

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Highlands Elementary School
Address	27332 Catala Avenue Saugus, CA 91350
County-District-School (CDS) Code	19649986068860
Principal	Susan Bender
District Name	Saugus Union School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	June 2022
Local Board Approval Date	

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 and the Saugus District Independent Home Study program together serve over 900 students in grades TK through Sixth including students in three Special Day Classes. During the 2019-20 school year, Highlands staff introduced the first dual language immersion program to our valley and our district. At the start of the 2022-23 school year, our first cohort of dual immersion students will be entering the third grade.

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

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

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

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 come together to analyze classroom, district benchmark (including iReady) and CAASPP data in order to set priorities for achievement and to discuss evidence-based practices and programs that would have the greatest positive impact on our students, staff and family members. Information gathered at staff meetings has been shared with parent groups in Parent Faculty Organization meetings, Site Council meetings, ELAC 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. Parents participate in surveys posted in Parent Square on a regular basis. Whether families formally or informally provide feedback for growth and improvement, our staff works to improve existing programs, to add new programs, and to make improvements to our culture and surroundings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	50	95	486
Grade 1	40	46	486
Grade 2	45	44	454
Grade3	57	43	462
Grade 4	40	57	452
Grade 5	53	43	473
Grade 6	67	49	417
Total Enrollment	352	377	3,230

Conclusions based on this data:

1. Our enrollment continues to increase due to the continued enrollment of students in our dual immersion program.
2. The percentage of different student groups remains approximately the same over time with very little differences.
3. The ten-fold increase in enrollment is due to the district's digital academy being housed at Highlands during the 20-21 school year. Enrollment in the digital academy has decreased significantly due to Covid reduction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	26	23	395	7.4%	6.1%	12.2%
Fluent English Proficient (FEP)	17	19	341	4.8%	5.0%	10.6%
Reclassified Fluent English Proficient (RFEP)	5	4	43	15.2%	15.4%	187.0%

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 decreased over the past three years from 24% to 15%. Due to the increase of expectations by the state of California and ELPAC testing, no EL students will be reclassified during the 2019-20 school year.
3. Due to the high enrollment of students in our district's digital academy (3200), our EL data is not typical of other years at Highlands.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45	60	419	43	59	0	43	59	0	95.6	98.3	0.0
Grade 4	52	39	419	52	38	0	52	38	0	100	97.4	0.0
Grade 5	61	48	442	60	48	0	60	48	0	98.4	100	0.0
Grade 6	64	66	363	61	64	0	61	64	0	95.3	97	0.0
All Grades	222	213	1643	216	209	0	216	209	0	97.3	98.1	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2412.	2395.		30.23	13.56		13.95	28.81		18.60	20.34		37.21	37.29	
Grade 4	2461.	2439.		30.77	15.79		17.31	21.05		21.15	26.32		30.77	36.84	
Grade 5	2495.	2520.		20.00	31.25		23.33	29.17		23.33	20.83		33.33	18.75	
Grade 6	2542.	2517.		16.39	15.63		42.62	29.69		21.31	31.25		19.67	23.44	
All Grades	N/A	N/A	N/A	23.61	18.66		25.46	27.75		21.30	24.88		29.63	28.71	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.91	18.97		34.88	48.28		37.21	32.76	
Grade 4	26.92	23.68		48.08	44.74		25.00	31.58	
Grade 5	28.33	43.75		43.33	41.67		28.33	14.58	
Grade 6	32.79	20.31		47.54	48.44		19.67	31.25	
All Grades	29.17	25.96		43.98	46.15		26.85	27.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.43	13.79		38.10	50.00		40.48	36.21	
Grade 4	26.92	10.53		36.54	50.00		36.54	39.47	
Grade 5	18.33	25.00		51.67	60.42		30.00	14.58	
Grade 6	19.67	19.05		50.82	61.90		29.51	19.05	
All Grades	21.40	17.39		45.12	56.04		33.49	26.57	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.95	16.95		65.12	52.54		20.93	30.51	
Grade 4	13.46	15.79		71.15	68.42		15.38	15.79	
Grade 5	15.00	25.00		63.33	58.33		21.67	16.67	
Grade 6	16.39	7.81		63.93	68.75		19.67	23.44	
All Grades	14.81	15.79		65.74	61.72		19.44	22.49	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.91	10.34		39.53	46.55		32.56	43.10	
Grade 4	21.15	15.79		65.38	55.26		13.46	28.95	
Grade 5	26.67	35.42		45.00	37.50		28.33	27.08	
Grade 6	40.98	23.44		47.54	53.13		11.48	23.44	
All Grades	29.63	21.15		49.54	48.08		20.83	30.77	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP assessments were not given to students in grades 3-6 due to Covid and school closures.
2. The range of overall achievement in ELA in grades 3-6 is between 37% of 4th grade students to 61% of 5th grade students meeting or exceeding ELA standards on the CAASPP.

