplemental materials were purchased for the resource program and for Tier II intervention program.	Family event supplies 4000-4999: Books And Supplies LCFF - Base 500	Family event supplies 4000-4999: Books And Supplies LCFF - Base 500
Continue the leasing of equipment to support instruction in all core areas	Leasing agreements were paid.	Instructional Materials for Intervention Purposes 4000-4999: Books And Supplies LCFF - Supplemental 500	Instructional Materials for Intervention Purposes 4000-4999: Books And Supplies LCFF - Supplemental 0
Provide a Tier II systematic intervention program for students needing additional support in grades K-6	Tier II reading intervention program was implemented in August and will continue until the end of May 2019.	Awards/rewards/recognition for student achievement in ELA & Mathematics 4000-4999: Books And Supplies LCFF - Base 500	Awards/rewards/recognition for student achievement in ELA & Mathematics 4000-4999: Books And Supplies LCFF - Base 250
Continue to implement incentive program to encourage academic achievement in Reading - Recognition at assemblies.	Trophies, medals and other prizes were purchased throughout the school year in order to increase participation in reading and progress/achievement in reading.	Instructional Materials & Supplies 4000-4999: Books And Supplies LCFF - Base 13,683	Instructional Materials & Supplies 4000-4999: Books And Supplies LCFF - Base 17,974
Implement incentive program to encourage academic achievement.		Leasing agreements 6000-6999: Capital Outlay LCFF - Base 6966	Leasing agreements 6000-6999: Capital Outlay LCFF - Base 1182
Align staff development to support implementation of CCSS.	Staff development in the area of implementation of our reading program, data analysis, claim/target areas of support and review.		
Provide a support system for families/school staff/student needing additional support (family events, SST meetings)			
English Language Development (ELD):		Stipend rate for teacher(s) to conduct Homework Club and ELD Coordination 1000-	Stipend rate for teacher(s) to conduct Homework Club and ELD Coordination 1000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement Systematic English Language Development (SELD) program for at least 30 minutes per day	Systematic ELD takes place in some classrooms, but not all.	1999: Certificated Personnel Salaries LCFF - Supplemental 2000	1999: Certificated Personnel Salaries LCFF - Supplemental 1,937
Schedule substitute/release time for teachers to administer ADEPT testing	Substitutes were scheduled and paid for in order for teachers to administer ADEPT as well as ELPAC testing.	Substitute costs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	Substitute costs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1382
Schedule substitute/release time for teachers to administer ELPAC testing	Long term EL students are being provided the opportunity to attend summer school for language development.	Materials and supplies 4000-4999: Books And Supplies LCFF - Supplemental 500	Materials and supplies 4000-4999: Books And Supplies 312
Provide EL students the opportunity to attend ELD summer school.	EL students were given priority to attend Homework Club.		
Provide parents with the opportunity to attend four ELAC meetings per year; include engagement exercises/ family learning during ELAC meetings.	Four ELAC meetings will have been conducted by the end of the 2019 school year. Funds were used in order to support the completion of mandated EL paperwork.		
Fund the coordination of ELAC meetings and any necessary paperwork associated with mandated reporting for EL students.			
<p>Science:</p> <p>All K-6 teachers will teach science in the three domains in appropriate themes and blocks.</p> <p>Purchase supplemental materials to support student learning and achievement.</p> <p>Provide planning time to align and integrate curriculum with Next</p>	<p>50% of Highlands teachers are creating and presenting NGSS-based science lessons. Other 50% are transitioning from CA science standards to NGSS.</p> <p>Materials were purchased as requested.</p>	Materials and supplies 4000-4999: Books And Supplies LCFF - Base 1000	Materials and supplies 4000-4999: Books And Supplies LCFF - Base 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Generation Science Standards.</p> <p>Align staff development to support implementation of Next Generation Science Standards.</p> <p>Re-structure science fair to insure that projects align to NGSS.</p> <p>If available, use release test question on state assessment to train students and staff.</p>	<p>Two teachers participated in additional planning to create NGSS lessons.</p> <p>Staff participated in NGSS staff development three times throughout the 2018-19 school year.</p> <p>Science fair was not realigned to meet the necessities of NGSS.</p> <p>Fifth grade teachers used release test questions to assist their students with preparing for the CAST.</p>		
<p>Physical Education:</p> <p>All K-6 teachers will provide 200 minutes of PE every 10 school days for all students.</p> <p>Continue the implementation of school-wide warm up activities conducted during Monday morning assemblies</p> <p>Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students.</p> <p>Grade 5 teachers and administrator will review test data and evaluate the program each fall to revamp as needed the PE program to align with students' needs for success.</p> <p>District and administrator will provide opportunities for professional development as needed</p>	<p>All teachers turned in lesson plans, stating that students received 200 minutes of PE every 10 days.</p> <p>School-wide activities were conducted throughout the 2018-19 school year.</p> <p>All fifth grade students received direct instruction and practice for the preparation of the PFT.</p> <p>Analysis needs to be conducted to prepare for the 2019-20 school year.</p> <p>PE TOSA provided instruction to several classes in order to improve PE instruction.</p> <p>Equipment was purchased as needed and requested.</p>	<p>Purchase of supplies 4000-4999: Books And Supplies LCFF - Base 500</p> <p>Certificated sub pay for release time, as needed 1000-1999: Certificated Personnel Salaries LCFF - Base 500</p>	<p>Purchase of supplies 4000-4999: Books And Supplies LCFF - Base 200</p> <p>Certificated sub pay for release time, as needed 1000-1999: Certificated Personnel Salaries LCFF - Base 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>for teachers K-6, with the assistance of PE TOSA.</p> <p>Replace equipment as needed</p>			
