

School Year: **2019-20**



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
Highlands Elementary School	41690396044911	8/28/19	

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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

Staff (Classified & Certificated): 4/16/2019, 4/29/2019, 5/14/2019, 5/28/2019, & 5/29/2019
 ELAC: 3/26/2019 & 6/4/2019
 SSC: 4/16/2019 & 6/4/2019

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
554	19.1%	18.4%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	18.4%
Homeless	2	0.4%
Socioeconomically Disadvantaged	106	19.1%
Students with Disabilities	35	6.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9%
Asian	106	19.1%
Filipino	9	1.6%
Hispanic	146	26.4%
Two or More Races	69	12.5%
White	216	39.0%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Highlands Elementary School								
Literacy								
Summative Indicators								
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	38.2 points above standard	37.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	37.5 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)		4 point rise	-0.8 point decrease	No	4 point rise
SED "Average Points Above Standard"	-56.8 points below standard	-47.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	-47.6 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)		15 point rise	9.2 point rise	No	15 point rise
EL "Average Points Above Standard"	-35.9 points below standard	-39 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-3.2 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-107.8 points below standard	-64.4 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	43.4 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	28.4 points above standard	18.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	18.3 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	62.2 points above standard	52.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	52.3 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)		N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)		Pending	Pending	Pending	Pending
Leading Indicators								
	Baseline [Fall 2018]	Final Assessment [Spring 2019]						
Galileo	65% Met Standard	63% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	63% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	39% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester						
F&P	71% Met Standard	76% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	76% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)		80 % Met Growth	69% Met Growth	No	80 % Met Growth

		Mathematics					
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets	17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	29.6 points above standard	15.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	15.9 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-13.7 point decrease	No	3 point rise
SED "Average Points Above Standard"	-52.9 points below standard	-54.9 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-54.9 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-2.1 point decrease	No	15 point rise
EL "Average Points Above Standard"	-33.7 points below standard	-40.5 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-6.8 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-91.1 points below standard	-71.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	19.7 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	32.5 points above standard	14 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	14 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	38.4 points above standard	4.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	4.6 points above	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	52% Met Standard	56% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	56.% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	45% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. ELA and Math scores are in the green area.
 ELA showed most increase in Students with disabilities increased (43.4 points), 2 or more races increased (19.7 points), SED increased (9.2 points), Asian population increased as well (6.5 points).
 Mathematics scores showed Students with disabilities increased (19.7 points), Reclassified EL students increased (16 points)

Data Statements: Challenges

2. 5th grade Math - more reading intervention needed.
 Computation and unpacking word problems
 Conceptual understanding
 More focus needed with math concepts

Why are we getting these results?

3. EL (Math and ELA) scores show a decline, as newcomers can't read material yet

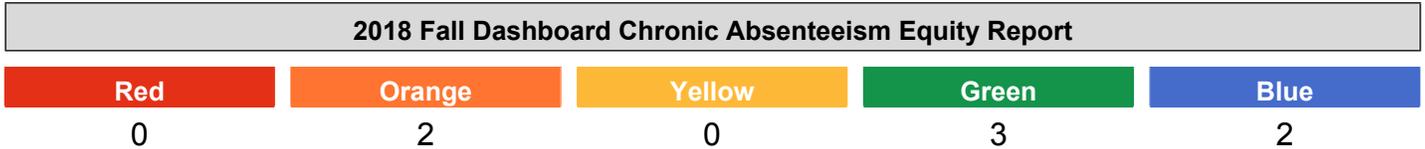
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.2% chronically absent</p> <p>Maintained 0.4%</p> <p>563 students</p>	<p>English Learners</p>  <p>Orange</p> <p>7.5% chronically absent</p> <p>Increased 4.1%</p> <p>106 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.8% chronically absent</p> <p>Declined 1.7%</p> <p>115 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7.1% chronically absent</p> <p>Declined 2.2%</p> <p>42 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 1.9% chronically absent Increased 1.9% 107 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.9% chronically absent Increased 2.4% 152 students	 Blue 0% chronically absent Maintained 0% 72 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.4% chronically absent Declined 1.3% 217 students

Data Statement: Strengths

- Two or more races maintained 0% chronic absenteeism.

Data Statement: Challenges

- Our EL population absenteeism increased to 7.5% chronically absent. We are proactively explaining the importance of attendance at each ELAC meeting in the hopes that this will help to express the correlation to academic success.

Why are we getting these results?

- There is no public transportation from North Central San Mateo. When a student is running late and misses the bus, there are no other means of transportation for these students so they stay home. Also, parents are unable to get to our school to pick up sick children due to this lack of transportation, so those who may not be sick enough to stay home, do not come to school in the off chance that they may get worse at school and no one could pick them up.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

- Our strength was our regularly scheduled Attention 2 Attendance meetings. These meetings helped our White students have a decline in absences by 1.3%. Giving parents the next year's calendar may help in planning vacations, so as not to miss instruction at school.