3. All student grade level groups performed lowest in the area of RESEARCH/INQUIRY, with 31% of ALL STUDENTS performing BELOW STANDARD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45	60	419	43	58	0	43	58	0	95.6	96.7	0.0
Grade 4	52	39	419	52	37	0	52	37	0	100	94.9	0.0
Grade 5	61	48	442	60	47	0	60	47	0	98.4	97.9	0.0
Grade 6	64	66	363	61	64	0	61	64	0	95.3	97	0.0
All Grades	222	213	1643	216	206	0	216	206	0	97.3	96.7	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2410.	2409.		23.26	12.07		20.93	27.59		25.58	24.14		30.23	36.21	
Grade 4	2459.	2438.		9.62	8.11		28.85	21.62		38.46	35.14		23.08	35.14	
Grade 5	2484.	2501.		16.67	19.15		10.00	17.02		38.33	38.30		35.00	25.53	
Grade 6	2545.	2514.		31.15	14.06		24.59	18.75		24.59	42.19		19.67	25.00	
All Grades	N/A	N/A	N/A	20.37	13.59		20.83	21.36		31.94	34.95		26.85	30.10	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.26	27.59		39.53	27.59		37.21	44.83	
Grade 4	23.08	16.22		38.46	35.14		38.46	48.65	
Grade 5	20.00	19.15		35.00	36.17		45.00	44.68	
Grade 6	44.26	21.88		31.15	39.06		24.59	39.06	
All Grades	28.24	21.84		35.65	34.47		36.11	43.69	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.28	24.14		55.81	39.66		27.91	36.21	
Grade 4	13.46	10.81		53.85	45.95		32.69	43.24	
Grade 5	21.67	25.53		36.67	44.68		41.67	29.79	
Grade 6	29.51	14.06		45.90	37.50		24.59	48.44	
All Grades	20.83	18.93		47.22	41.26		31.94	39.81	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.23	24.14		37.21	37.93		32.56	37.93	
Grade 4	17.31	13.51		48.08	51.35		34.62	35.14	
Grade 5	11.67	21.28		53.33	46.81		35.00	31.91	
Grade 6	22.95	20.31		50.82	43.75		26.23	35.94	
All Grades	19.91	20.39		48.15	44.17		31.94	35.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP assessments were not given to students in grades 3-6 due to COVID and school closures.
2. The range of overall achievement in Mathematics in grades 3-6 is between 49% of third grade students MEETING/EXCEEDING STANDARDS to 30% of fourth 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 (44% NOT MEETING STANDARD compared to 35% in COMMUNICATING REASONING).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	1461.7	*	*	1467.1	*	*	1448.4	*	*	43
1	*	*	1476.9	*	*	1480.4	*	*	1472.8	*	*	54
2	*	*	1508.5	*	*	1505.3	*	*	1511.1	*	*	65
3	*	*	1506.8	*	*	1503.1	*	*	1510.0	*	7	47
4	*	*	1528.1	*	*	1521.9	*	*	1533.9	*	*	46
5	*	*	1552.0	*	*	1552.4	*	*	1551.1	*	*	50
6	*	*	1553.4	*	*	1554.3	*	*	1552.0	*	*	28
All Grades										34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	32.56	*	*	41.86	*	*	23.26	*	*	2.33	*	*	43
1	*	*	25.93	*	*	37.04		*	29.63		*	7.41	*	*	54
2	*	*	30.77	*	*	50.77	*	*	13.85	*	*	4.62	*	*	65
