

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highland Elementary	48705816051478	November 2, 2020	

Purpose and Description

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

Schoolwide Program
The purpose of the SPSA is to coordinate all educational services at the school.

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

Our Mission is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: observations, walkthroughs, progress reports, test scores, etc., and commit to focusing our resources to best support our students.

Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.

Our Goal is for every student to have clear attainable pathways to career and/or college success.

In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

Our vision is for our Highland Scholars to obtain strong academic and life skills needed to thrive in the 21st century. We will create an atmosphere of purpose and belonging where all students and staff feel safe and respected. We will build partnerships with our families and school communities to

enrich and strengthen our educational process.

We pledge to teach the California Common Core State Standards to prepare students for the 21st century. We pledge to teach, model, and expect excellent behavior and social skills for the entire school community, as well as the individual student.

In order to assess whether students are meeting academic and social expectations, we pledge to consistently monitor student progress through a variety of measures: observations, student work, test results, and behavior reports.

In the event students do not meet these expectations, we pledge to analyze the data, identify what skills need reteaching, reflect on teaching practices, and present lessons in a variety of ways. We also commit to utilizing our resources to best support our students.

A positive school climate and culture is one of our priorities. In order to foster an effective learning environment, we implement a clear behavior management plan that promotes high expectations. Students are expected to demonstrate the three personal standards: Make good decisions, solve problems, and show respect.

We provide maximum safety and supervision for all students. Parents, teachers, and students are provided with safety procedures throughout the year. All visitors to our school are required to sign in at the main office and receive a visitor's badge before entering classrooms or the playground.

As a school, we take part in monthly emergency drills and utilize the "freeze whistle" in order to gain students' attention on the playground and in large gatherings to provide a venue for giving directions in case of an emergency. The key elements of our Safety plan include, but are not limited to, the following: Fire and Emergency Drills, Earthquake Preparedness, and Lockdown/Civil Unrest Procedures. We have established a Design/Leadership Team that reviews our policies around behavior and safety and works in conjunction with the Principal/our district safety committee. Our safety plan was most recently updated in Fall 2021.

As well, we have implemented the PBIS-Positive Behavior Interventions and Support system to address schoolwide behavior where rules and expectations are consistently taught, modeled, and enforced by school staff. This system includes a rewards system and focus on positive reinforcement in order to bring about expected behavior for all students. In the event that students do not comply with these expectations, interventions and individual behavior plans are implemented through the SST process and support from the Academic Support Provider. Behavior data is reviewed at every staff meeting and ongoing training and collaboration is provided to staff to address behavior concerns. The PAX Good Behavior game and Kimochis support our SEL initiatives.

The parent involvement opportunities we have at Highland Elementary include our Back to School Night and Parent-Teacher Conferences. Because of COVID restrictions, parent volunteers are not allowed on campus; however, family engagement events are held virtually.

We encourage parents to become members of our active Parent-Teacher Organization, School Site Council, the English Learners Advisory Council, and Design/Leadership Team.

At Highland Elementary, we pride ourselves in providing our teachers with continuous professional development opportunities and our students with direct services to enhance their learning experience. Highland School uses state and federal funding to support professional development

and classroom instruction in the following focus areas to support implementation of California Common Core State Standards and Next Generation Science Standards:

- Evidence-based reading, writing, speaking, and listening
- English Language Development
- Mathematics
- Social Emotional Learning
- Grade Level Collaboration
- Teacher release time for peer observations
- GLAD instructional strategies/materials to address English Learner, needs as well as all students
- Small group instruction
- Problem-based interactive learning

Highland Elementary is a FULL-SERVICE COMMUNITY SCHOOL, dedicated to serving the needs of the students and their families. At Highland Elementary, we believe in building a caring community of learners where children, staff and parents work together to meet the needs of each child.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	20
Overall Performance	22
Academic Performance	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	40
Goal 3.....	47
Budget Summary	57
Budget Summary	57
Other Federal, State, and Local Funds	57
Budgeted Funds and Expenditures in this Plan.....	58
Funds Budgeted to the School by Funding Source.....	58
Expenditures by Funding Source	58
Expenditures by Budget Reference	58
Expenditures by Budget Reference and Funding Source	58
Expenditures by Goal.....	58
School Site Council Membership	59
Recommendations and Assurances	60
Instructions.....	61
Instructions: Linked Table of Contents.....	61

Purpose and Description62

Stakeholder Involvement.....62

Resource Inequities62

Goals, Strategies, Expenditures, & Annual Review63

Annual Review64

Budget Summary65

Appendix A: Plan Requirements67

Appendix B:70

Appendix C: Select State and Federal Programs72

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Information was gathered from students, parents, and teachers in various formats. Student surveys were conducted through group discussions with 4th and 5th grade students. Their favorite subjects included math, Google Classroom, and Project Lead the Way lessons. Parents provided feedback during LCAP surveys, ELAC, and SSC meetings. Parents were satisfied with the instructional programs; however, their main concerns were recovering from the impact of COVID-19 and the reduced amount of in-person learning. Based on comments from ParentSquare, parents appreciated the safety protocols that were implemented during hybrid learning in the Spring of 2021. The results from teacher surveys indicated the following professional development needs: evidence-based writing, small group instruction, rigorous learning opportunities, NGSS, and strategies to integrated Social Emotional Learning during instruction.