<p>Visual and Performing Arts:</p> <p>Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.</p> <p>Administrator will purchase materials that support the VAPA standards.</p> <p>VAPA TOSAs to continue providing direct instruction in the performing arts(16 weeks)</p> <p>Teachers will continue to use the VA program, Meet the Masters</p> <p>Continue to attend City of Santa Clarita arts meetings</p> <p>Administrator and PFO liaison will schedule assemblies that support the VAPA standards integration.</p> <p>Teachers have the opportunity to apply for the Kennedy Arts Center program for arts integration within their instruction.</p>	<p>Activities were created in the visual and performing arts.</p> <p>Materials were purchased as requested to support the VAPA standards.</p> <p>District VAPA TOSA's provided instruction to all K-6 students.</p> <p>Meet the Masters was used in some classrooms, but not all.</p> <p>City of Santa Clarita discontinued arts meetings.</p> <p>Assemblies and art workshops were conducted.</p> <p>Three teachers participated in the Kennedy Arts PD.</p>	<p>Purchase of materials 4000-4999: Books And Supplies LCFF - Base 1000</p>	<p>Purchase of materials 4000-4999: Books And Supplies LCFF - Base 800</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Technology:</p> <p>Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer labs, the classroom, and at home.</p> <p>Teachers will provide opportunities for students to participate in the AR program within the library and in the classroom.</p> <p>Typing Club and AR will be used by all students as appropriate in grades 1-6.</p> <p>Teachers will participate in staff development to improve their integration of technology in the classroom (use of IFPs, Prowise, Google Classroom).</p> <p>Introduce students to coding.</p> <p>Purchase necessary hardware/software, as needed</p>	<p>Students in grades K-6 participated in the KWT keyboarding program. (data)</p> <p>AR data</p> <p>Teachers participated in different learning experiences as related to technology, for example Illuminate training was provided to all teachers, ED TECH TOSAs provided instruction in coding and use of GOOGLE CLASSROOM</p> <p>All students in grades 1-6 participated at a minimum in the HOUR OF CODE.</p> <p>Necessary hardware was purchased. iReady software was purchased.</p>	<p>Purchase of hardware/software/ supplies 6000-6999: Capital Outlay LCFF - Base 1000</p>	<p>Purchase of hardware/software/ supplies 6000-6999: Capital Outlay LCFF - Base 0</p>
<p>Social Studies:</p> <p>Teachers will provide instruction to students according to the appropriate CA Social Studies standards.</p> <p>Administrator will provide funds for materials that support the Social Studies standards.</p>	<p>All students received instruction in the area of SOCIAL STUDIES.</p> <p>Students in grades 3-6 also participated in VAPA-SOCIAL STUDIES integrated play experiences.</p>	<p>Supplemental Social Studies materials 4000-4999: Books And Supplies LCFF - Base 500</p>	<p>Supplemental Social Studies materials 4000-4999: Books And Supplies LCFF - Base 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Differentiated Instruction for students with IEPs and/or GATE identification:		Substitutes and hourly extra stipend 1000-1999: Certificated Personnel Salaries LCFF - Base 1000	Substitutes and hourly extra stipend 1000-1999: Certificated Personnel Salaries LCFF - Base 1069
GATE:  All students in grade 3 will be evaluated for GATE qualification in the spring of 2019.	All third grade and referred students were assessed for giftedness using the NNAT.	Materials and supplies 4000-4999: Books And Supplies LCFF - Base 500	Materials and supplies 4000-4999: Books And Supplies LCFF - Base 214
Administrator will purchase materials as necessary to support students identified as GATE.	Make-Do materials and additional robots were purchased.	Substitutes and hourly extra stipend 1000-1999: Certificated Personnel Salaries LCFF - Base 351	SEE ABOVE- SAME EXPENDITURE
Special Education:  SpEd teachers and administrator will meet at the beginning of each year and as needed to schedule IEPs and discuss meeting the needs of our students with IEPs.	IEPs were scheduled and the special ed team meets on a regular basis in order to help our students with special needs.		
Sp Ed teachers will review student IEP goals with assigned classroom teachers.	Goals were reviewed at the beginning of the school year and schedules were created in order to support our students and teaching staff.		
SpEd and classroom teachers will collaborate on schedules to work with students with IEPs.	Materials were purchased to support our students with special needs. Instructional materials, support items such as specialized seats, OT items were provided.		
Administrator will purchase materials that support the needs of students with IEPs.	Specified students with IEPs also participated in the school's Tier II reading program.		
Specified students will participate in the Level II intervention program for support in ELA and Mathematics.			