3		*	31.91	*	*	27.66	*	*	31.91	*	*	8.51	*	*	47
4		*	28.26	*	*	45.65	*	*	17.39		*	8.70	*	*	46
5	*	*	36.00	*	*	38.00		*	20.00		*	6.00	*	*	50
6		*	39.29		*	42.86	*	*	10.71		*	7.14	*	*	28
All Grades	*	14.29	31.53	35.29	42.86	40.84	*	14.29	21.32	*	28.57	6.31	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	30.23	*	*	51.16		*	13.95	*	*	4.65	*	*	43
1	*	*	38.89		*	40.74	*	*	20.37		*	0.00	*	*	54
2	*	*	40.00	*	*	44.62	*	*	13.85	*	*	1.54	*	*	65
3		*	38.30	*	*	40.43	*	*	17.02	*	*	4.26	*	*	47
4	*	*	50.00	*	*	34.78		*	8.70		*	6.52	*	*	46
5	*	*	58.00		*	24.00		*	14.00		*	4.00	*	*	50
6		*	57.14		*	32.14	*	*	7.14		*	3.57	*	*	28
All Grades	44.12	28.57	43.84	*	38.10	38.74	*	14.29	14.11	*	19.05	3.30	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	34.88	*	*	23.26	*	*	37.21	*	*	4.65	*	*	43
1	*	*	16.67	*	*	40.74		*	20.37		*	22.22	*	*	54
2	*	*	16.92	*	*	50.77	*	*	23.08	*	*	9.23	*	*	65
3		*	19.15		*	25.53	*	*	40.43	*	*	14.89	*	*	47
4		*	23.91	*	*	32.61	*	*	32.61		*	10.87	*	*	46
5		*	26.00		*	32.00	*	*	32.00		*	10.00	*	*	50
6		*	25.00		*	32.14		*	32.14	*	*	10.71	*	*	28
All Grades	*	4.76	22.52	*	28.57	35.14	*	38.10	30.33	*	28.57	12.01	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	39.53	*	*	55.81	*	*	4.65	*	*	43
1	*	*	48.15	*	*	51.85		*	0.00	*	*	54
2	*	*	41.54	*	*	56.92	*	*	1.54	*	*	65
3		*	42.55	*	*	48.94	*	*	8.51	*	*	47
4	*	*	58.70	*	*	36.96		*	4.35	*	*	46
5	*	*	44.00		*	54.00		*	2.00	*	*	50
6		*	32.14	*	*	67.86		*	0.00	*	*	28
All Grades	52.94	19.05	44.44	35.29	61.90	52.55	*	19.05	3.00	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	32.56	*	*	65.12	*	*	2.33	*	*	43
1	*	*	24.07		*	68.52	*	*	7.41	*	*	54
2	*	*	41.54	*	*	55.38		*	3.08	*	*	65
3		*	53.19	*	*	42.55	*	*	4.26	*	*	47
4	*	*	45.65	*	*	47.83		*	6.52	*	*	46
5	*	*	66.00		*	28.00		*	6.00	*	*	50
6		*	78.57	*	*	14.29		*	7.14	*	*	28
All Grades	38.24	38.10	46.55	47.06	42.86	48.35	*	19.05	5.11	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	16.28	*	*	79.07		*	4.65	*	*	43
1	*	*	33.33	*	*	40.74		*	25.93	*	*	54
2	*	*	32.31	*	*	58.46	*	*	9.23	*	*	65
3		*	25.53	*	*	51.06	*	*	23.40	*	*	47
4		*	28.26	*	*	54.35	*	*	17.39	*	*	46
5		*	38.00	*	*	42.00		*	20.00	*	*	50
6		*	32.14		*	35.71	*	*	32.14	*	*	28
All Grades	*	4.76	29.73	50.00	66.67	52.25	*	28.57	18.02	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	48.84	*	*	32.56	*	*	18.60	*	*	43
1	*	*	14.81	*	*	74.07		*	11.11	*	*	54
2	*	*	21.54	*	*	66.15	*	*	12.31	*	*	65
3		*	23.40	*	*	61.70	*	*	14.89	*	*	47
4	*	*	15.22		*	73.91		*	10.87	*	*	46
5		*	12.00	*	*	78.00		*	10.00	*	*	50
6		*	35.71	*	*	60.71		*	3.57	*	*	28
All Grades	*	19.05	23.12	47.06	57.14	64.86	*	23.81	12.01	34	21	333