Classroom Observations

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

Classroom observations were adapted to a distance learning format. The relevant use of technology and educational platforms were the focus of virtual classroom observations. Close reading, problem-based interactive learning in math, and writing were also observed when appropriate. The PEERR form was adapted to "Glows and Grows." Approximately 75% of virtual classrooms implemented the instructional focus areas consistently.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

VCUSD local assessments were used three times per year to determine student progress towards grade-level standards. Due to COVID-19, schools were closed and CAASPP was not administered. Grade level teams analyzed student data to determine key instructional strategies that would further support intensive, strategic, and on level and challenge students. K-2 students who consistently scored in the intensive band needed phonics instruction, writing, and basic skills in math. Similarly, students in 3-5 who score in the intensive band needed intensive phonics instruction, writing, comprehension, and support with problem solving in math.

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

HMH, Pearson, Results, and curriculum-embedded performance tasks were used as formative assessments at least 4 times during the school year to modify instruction. The results were similar to the data gathered from the previous category. Students who consistently scored in the intensive band needed support in reading word problems, algorithms, and fluency with basic facts.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff met ESEA requirements.

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

Sixteen out of 18 teachers are fully credentialed. Two teachers are interns. All teachers have received initial training on SBE-adopted instructional materials and have access to ongoing site-based and district-provided professional development.

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

Staff development is aligned with ELA, Math, NGSS content standards and Social Emotional Learning (SEL). Highland's instructional habits (Consistency, Rigor, and Focus) is the framework that provides guidance for concrete and observable instructional focus areas. In order for students to make progress in all content areas, teachers will receive ongoing training in the following areas: evidence-based reading, writing, speaking, and listening; small group instruction; and integrating DOK 3 and 4 questioning and student tasks.

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

A full-time teacher leader and the principal provide differentiated support for all teachers. The teacher leader is the instructional coach who models lessons, conducts classroom observations, provides coaching, facilitates grade level collaboration, and provides staff development on key instructional strategies. The teacher leader also facilitates monthly "new teacher" meetings.

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

Teachers have several opportunities to collaborate with grade level teams which include the following: bi-monthly collaboration on district professional development days; monthly grade level release days; one additional hour of monthly collaboration outside of the duty day.

Teaching and Learning

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

All curriculum, instruction, and materials are aligned with content and performance standards.

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

Adherence to recommended instructional minutes for reading/language arts and math are evidenced by Highland's instructional minutes schedule.

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

The VCUSD curriculum pacing guides provide guidance to ensure that all content standards are covered over the course of the school year. Scheduling flexibility exists based on each classroom's intervention needs. Additional intervention opportunities are provided before and after school.

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

All student groups have sufficient access to standards-based instructional materials.

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

SBE-adopted and standards-aligned instructional materials, including intervention materials are consistently utilized in all classrooms.

Opportunity and Equal Educational Access

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

Highland Elementary provides additional services to support underperforming students. Small-group instruction is provided 4 to 5 times per week for students who have scored "intensive" and "strategic" on site-based and local assessments. Imagine Learning and Imagine Math are two web-based resources that provide instruction in reading, vocabulary, phonics, and mathematics. Intervention groups are fluid and are based on the specific needs of students.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices to raise student achievement including the following: student academic and behavioral data analysis, classroom observations and professional development. Student data is analyzed on a consistent basis by classroom teachers, the principal, and support staff. Academic data provides information about specific content standards where students are struggling and also informs professional development needs. Behavioral data provides social-emotional learning needs which often impacts a student's readiness for learning. Instructional focus areas to raise student achievement were developed by the principal and teachers. The basis for identifying the instructional focus areas for 2019-2020 was data collected from classroom observations and staff input. The principal and teacher leader will be conducting instructional leadership walks at other school sites three times this year. Teachers will participate in instructional rounds with a focus on Highland's instructional focus areas.

Triangulation of student data, classroom observations of implementation of instructional focus areas, and teacher surveys will be utilized to measure student achievement.

Parental Engagement

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

Support for under-achieving students is initiated by the Student Success Team (SST) process. The Academic Support Provider, Principal, Teacher Leader, Classroom Teacher, and parents collaborate to develop a plan. The SST plan includes goals and strategies to address the specific academic and social-emotional needs of the student. The SST team reconvenes after a 6 to 8 week cycle to monitor the progress of the student, make adjustments to the plan as needed, and seek additional resources if goals are not met. Additional resources include small group instruction, Imagine Learning, Imagine Math, tutoring and intervention classes after school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Implementation and evaluation of ConApp programs involve the School Site Council (SSC), Design Team, and English Learner Advisory Council (ELAC). Administrative, classified, and certificated staff and parents are represented. Highland Elementary's goal is to increase parent participation.