## Analysis

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

Most strategies and activities were implemented during the course of the 2018/19 school year. Continued work and action needs to take place for the following:  
Increased amount of PD with respect to NGSS IMPLEMENTATION, READING SERIES IMPLEMENTATION, DATA ANALYSIS, WORK AS TEAMS. Other areas of continued work need to take place in the areas of ENGLISH LANGUAGE LEARNER SUPPORT, USE OF RELEASED CAST QUESTIONS, USE OF TECHNOLOGY TOSAs FOR TECHNOLOGY INTEGRATION IN THE CLASSROOMS.

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

Overall, the strategies and activities have been effective as we have seen progress with respect to the number of students passing IAB assessments, the number of teachers creating NGSS-RELATED science lessons, and an increase in reading fluency and comprehension skills of our 1st-6th grade students who have attended our TIER II READING INTERVENTION PROGRAM.

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

We did not need to purchase other materials for our TIER II READING INTERVENTION PROGRAM and no requests for SOCIAL STUDIES MATERIALS were made by the teaching staff.

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

We will include DIAGNOSTIC ASSESSMENT INFORMATION FROM iREADY in the areas of reading and mathematics; We will include the use THE DISTRICT'S NGSS TOSA for support in NGSS IMPLEMENTATION. Those changes can be found in GOAL #1 of the 2019/20 SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

Increase student attendance from 97.2% to 98% by June 2019.  
 Decrease student truancy rate (tardies and trancies) from 18% to 8% by June 2019.  
 Increase meaningful and purposeful student and parent engagement from none to three per year.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reduce the number of students who are chronically absent as indicated on the California Dashboard in 2019.	8.8% of students were chronically absent (18+ absences) during th 2017-18 school year.	____-% of students were chronically absent at the end of the 2019-20 school year as indicated by the 2019 CA School Dashboard. This data is not yet available.
Increase the number of family engagement activities held at Highlands Elementary School.	Four academic engagement activities for families will be held at Highlands Elementary.	Three academic engagement activities were held for families at Highlands Elementary.
Reduce the number of Office Discipline Referrals reported from August 2018-June 2019	The 2018-19 school year is our baseline year.	There were 72 ODR's reported from August to April 2019.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent and Student Engagement:  Students will complete a survey about their connectedness and sense of safety at school.  Teachers will cooperate across the grade levels to create Buddy Activities for their respective students.  Students in grades 3-6 will follow the democratic election process through participation in Student Council elections. Student Council will conduct activities to support/increase student engagement.	Students completed survey regarding CONNECTEDNESS; DATA indicated high levels of connectedness; the lowest area across the grade levels (K-6) is connectedness with campus supervisors.  Student Council election was held at the beginning of the 2018-19 school year. Student Council sponsored SPIRIT DAYS, MONDAY ASSEMBLIES, ANNOUNCEMENTS, HATS/GLOVE DRIVE FOR HOMELESS, RECYCLING DRIVE,	None Specified  Sub release time for planning of events 1000-1999: Certificated Personnel Salaries LCFF - Base 500  Additional time for classified staff to support any events 2000-2999: Classified Personnel Salaries LCFF - Base 500  Supplemental items to be purchased for events 4000-4999: Books And Supplies LCFF - Base 500	  Sub release time for planning of events 1000-1999: Certificated Personnel Salaries LCFF - Base 280  Additional time for classified staff to support any events 2000-2999: Classified Personnel Salaries LCFF - Base 500  Supplemental items to be purchased for events 4000-4999: Books And Supplies LCFF - Base 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students and staff will participate in spirit assemblies to foster a sense of community and connectedness.	PURCHASED BOARD GAMES FOR INCLEMENT WEATHER DAYS.		
Positive Behavior Intervention and Supports will be launched and supported throughout the 2017-18 school year. PBIS will continue during the 2018-19 school year.	PBIS is in implementation; we have added parents to our PBIS team. We will have another kick off, led by students at the beginning of the school year to reintroduce SCHOOL BEHAVIOR EXPECTATIONS.		
Blue Tickets tickets given by Campus Supervisors at lunch for students/classes following behavior expectations and exceeding expectations.	BLUE TICKETS are continued to be given by campus supervisors for classes lining up correctly.		
Continue to send out the e-newsletter and to update school website. Insure that hard copies are available in office of newsletter and other notices.	E-newsletter is sent on a weekly basis.  Release brochure for disaster release was sent out to parents in November 2018.		
Construct brochure for student release in case of emergencies.	CIRCLE OF FRIENDS continues to meet on a weekly basis.		
Targeted students will continue to participate in Circle of Friends.	Three family engagement activities were held; none in the area of MATHEMATICS.		
Family engagement activities will be developed and implemented to foster families' abilities to engage in students' learning, particularly in the area of Mathematics.	SCHOOL BAND AND CHOIR were a part of Highlands this school year.		
School band will continue and choir will continue; performances will include both in school and community-based events.	NEW PARENT TOURS were held throughout the year, when requested. NEW PARENT COFFEE will be held next school year.		
New parent event and tours will be conducted in			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>spring to assist with helping new families to feel welcome.</p> <p>Construct new parent handbook (simplified).</p> <p>Incentives to parents to attend meetings (ELAC, PFO, other)</p> <p>Use of automated phone system and texting app in Infinite Campus.</p>	<p>NEW PARENT HANDBOOK was not constructed.</p> <p>Prizes were given to parents at the first PFO meeting.</p> <p>IC APP was used to contact and remind parents of events/school information.</p>		