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 15% of EL students were reclassified during the 2021-22 school year.
2. Based upon current ELPAC summative data, students are not scoring an overall score of '4' due to lower scores in the domain of writing.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3230	24.6	12.2	0.3
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	395	12.2
Foster Youth	9	0.3
Homeless	7	0.2
Socioeconomically Disadvantaged	793	24.6
Students with Disabilities	370	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	104	3.2
American Indian or Alaska Native	4	0.1
Asian	483	15.0
Filipino	319	9.9
Hispanic	1134	35.1
Two or More Races	159	4.9
Native Hawaiian or Pacific Islander	6	0.2
White	997	30.9

Conclusions based on this data:

1. There is a decrease of more than 4% of students who are "socioeconomically disadvantaged" (37 to 33%); this is based on data from the California Dashboard Report 2019 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 22.7%.
3. Highlands' largest enrollment ethnic groups are White (47%) and Hispanic (43%).





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Blue	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Highlands' chronic absenteeism rate increased during the 2021-22 school year from 3.4% in 2019-20 to 6.7% in 2021-22.
2. Highlands' performance levels in English Language Arts and Mathematics have decreased from the GREEN PERFORMANCE BAND to ORANGE.
3. One student was suspended during the 2021-22 school year. This is equivalent to .001% of the total school population.

School and Student Performance Data

Academic Performance English Language Arts

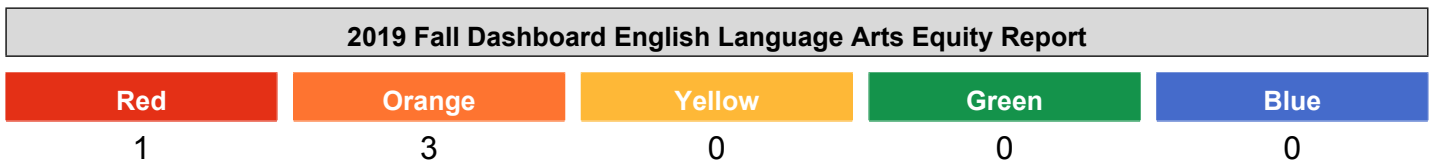
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>15.6 points below standard</p> <p>Declined -11.5 points</p> <p>203</p>	<p>English Learners</p> <p>No Performance Color</p> <p>43.1 points below standard</p> <p>Declined Significantly -29.9 points</p> <p>24</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39.1 points below standard</p> <p>Declined -10.2 points</p> <p>76</p>	<p>Students with Disabilities</p> <p>Red</p> <p>85.3 points below standard</p> <p>Maintained ++1.2 points</p> <p>52</p>

2019 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27 points below standard Declined Significantly -17.7 points 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Orange 8.9 points below standard Declined -10.5 points 101

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.2 points below standard 12	19 points above standard Maintained -2.8 points 12	12.3 points below standard Declined -9.8 points 176