Funding

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

Services provided by categorical funds include the following: interventions, professional development, instructional materials, technology and social-emotional learning curriculum.

Fiscal support (EPC)

Highland Elementary receives fiscal support from the General Fund, Title I, and LCAP.

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

This SPSA was designed in collaboration with parents, certificated staff, and classified staff. Meetings, surveys, and focus groups were the methods in which data was collected to revise the SPSA from the previous school year.

Resource Inequities

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

Resource inequities were not identified based on the most recent needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.48%	1.75%	1.2%	8	8	6
African American	23.99%	22.37%	22.4%	130	102	110
Asian	0.74%	0.88%	0.8%	4	4	4
Filipino	4.61%	4.82%	3.9%	25	22	19
Hispanic/Latino	57.01%	57.24%	59.7%	309	261	293
Pacific Islander	1.29%	0.44%	1.2%	7	2	6
White	9.04%	9.65%	7.7%	49	44	38
Multiple/No Response	%	0.44%	1.6%		11	8
Total Enrollment				542	456	491

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	84	90	73
Grade 1	93	58	65
Grade 2	78	78	65
Grade3	92	67	69
Grade 4	91	77	69
Grade 5	104	86	81
Grade 6			69
Total Enrollment	542	456	491

Conclusions based on this data:

1. Hispanic/Latino students comprise over 50% of the student population.
2. African American students comprise almost 25% of student population.
3. Enrollment continues to decline over three years.

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	197	171	161	36.3%	37.5%	32.8%
Fluent English Proficient (FEP)	30	43	46	5.5%	9.4%	9.4%
Reclassified Fluent English Proficient	0	41	4	0.0%	20.8%	2.3%

Conclusions based on this data:

1. English Learners are a significant subgroup and remains consistent over three years.
2. Fluent English Proficient students increased by 3.9 percentage points between 18-19 and 19-20. FEP students remained the same from 19-20 to 20-21.
3. Reclassified Fluent English Proficient increased to from 0 % to 20.8 percent in 19-20. RFEP SUDENTS DECREASED FROM 20.8% in 19-20 to 2.3% in 20-21

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	94	89	101	94	88	101	94	88	98.1	100	98.9
Grade 4	103	102	77	103	102	77	103	102	77	100	100	100
Grade 5	113	106	101	108	106	101	108	106	101	95.6	100	100
All Grades	319	302	267	312	302	266	312	302	266	97.8	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2370.	2398.	2382.	5.94	12.77	13.64	16.83	29.79	21.59	24.75	18.09	13.64	52.48	39.36	51.14
Grade 4	2402.	2427.	2414.	11.65	12.75	12.99	8.74	18.63	12.99	19.42	15.69	28.57	60.19	52.94	45.45
Grade 5	2415.	2458.	2458.	7.41	11.32	7.92	12.96	19.81	22.77	17.59	22.64	24.75	62.04	46.23	44.55
All Grades	N/A	N/A	N/A	8.33	12.25	11.28	12.82	22.52	19.55	20.51	18.87	22.18	58.33	46.36	46.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.91	10.64	13.64	31.68	46.81	43.18	59.41	42.55	43.18
Grade 4	11.65	15.69	6.49	40.78	45.10	50.65	47.57	39.22	42.86
Grade 5	10.19	14.15	10.89	35.19	35.85	41.58	54.63	50.00	47.52
All Grades	10.26	13.58	10.53	35.90	42.38	44.74	53.85	44.04	44.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.00	14.89	14.77	43.00	43.62	39.77	48.00	41.49	45.45
Grade 4	9.80	6.86	10.39	38.24	48.04	45.45	51.96	45.10	44.16
Grade 5	11.11	15.09	13.86	25.00	43.40	45.54	63.89	41.51	40.59
All Grades	10.00	12.25	13.16	35.16	45.03	43.61	54.84	42.72	43.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.92	12.77	10.23	53.47	63.83	62.50	38.61	23.40	27.27
Grade 4	10.68	9.80	9.09	42.72	64.71	57.14	46.60	25.49	33.77
Grade 5	4.63	12.26	5.94	55.56	50.94	64.36	39.81	36.79	29.70
All Grades	7.69	11.59	8.27	50.64	59.60	61.65	41.67	28.81	30.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.90	21.28	10.23	49.50	44.68	45.45	40.59	34.04	44.32
Grade 4	5.83	11.76	7.79	47.57	47.06	46.75	46.60	41.18	45.45
Grade 5	8.33	16.04	13.86	33.33	41.51	41.58	58.33	42.45	44.55
All Grades	8.01	16.23	10.90	43.27	44.37	44.36	48.72	39.40	44.74