## Analysis

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

Most strategies and activities were implemented during the course of the 2018/19 school year. Continued work and action needs to take place for the following:  
Continued implementation of PBIS and re-introduction of BEHAVIOR EXPECTATIONS, NEW PARENT HANDBOOK CONSTRUCTED, increased number of FAMILY ENGAGEMENT ACTIVITIES, DATA FROM STUDENT SURVEYS USED MORE EFFECTIVELY.

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

Overall, the strategies and activities have been effective as we have seen progress with respect to the general atmosphere around the school campus. PARENT ATTENDANCE AT ENGAGEMENT EVENTS was high, with approximately 100 people in attendance at the SCIENCE EVENT and the ART EVENT is closed to more families, with over 120 people attending. More events need to be held in order to connect families to one another.

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

The expense of materials for family events was not as much as expected since the school had most supplies in stock.

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.

FAMILY EVENTS FOR iReady training, "COFFEE HOURS" will be held to communicate information and for training purposes, and a FAMILY CENTER will be opened during the 2019-20 school year. These changes can be found in GOAL 2 of the 2019-20 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	100,998.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	19,209	0.00
LCFF - Supplemental	15,938	0.00
Title I Part A: Allocation	54,057	54,057.00
None Specified		

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	19,209.00
LCFF - Supplemental	15,938.00
Other	1,851.00
Title I	62,000.00
Title I Part A: Targeted Assistance Program	2,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	21,851.00
2000-2999: Classified Personnel Salaries	51,938.00
4000-4999: Books And Supplies	22,209.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
6000-6999: Capital Outlay	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500.00
4000-4999: Books And Supplies	LCFF - Base	16,709.00
6000-6999: Capital Outlay	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,938.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Other	1,351.00
4000-4999: Books And Supplies	Other	500.00
1000-1999: Certificated Personnel Salaries	Title I	16,000.00
2000-2999: Classified Personnel Salaries	Title I	40,000.00
4000-4999: Books And Supplies	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
	Title I Part A: Targeted Assistance Program	2,000.00

# School Site Council Membership

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

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

Name of Members	Role
Susan Bender	Principal
Jenny Glauser	Parent or Community Member
Brittany Follansbee	Parent or Community Member
Camie Gadbois	Parent or Community Member
Jennifer Schneider	Parent or Community Member
Milinda Pilarski	Parent or Community Member
Dan Kurtz	Classroom Teacher
Christine Lowry	Classroom Teacher
Maggie Erickson	Other School Staff
Linda Corcoran	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.

# Addendum

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

## Instructions: Linked Table of Contents

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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](mailto:TITLEI@cde.ca.gov).

## Stakeholder 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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **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 Stakeholder 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

# 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 April 23, 2018.

Attested:

Principal, Susan Bender on April 29, 2019

SSC Chairperson, Dan Kurtz on April 29, 2019

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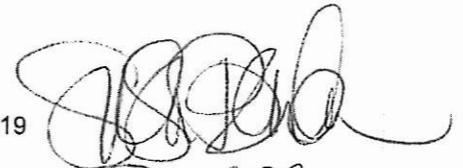
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