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

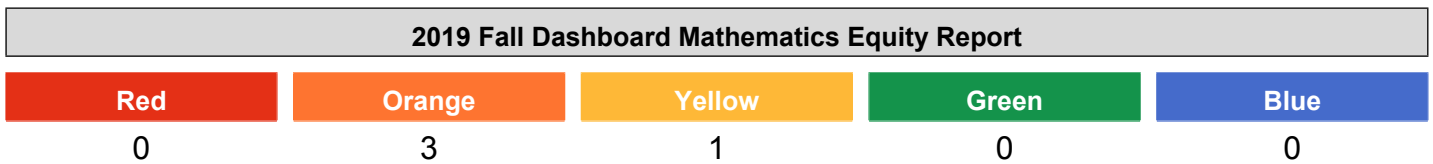
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 34.4 points below standard Declined -11 points 200	<p>English Learners</p> No Performance Color 65.2 points below standard Declined Significantly -38.5 points 24	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p> Orange 68.9 points below standard Declined Significantly -16.6 points 75	<p>Students with Disabilities</p> Orange 110.6 points below standard Increased ++3.6 points 50

2019 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.7 points below standard Declined Significantly -23 points 83	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	(Empty)	 Yellow 20 points below standard Declined -3 points 99

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.2 points below standard 12	6.3 points below standard Declined Significantly -17.2 points 12	30.6 points below standard Declined -7.8 points 173

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

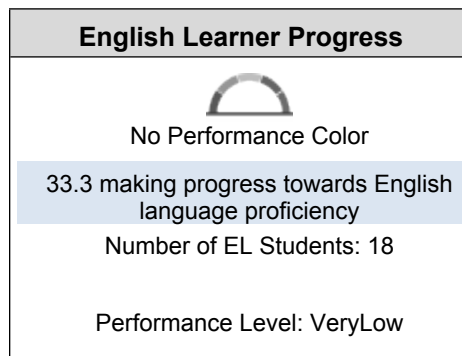
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.5	61.1	5.5	27.7

Conclusions based on this data:

- Five EL students increased by one ELPI level, while twelve EL students maintained the same EL level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

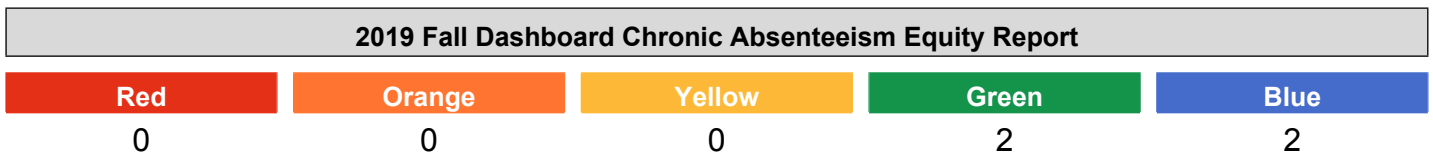
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 3.9 Declined Significantly -4.9 359	<p>English Learners</p>  No Performance Color 3.8 Declined -14.8 26	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p>  Green 3.1 Declined -6.5 128	<p>Students with Disabilities</p>  Green 7.1 Declined -2.9 84

2019 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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 15.4 Declined -1.3 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue 4.5 Declined Significantly -5.2 154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.9 Declined Significantly -4.3 172

Conclusions based on this data:

- 8.8% of our ALL STUDENT group was chronically absent during the 2018-19 school year; this percentage was higher than the district average of 5.4%. Currently, 3.9% of our student population is chronically absent, a decrease of 4.9%.
- All student subgroups decreased in their absenteeism rate from the previous school year.
- Although not indicated on the CA Dashboard, our chronic absenteeism rate increased to 6.71% during the 2021-22 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