Conclusions based on this data:

1. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	95	90	101	95	89	100	95	89	98.1	100	98.9
Grade 4	103	102	77	103	102	77	103	102	77	100	100	100
Grade 5	112	105	101	109	104	101	109	104	101	97.3	99	100
All Grades	318	302	268	313	301	267	312	301	267	98.4	99.7	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2396.	2393.	5.00	9.47	8.99	20.00	26.32	22.47	27.00	23.16	23.60	48.00	41.05	44.94
Grade 4	2416.	2421.	2426.	5.83	1.96	10.39	8.74	18.63	10.39	37.86	35.29	31.17	47.57	44.12	48.05
Grade 5	2411.	2439.	2449.	8.26	8.65	5.94	2.75	8.65	12.87	17.43	20.19	30.69	71.56	62.50	50.50
All Grades	N/A	N/A	N/A	6.41	6.64	8.24	10.26	17.61	15.36	27.24	26.25	28.46	56.09	49.50	47.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.00	22.11	21.35	34.00	30.53	26.97	55.00	47.37	51.69
Grade 4	8.74	6.86	11.69	27.18	26.47	25.97	64.08	66.67	62.34
Grade 5	7.34	12.50	8.91	16.51	16.35	31.68	76.15	71.15	59.41
All Grades	8.97	13.62	13.86	25.64	24.25	28.46	65.38	62.13	57.68

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.00	17.89	15.73	41.00	41.05	43.82	47.00	41.05	40.45
Grade 4	7.77	7.84	7.79	37.86	47.06	41.56	54.37	45.10	50.65
Grade 5	7.34	7.69	7.92	24.77	34.62	33.66	67.89	57.69	58.42
All Grades	8.97	10.96	10.49	34.29	40.86	39.33	56.73	48.17	50.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.00	16.84	14.61	47.00	48.42	41.57	40.00	34.74	43.82
Grade 4	7.77	6.86	11.69	33.01	51.96	40.26	59.22	41.18	48.05
Grade 5	5.50	7.69	4.95	24.77	39.42	38.61	69.72	52.88	56.44
All Grades	8.65	10.30	10.11	34.62	46.51	40.07	56.73	43.19	49.81

Conclusions based on this data:

1. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1375.9	1396.0	1388.1	1406.1	1347.4	1372.3	48	34
Grade 1	1430.4	1398.1	1440.0	1413.4	1420.1	1382.4	34	38
Grade 2	1461.4	1455.3	1454.6	1459.1	1467.6	1451.2	43	13
Grade 3	1464.3	1470.2	1456.2	1464.2	1472.0	1475.9	39	24
Grade 4	1495.3	1492.6	1485.6	1495.7	1504.6	1489.1	42	31
Grade 5	1494.4	1511.1	1475.7	1510.9	1512.5	1510.9	29	28
All Grades							235	168

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.94	*	23.53	31.25	52.94	37.50	20.59	48	34
1	*	0.00	*	10.53	*	42.11	47.06	47.37	34	38
2	*	0.00	46.51	23.08	*	69.23	*	7.69	43	13
3	*	0.00	*	25.00	30.77	54.17	41.03	20.83	39	24
4	*	3.23	45.24	35.48	*	38.71	*	22.58	42	31
5	*	7.14	48.28	32.14	*	53.57	*	7.14	29	28
All Grades	14.47	2.38	31.91	24.40	25.11	49.40	28.51	23.81	235	168

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.82	*	23.53	*	47.06	39.58	20.59	48	34
1	35.29	2.63	*	26.32	*	28.95	*	42.11	34	38
2	30.23	7.69	39.53	38.46	*	53.85	*	0.00	43	13
3	*	4.17	43.59	45.83	*	33.33	*	16.67	39	24
4	26.19	35.48	40.48	35.48	*	19.35	*	9.68	42	31
5	*	25.00	51.72	46.43	*	25.00	*	3.57	29	28
All Grades	22.98	14.29	34.47	34.52	19.57	32.74	22.98	18.45	235	168

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	23.53	41.67	58.82	45.83	17.65	48	34
1	*	0.00	*	5.26	*	28.95	64.71	65.79	34	38
2	*	0.00	39.53	23.08	*	53.85	*	23.08	43	13
3	*	0.00	*	8.33	28.21	54.17	56.41	37.50	39	24
4	*	0.00	*	12.90	38.10	51.61	28.57	35.48	42	31
5	*	0.00	*	14.29	48.28	57.14	*	28.57	29	28
All Grades	11.91	0.00	18.30	13.69	31.06	49.40	38.72	36.90	235	168

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	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	2.94	31.25	73.53	35.42	23.53	48	34
1	50.00	10.53	41.18	57.89	*	31.58	34	38
2	51.16	15.38	44.19	76.92	*	7.69	43	13
3	*	4.17	64.10	62.50	*	33.33	39	24
4	*	12.90	69.05	77.42	*	9.68	42	31
5	*	10.71	82.76	75.00	*	14.29	29	28
All Grades	31.49	8.93	53.62	69.64	14.89	21.43	235	168

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	45.83	50.00	43.75	38.24	48	34
1	*	2.63	38.24	50.00	32.35	47.37	34	38
2	*	23.08	60.47	61.54	*	15.38	43	13
3	*	45.83	43.59	29.17	30.77	25.00	39	24
4	47.62	48.39	28.57	38.71	*	12.90	42	31
5	*	64.29	44.83	21.43	*	14.29	29	28
All Grades	27.66	30.95	43.83	41.07	28.51	27.98	235	168

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.58	91.18	31.25	8.82	48	34
1	*	0.00	*	39.47	55.88	60.53	34	38
2	25.58	0.00	51.16	84.62	*	15.38	43	13
3	*	4.17	28.21	50.00	66.67	45.83	39	24
4	*	3.23	52.38	54.84	33.33	41.94	42	31
5	*	10.71	62.07	60.71	*	28.57	29	28
All Grades	14.47	2.98	46.81	61.31	38.72	35.71	235	168

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	20.59	31.25	38.24	54.17	41.18	48	34
1	*	0.00	32.35	36.84	55.88	63.16	34	38
2	27.91	0.00	58.14	76.92	*	23.08	43	13
3	*	0.00	46.15	58.33	41.03	41.67	39	24
4	*	3.23	73.81	61.29	*	35.48	42	31
5	*	3.57	58.62	85.71	*	10.71	29	28
All Grades	18.72	5.36	49.79	55.95	31.49	38.69	235	168

Conclusions based on this data:

1. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
456	84.9	37.5	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	171	37.5
Foster Youth	5	1.1
Homeless	7	1.5
Socioeconomically Disadvantaged	387	84.9
Students with Disabilities	40	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	102	22.4
American Indian	8	1.8
Asian	4	0.9
Filipino	22	4.8
Hispanic	261	57.2
Two or More Races	11	2.4
Pacific Islander	2	0.4
White	44	9.6

Conclusions based on this data:

1. The significant subgroups at Highland Elementary include socioeconomically disadvantaged students, English learners, Hispanic students, and African American students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. ELA performance declined by 10.7 points; Math performance increased by 2.7 points.
2. Chronic absenteeism declined by .9%. Five percentage points are needed to shift to yellow.
3. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

School and Student Performance Data

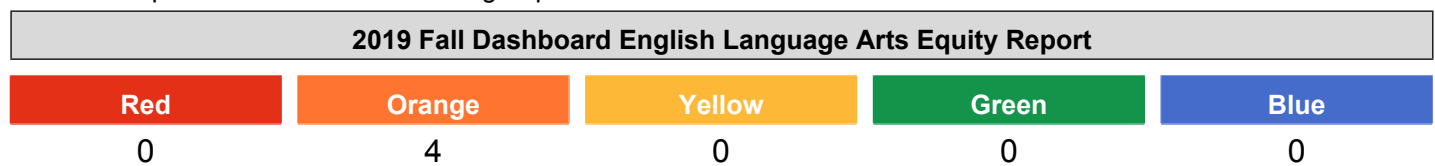
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 50.3 points below standard Declined -10.7 points 262	 Orange 57.5 points below standard Declined -12.2 points 134	 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 5	 Orange 52.8 points below standard Declined -6.6 points 231	 No Performance Color 140.9 points below standard Declined Significantly -37.7 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 67.7 points below standard Declined Significantly -16.2 points 64	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0.6 points below standard Increased Significantly ++28.6 points 11
Hispanic  Orange 55.9 points below standard Declined Significantly -17.9 points 155	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 9.4 points above standard Declined -5.7 points 21

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 101.5 points below standard Declined Significantly -25.3 points 83	Reclassified English Learners 13.9 points above standard Declined Significantly -17.5 points 51	English Only 46.6 points below standard Declined -10 points 123
--	---	---

Conclusions based on this data:

1. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

School and Student Performance Data

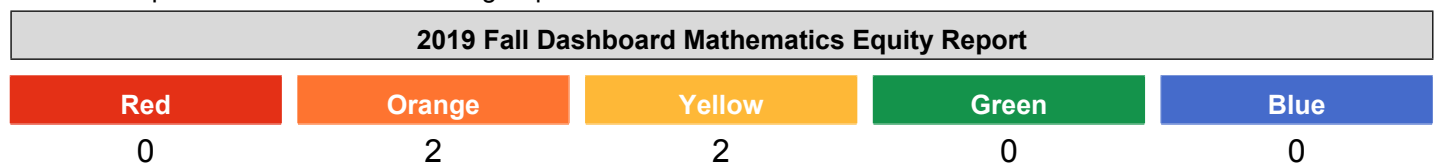
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
All Students  Orange 60.8 points below standard Maintained ++2.4 points 262	English Learners  Yellow 57.6 points below standard Increased ++3.9 points 134	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Yellow 61.8 points below standard Increased ++3.6 points 231	Students with Disabilities  No Performance Color 145.4 points below standard Maintained ++2.3 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 90 points below standard Maintained -1.6 points 64	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 14.2 points below standard Increased ++13.7 points 11
Hispanic  Orange 57.6 points below standard Maintained ++1.8 points 155	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 19.3 points below standard 21