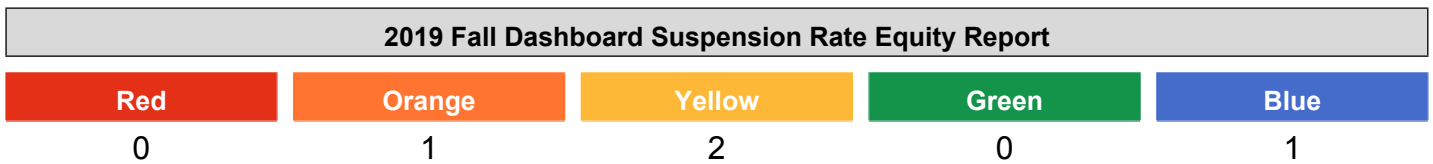
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.6</p> <p>Increased +0.6</p> <p>362</p>	<p>English Learners</p> <p>No Performance Color</p> <p>3.7</p> <p>Increased +3.7</p> <p>27</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>9.1</p> <p>Increased +9.1</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.8</p> <p>Increased +0.8</p> <p>129</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2.4</p> <p>Increased +2.4</p> <p>85</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 7.7 Increased +7.7 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.6 Increased +0.6 155	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 0	 Blue 0 Maintained 0 174

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.6

Conclusions based on this data:

1. Although not indicated on the CA Dashboard, one student was suspended during the 2021-22 school year, which is equivalent to .1% of our school's total population.
2. One student was suspended during the 2018-19 school year; however other means of intervention and behavioral corrections were made. Because of the one suspension, our school's dashboard color moved from BLUE to YELLOW.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase Student Achievement

Goal Statement

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

LCAP Goal

Increase Student Achievement

Basis for this Goal

The basis for this goal came from looking at the the current i-ready scores indicating that approximately 30% percentage of our students were not meeting grade level standards.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady final diagnostic assessment in READING.	71% of students are proficient in the area of READING (June 2022)	81% of students will meet grade level expectations in the area of READING by the end of the 2022-23 school year.
iReady final diagnostic assessment in MATHEMATICS.	67% of students are proficient in the area of MATHEMATICS.(June 2022)	77% of students will meet grade level expectations in the area of MATHEMATICS by the end of the 2022-23 school year.
DLI Assessments (Galileo, Imagine Math)	50% of students are proficient in the area of SLA.	10% growth from September 2022 baseline

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

September 2022 - June 2023

Person(s) Responsible

Administration
Teaching Staff
Support Personnel

Proposed Expenditures for this Strategy/Activity

Amount	13,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PLC Planning with a focus on our unduplicated count students who need to make proficiency in reading and math with instructional assistant support

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students in need of Tier 2 supports

Timeline

September 2022 - June 2023

Person(s) Responsible

Administration
Teachers
Site Intervention TOSA
Site intervention Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student and Parent Engagement

Goal Statement

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

LCAP Goal

Student and Parent Engagement

Basis for this Goal

CHRONIC ABSENTEEISM: Our average daily attendance rate was 93.28% for Highlands and 97.7% for SDIHS, a decrease in attendance from the previous school year.

California Dashboard data on suspension rate and chronic absenteeism

Data from teacher/staff surveys

Student attendance data

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

Electronic accounting of emails, website, Parent Square, etc.

PARTICIPATION/ENGAGEMENT IN SDIHS:

Number of re-occurring re-engagement meetings

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance reports	Attendance rate data indicates that an average of 93.28% of students are reporting to school daily for in-person instruction and 97.7% for SDIHS students.	HI/SDIHS will maintain an average daily attendance record of 98%.
SDIHS Re-engagement Meetings	There were eight re-occurring re-engagement meetings for SDIHS students.	By the end of the 22-23 school year, there will be a decrease in the number of re-occurring re-engagement meetings from September through June.