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 94.8 points below standard Declined -10.7 points 83	Reclassified English Learners 2.8 points above standard Increased ++8.1 points 51	English Only 67 points below standard Maintained ++0.7 points 123
---	---	---

Conclusions based on this data:

1. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET
3. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

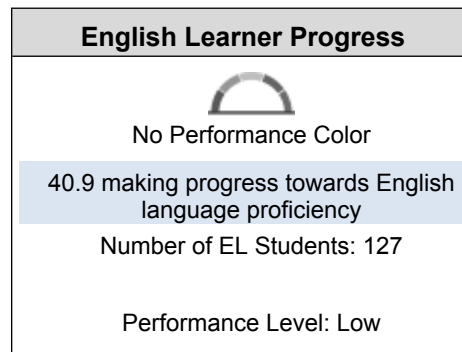
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
26.7	32.2		40.9

Conclusions based on this data:

1. Targeted support for English learners is required to increase performance on ELPAC.
2. GLAD strategies, ELD instruction, and Imagine Learning will be utilized to further support English language acquisition.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

School and Student Performance Data

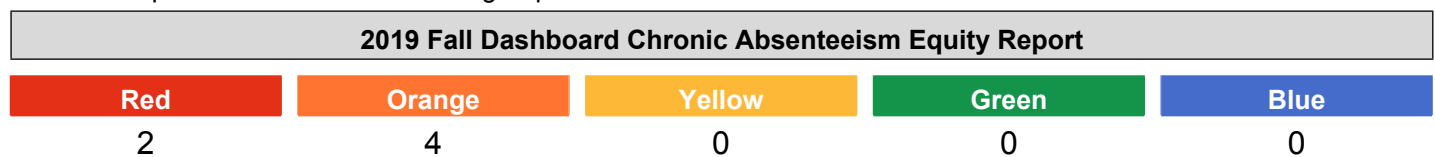
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 28.8 Declined -0.9 562	 Orange 25 Declined -2.3 232	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 35.7 14	 Red 30.2 Maintained -0.2 496	 Orange 32.8 Declined -2.2 58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 38.1 Increased +6 139	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  No Performance Color 30.8 Declined -8.6 26
Hispanic  Orange 25.9 Declined -1.7 317	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Orange 28 Declined -0.6 50

Conclusions based on this data:

1. Although some student groups showed a decline in chronic absenteeism, overall chronic absenteeism remains to be a significant concern.
2. Incentive programs, parent awareness, truancy letters, and the SST process are strategies to address chronic absenteeism.
3. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A

School and Student Performance Data

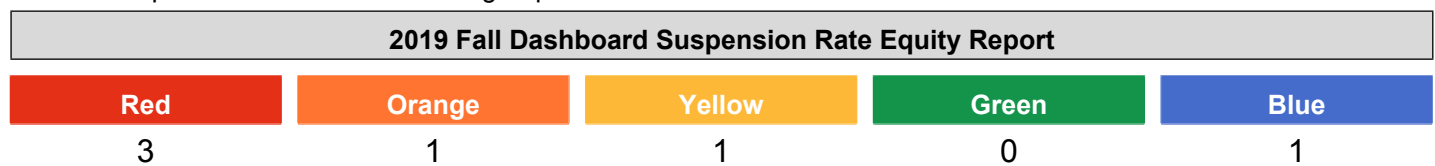
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
All Students  Orange 3.3 Increased +1.4 601	English Learners  Blue 0.4 Maintained 0 246	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 10
Homeless  No Performance Color 18.8 16	Socioeconomically Disadvantaged  Orange 3.5 Increased +1.3 519	Students with Disabilities  Red 10 Increased +8.5 60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 7.4 Increased +3.6 149	American Indian  No Performance Color Less than 11 Students - Data 8	Asian  No Performance Color Less than 11 Students - Data 7	Filipino  No Performance Color 3.7 Increased +3.7 27
Hispanic  Yellow 0.9 Increased +0.6 334	Two or More Races  No Performance Color 0 Declined -7.8 15	Pacific Islander  No Performance Color Less than 11 Students - Data 7	White  Red 7.4 Increased +7.4 54

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.9	3.3

Conclusions based on this data:

1. Suspension rates increased by 1.4 points.
2. The PAX behavior management game, professional development in social emotional learning, and social emotional learning strategies, and restorative practices will be implemented to decrease suspensions.
3. DUE TO COVID-19 THERE IS NO NEW DATA REPORTED ON THIS DATA SET

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes

Goal 1

Increase Parent and Community Engagement in improving student outcomes

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	50%	55%
5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	100%	100%
Ensure parent representation for English Learners, low socioeconomic and students with exceptional needs student groups at each site council meeting including SSC and ELAC.	TBD	100%
Parent and student use in grades 3-5 of the AERIES gradebook will increase by at least 5 percentage annually	TBD	TBD

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Meet w/ SSC, ELAC, PTO, and Design and Care Teams on regularly scheduled meetings to monitor student achievement data and appropriate allocation of funding.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2816

Source(s)

Title I Part A: Parent Involvement

Design Team - LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide parent nights/PIQE (Parent Institute for Parent Education) to support parent involvement in student educational process and FSCS Family Nights to inform parents about available resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Full Service Community School - Site-based

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Enhance parent leadership through DESIGN TEAM/SSC/ELAC/DAC/DELAC/PTO representation and facilitation of meetings and school presentations/showcases.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Seek and collaborate with community partners in order to provide services for students and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Engage, inform, and train parents on a regular basis on how to access their child's academic progress as well as provide strategies to support learning at home

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collect and review survey data in order to develop programs and services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain the school website, ParentSquare, and other media platforms that inform parents and students with important school information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Hispanic student groups

Strategy/Activity

Provide translation/interpretation services for Spanish Speaking families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide opportunities for SST members to attend quality professional development for parent engagement and education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 1.1

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide quality professional development for families to include but may not be limited to Latino Family Literacy Night, Math Instruction, Project GLAD, differentiation, PLTW, and early literacy instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Parent Involvement

See 1.1

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Overall parent engagement has increased as a result of increased communication through ParentSquare, all calls, the school website, text messages, translation services, and support from the bilingual parent liaison. In addition to various parent leadership groups such as SSC and ELAC, parents have multiple opportunities to attend school sponsored events that celebrate culture, music, performing arts, and STEAM.

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

The budget expenditures were appropriately aligned to implement the strategies/activities that supported the goal.

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

Modifications that will be made to increase parent engagement include additional the use of social media to advertise, inform, and showcase school events. Parents will be surveyed to identify workshop needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Goal 2

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	5%	3%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	N/A	N/A
Increase average daily attendance 1 percentage point or more annually	92%	93%
Decrease chronic absenteeism by 2 percentage points or more annually	27%	22%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor and request repairs and/or enhancements for the physical infrastructure of the school campus to provide safe and conducive learning environments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement ongoing positive behavior incentive systems, school-wide and in classroom settings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3200

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide ongoing professional development in PAX, PBIS Kimochis and Restorative Justice/Discipline as well as ongoing training and capacity building of school staff to positively impact student behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5090

Title I Part A: Allocation

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Monitor and provide feedback to teachers and staff for implementation of positive behavior programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide professional development opportunities and instructional materials for social-emotional learning and culturally responsive practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I Part A: Allocation

See 2.3

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Address chronic absenteeism challenges by increasing communication between parents, ASP, teachers, and administrative staff through phone calls, home visits, and notices sent home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize reward system for high attendance percentage and improved attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

None Specified
Intervention

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students identified as chronically absent

Strategy/Activity

Support students with chronic absences through the SST process by sharing resources and developing attendance contracts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide enrichment and extension opportunities to support STEAM through in-person and/or virtual field trips.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Field Trips

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide resources for special interest student clubs, such as girls social skills club (girls' circle), music, performing arts, coding, and engineering.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15793

Source(s)

LCAP

Broad Course of Study

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

Students identified through the SST process

Strategy/Activity

Provide Mental Health Intervention Support to students with behavioral challenges

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 2.3

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Focus on teacher retention through teacher recognition, staff engagement activities, collaboration, and transformative practices that help teachers reach their full potential.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Student/Staff Recognition

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide training on de-escalation strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 2.3

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build relationships with families by maintaining consistent communication of student academic and behavioral progress through various social media platforms, ParentSquare, and curriculum-based parent resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID-19 current data is unavailable; however, additional professional development in social emotional learning, culturally responsive practices, and classroom management (PAX) will be provided.

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

The budget expenditures were appropriately aligned to implement the strategies/activities that supported the goal.