Planned Strategies/Activities

Strategy/Activity 1

Parent and Student Engagement: Meetings with parents of students who are considered chronically absent

Students to be Served by this Strategy/Activity

Students who are chronically absent

Timeline

22-23 school year

Person(s) Responsible

Administration
Teaching Staff
Support Personnel

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Check in - Check Out plan for students who are chronically absent

Students to be Served by this Strategy/Activity

Students who are considered chronically absent or at-risk of becoming chronically absent

Timeline

22-23 school year

Person(s) Responsible

Administrator
Teacher
PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Reclassification of our EL Students

Goal Statement

Reclassify 25% of students who are EL learners.

LCAP Goal

Increase Student Achievement

Basis for this Goal

Current ELPAC data suggests that 15% of our English learners scored a 4 on the Summative ELPAC, making them eligible for reclassification.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Rate	In the 2021-2022 School year, Highlands reclassified 13 students	In 2022-2023, we would like to reclassify at least 25% of our students who are English Learners.
ELPAC Summative who scored a 4	In the 2021-2022 School year, 15% Highlands/SDIHS students tested at a 4 on the summative ELPAC assessment.	By 2022-2023 ELPAC Summative, we expect to see 25% of our students score a 4.

Planned Strategies/Activities

Strategy/Activity 1

Parent Workshops for EL Parents about importance of reclassification and support for reclassification

Students to be Served by this Strategy/Activity

All English Learners

Timeline

September 2022 - June 2023

Person(s) Responsible

District Office
Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Planning and time for teachers/ELD Coaches to deliver workshops

Strategy/Activity 2

Identify LTELS and create individualized plans to monitor their academic and language progress throughout the year.

Students to be Served by this Strategy/Activity

students identified as Long-term English Learners

Timeline

September 2022 - June 2023

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Time for Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target and address the academic, social emotional, and language needs of our English learners address.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Equity and diversity

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Everyone should feel welcome and included at Highlands.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Climate Survey Question #10	73%	80%

Planned Strategies/Activities

Strategy/Activity 1

Promote cultural observances and celebrations in different ways including in newsletters, in classroom activities, at Monday morning assemblies, in books read by students, staff and librarian.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-June 2023

Person(s) Responsible

Students and staff, both certificated and classified

Proposed Expenditures for this Strategy/Activity

Amount
0

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady final diagnostic assessment in READING.	63% of students will meet grade level expectations in the area of READING by the end of the 2021-22 school year.	70% of our students met grade level expectations in the area of READING on the third and final diagnostic assessment in iReady. Our goal was surpassed by 7 percentage points.
iReady final diagnostic assessment in MATHEMATICS.	46% of students will meet grade level expectations in the area of MATHEMATICS by the end of the 2020-21 school year.	67% of our students met grade level expectations in the area of MATHEMATICS on the third and final diagnostic assessment in iReady. Our goal was surpassed by 21 percentage points.
DLI Assessments (Galileo, Imagine Math)	10% growth from September 2021 baseline	Kindergarten: SLA: From 51% proficient to 61% proficient, a growth of 10% First Grade: SLA: From 41% proficient to 62% proficient, a growth of 21%. Second Grade: SLA: From 40% proficient to 53% proficient, a growth of 13% *Kindergarten: MATH: From 40% proficient to 65% proficient, a growth of 25% First Grade: MATH: From 21% proficient to 43% proficient, a growth of 22%. Second Grade: MATH: From 21% proficient to 62% proficient, a growth of 41%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will build	We have begun to build the PLC process amongst grade level team members by setting individual SMART goals	PLC Planning with a focus on our unduplicated count students who need to make proficiency in	\$13,000/

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets.	and by developing PLC team agendas. Daily English language development support was provided to all EL students for a minimum of 30 minutes per day, 5 days per week.	reading and math 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 13,000	
Provide a Tier 2 systematic intervention program for students needing additional support in grades K-6	Services were focused on students in grades K-6, with a focus on students needing additional support in reading for grades K-2 and mathematics for grades 3-6.		

Analysis

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

We have more work to do with implementing the PLC process at Highlands. A group of teachers will be formally trained alongside the site principal in order to achieve higher levels of PLC implementation.

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

Highlands reached and surpassed all student achievement goals.

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

Our expenditures were appropriate to be able to reach out goals. District funds were also used in order to implement Tier 2 intervention supports.

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 use our end of year diagnostic data from iReady and Galileo as well as CAASPP data, which is not available at this time in order to address achievement gaps.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Decrease student chronic absenteeism in our in-person program and decrease the amount of reoccurring re-engagement meetings for students in our digital program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance reports	HI/SDIHS will maintain an average daily attendance record of 98%.	Our average daily attendance rate was 93.28% for Highlands and 97.7% for SDIHS.
SDIHS Re-engagement Meetings	By the end of the 21-22 school year, there will be a decrease in the number of re-occurring re-engagement meetings from September through June.	The number of re-occurring re-engagement meetings decreased, however the number of chronic absenteeism increased.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent and Student Engagement: Meetings with parents of students who are considered chronically absent	Meetings were held with some of the chronically absent families. More work and consideration needs to be done in this area in order to improve attendance.	None Specified None Specified 0	
Check in - Check Out plan for students who are chronically absent	Nineteen students participated in our Check In- Check Out process this school year. These students were not necessarily chronically absent. We will focus on chronic absenteeism and CICO implementation next school year.	None Specified None Specified 0	

Analysis

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

More work and consideration needs to be done in this area in order to improve attendance.

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

More work and consideration needs to be done in this area in order to improve attendance.

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

None

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

Dates will be scheduled on the calendar on a monthly basis to make calls and hold meetings with families who have excessive absences.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Increase the percentage of students who reclassify as English Language Proficient by 15% by June 2022.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate	In 2021-2022, we would like to reclassify at least 8 students.	Highlands reclassified 13 students in 2021-22.
ELPAC Summative who scored a 4	By 2021-2022 ELPAC Summative, we expect to see 33% of our students score a 4.	33% of our students scored a '4' on the ELPAC summative.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Workshops for EL Parents about importance of reclassification and support for reclassification	We held four ELAC meetings over the 2021-22 school year; one parent attend one of the four meetings.	Planning and time for teachers/ELD Coaches to deliver workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	500
Identify LTELS and create individualized plans to monitor their academic and language progress throughout the year.	LTEL students were included in Tier II intervention supports in both reading and mathematics (6th grade only).	Time for Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target and address the academic, social emotional, and language needs of our English learners address. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000	1000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
LTEL students were included in Tier 2 intervention supports all year.

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

None of the students identified as LTEL (3) were reclassified this school year. 2/3 students have IEPs. One student scored a '4' on the summative ELPAC however did not meet the criteria for reclassification.

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

None

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

We will monitor progress more readily and involve the student/s in setting academic progress goals.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Increase the feeling of inclusivity of family cultures in the school to 89% as measured by the End of Year survey for students, parents, and staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Climate Survey Question #21	89%	73% of parents; 74% of students; 89% of staff

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Promote cultural observances and celebrations in different ways including in newsletters, in classroom activities, at Monday morning assemblies, in books read by students, staff and librarian.	Cultural awareness information was shared monthly in school newsletters, books were promoted in the classrooms, and our library media specialist shared/read books highlighting different cultures.	0	0

Analysis

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

Cultural awareness information was shared monthly in school newsletters, books were promoted in the classrooms, and our library media specialist shared/read books highlighting different cultures.

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

The percentage decreased for both families and students.

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

None

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

We will need to do a needs assessment survey/discussion with staff to determine how staff are promoting different cultures in their classrooms.

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	14,500.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	19,209	19,209.00
LCFF - Supplemental	15,938	1,438.00
Title I Part A: Allocation		
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	14,500.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	13,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,000.00
None Specified	None Specified	0.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 6, 2022.

Attested:



Principal, Susan Bender on June 6, 2022



SSC Chairperson, Dan Kurtz on June 6, 2022