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

Modifications will include professional development in social emotional learning and increased support to students who have behavioral and academic challenges.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Increase the Number of Students Graduating College and Career Ready

Goal 3

Increase the Number of Students Graduating College and Career Ready

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC levels 3 and above	4%	9%
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	CAASPP Math - 24% CAASPP ELA - 31.2%	CAASPP Math - 29% CAASPP ELA - 36.2%
The numbers of English Learners making progress of one level or more each year	29%	34%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will increase by no less than 5 percentage points annually		
Increase English Learner reclassification rate by no less than 5 percentage points	18%	23%
Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually	N/A	N/A
100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	100%	100%
95% of individuals with exceptional needs will have access to rigorous academy classes at the high school level and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in grades TK-8	TBD	95%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	ELA - 23 percentage points Math - 20 percentage points	Decrease by 5 percentage points in ELA and math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Leader hired for coaching teachers, facilitating grade level collaboration, and provide support in the following areas: research-based instructional strategies to address common core, Highland's Instructional focus areas, classroom walkthroughs, NGSS, intervention, and effective use of technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

121427

Source(s)

Title I Part A: Allocation

TL Salary

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide quality professional development through staff meetings, grade level collaboration, peer observations, and on-site training to support the continuous improvement of instructional practices and share knowledge that will support Highland's Instructional Focus Areas, GLAD, Common Core, PBIS, PLTW, PEERR)

Instructional Focus Areas:

- Reading – Academic Vocabulary to support reading comprehension; close reading
- Writing – Evidence- based writing; writing connected to reading
- Math – problem solving and building conceptual understanding

DOK 3 AND 4 questions and tasks

- Small group instruction
- Feedback
- Early Literacy Skills – TK-2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I Part A: Allocation

None Specified

Collaboration

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide students with enrichment opportunities to the core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCAP

Broad Course of Study

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase additional instructional materials aligned with common core instruction in ELA, Math, RTI, STEAM – technology and engineering focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCAP

See 3.2

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase or renew computer software and online subscriptions to support student academic success, Common Core, CAASPP (assessments), and STEAM.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCAP

See 3.2

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Ensure that SSTs are held in a timely manner to support Tier 2 & Tier 3 students. Monitor students on the hot list.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Fully implement state-adopted, Common Core standards aligned core curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase technology, hands-on science (STEAM) materials, classroom furniture to support instruction the school's focus on technology and engineering.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Hire Teacher Leader, Bilingual Tutor, Academic Support Provider, Psych Intern, Mental Health Support Provider and/or consultants.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 3.2

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Identified students

Strategy/Activity

Provide classroom interventions and enrichment, before and after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17862

Source(s)

LCAP
Intervention

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase additional instructional materials and technology to support intervention in English language arts and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCAP

Intervention and enrichment

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

See 3.2

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide collaboration time for teachers - grade level teams, new teachers, design team members, and intervention teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7775

Source(s)

LCAP

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Create instructional schedule using site/district templates to ensure that all students are appropriately placed and receive access to ELA/ELD, Math and core subject curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 3.2

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide support block to effectively address diverse learning needs through intensive instruction based on achievement levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See 3.2

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide additional instruction in ASES Extended Learning Program to address academic areas of concern and support high achieving students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide parent workshops to support literacy, math, science, and distance learning at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide opportunities for staff to attend conferences aligned with instructional focus areas, Project Lead The Way/NGSS, ELD, English Language Arts, and Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4789

Source(s)

Title I Part A: Allocation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide professional development and instructional materials to support arts and music.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Broad Course of Study

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID-19, current data is unavailable; however, ongoing professional development, classroom visits, and a focus on the integration of social emotional learning and rigorous instruction will be implemented to support this goal.

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

The budget expenditures were appropriately aligned to implement the strategies/activities that supported the goal.

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

Modifications will be made to integrate social emotional learning and culturally responsive practices along with create rigorous and engaging learning environments.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,752.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$141,306.00
Title I Part A: Parent Involvement	\$2,816.00

Subtotal of additional federal funds included for this school: \$144,122.00

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

State or Local Programs	Allocation (\$)
LCAP	\$89,630.00

Subtotal of state or local funds included for this school: \$89,630.00

Total of federal, state, and/or local funds for this school: \$233,752.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCAP	89,630.00
Title I Part A: Allocation	141,306.00
Title I Part A: Parent Involvement	2,816.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	89,630.00
	Title I Part A: Allocation	141,306.00
	Title I Part A: Parent Involvement	2,816.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,816.00
Goal 2	29,083.00
Goal 3	201,853.00

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
- 4 Parent or Community Members

Name of Members	Role
Amy P. Parangan	Principal
Denita Robbins	Classroom Teacher
Lisa Stevens	Classroom Teacher
Faustino Cadiz	Classroom Teacher
Monica Romero	Parent or Community Member
Lauren Wilson	Parent or Community Member
Dia Maldonado	Parent or Community Member
Duke Brown	Other School Staff
Victoria Avalos	Parent or Community Member
Jose Padilla	Parent or Community Member

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

ON FILE

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 10/11/2021.

Attested:

ON File

Principal, Dr. Amy Parangan, Principal on 10/11/2021

ON File

SSC Chairperson, Denita Robbins on 10/11/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019