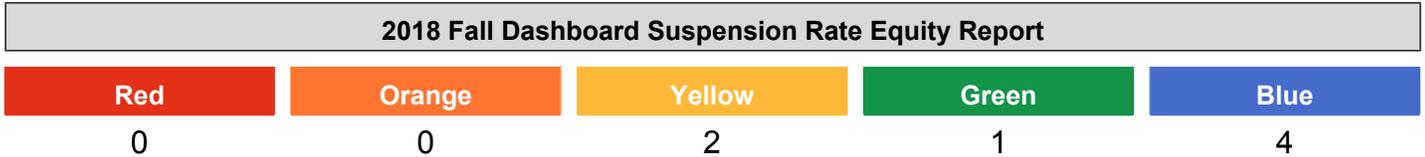
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.2% suspended at least once Maintained -0.2% 568 students	<p>English Learners</p>  Yellow 0.9% suspended at least once Increased 0.9% 107 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 3 students	<p>Socioeconomically Disadvantaged</p>  Green 0.9% suspended at least once Maintained 0% 117 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -4.5% 43 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 107 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.6% suspended at least once Increased 0.6% 156 students	 Blue 0% suspended at least once Maintained 0% 73 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -0.9% 217 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.3% suspended at least once	0.2% suspended at least once

Data Statement: Strengths

1. All students maintained -0.2% suspension rate. Students with disabilities suspension rate declined to 0%.

Data Statement: Challenges

2. Our EL suspension rate increased by 0.9%.

Why are we getting these results?

3. We had an EL student who was not yet identified SPED, who was suspended. He did not have adequate supports available at our school for his success.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. At the start of the year, the same student qualified for SPED and was later provided additional supports at another site. He is no longer at our school

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

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

All students will be proficient on CAASPP and Galileo assessments (grades 3-5), and reading at grade level according to F & P (grades K-2) in ELA. English learners, students with disabilities, and students with low socioeconomic status will work to make accelerated progress on all assessments (grades K-5), with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Provide classroom structures and supports to increase grade level proficiency in reading. Strengthen literacy supports for our EL learners, such as more push in and one on one support. More focused interventions based on individual needs, as well as quality small group instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	37.5 points above	10 points above proficient
SBAC ALL Students Growth	-0.8 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-47.6 points below	0 points above proficient
SBAC SED Students Growth	9.2 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	-3.2 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	43.4 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	18.3 point above	10 points above proficient
SBAC 5th Grade Students Status	52.3 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 8th Grade Students Status	not applicable	10 points above proficient
Galileo All Students Status	63% met standard	65% of students meet or exceed grade level expectations
Galileo All Students Growth	33% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	76% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	69% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status	not applicable	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	not applicable	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	not applicable	80% of students make Expected Growth

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 & Supporting Actions 1

Strategy

Provide high quality reading intervention strategies to our students who are not performing to grade level standards. Reading Intervention specialists will work directly with students who are not meeting grade level standards by working with small groups of students. Our TOSA's will provide support to the teachers with strategies and modeling of small group instruction. Growth will be measured by F & P levels, and teachers will develop targeted instruction for all of their students.

Students to be Served by this Strategy

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

All students will benefit, however our EL and SED are targeted for additional growth.

Reading specialist will ... provide classroom push-in supports as well as pull out. Will provide coaching support to teacher teams and individual teachers to strengthen classroom instruction.	Full time Reading Intervention Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	122,533.00
Reading specialist will ... provide classroom push-in supports as well as pull out. Will provide coaching support to teacher teams and individual teachers to strengthen classroom instruction.	0.5 FTE Reading Intervention TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	59,973.00
Reading para-educators will ... support classroom teachers with small reading groups in the classroom.	Two reading intervention para professionals to work with our under performing students under the direction of our reading intervention specialist.	2000-2999: Classified Personnel Salaries PTA	38,685.59
Computer lab para-educator will ... facilitate referred students in using online literacy intervention resources.	Computer lab para professional to support teachers and students	2000-2999: Classified Personnel Salaries PTA	37,048.34
Library para-educator will ... support students to read for interest at their independent reading level.	One hour of additional Library support daily	2000-2999: Classified Personnel Salaries PTA	7,092.36

Strategy & Supporting Actions 2

Strategy

Provide small group instruction utilizing our PE flip. Provide four hours of additional PE/PMT support so as to allow teachers to work with students, with targeted interventions, that are focused on individual needs.

Students to be Served by this Strategy

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

All students will benefit.

Additional PMT para professional to allow for more quality time for each teacher with small group instruction.	3.5 hours of additional PMT para professional time	2000-2999: Classified Personnel Salaries PTA	25,316.43
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Strategy & Supporting Actions 3

Strategy

Provide students high quality Tier 1 Language and Literacy "first" instruction.

Students to be Served by this Strategy

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

All Students

Teachers will participate in data team meetings to develop target strategies for each of their students.	Data Team Meetings sub release and supplies	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	4,000.00
Grade level teams will meet with the Reading Intervention teachers to discuss reading proficiency of their students.	No additional cost to site. See Reading Specialist cost in Strategy 1.		
The Reading Intervention teachers will provide model instruction for teachers.	No additional cost to site. See Reading Specialist cost in Strategy 1.		

Strategy & Supporting Actions 4

Strategy

Provide language & literacy support to our EL students

Students to be Served by this Strategy

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

EL Students

EL para professional to work with Newcomers and EL students.	3 hours of additional para-educator	2000-2999: Classified Personnel Salaries PTA	14,501.55
EL instruction to TK/K students daily for 30 min. provided by TK/K staff after school, five days a week.	no additional cost to site.		
Continue to grow our MP3/Books on tape in both Spanish and English for our EL students	Instructional materials	4000-4999: Books And Supplies Site LCFF Supplemental C	500.00
Reading Specialists and our EL para professional will provide support to teachers with EL & SED students in consultation with Ed Services team.	No additional cost.		

Strategy & Supporting Actions 5

Strategy

Provide high quality curriculum materials and supplies to aid EL and SED as well as lower performing students not at grade level.

Students to be Served by this Strategy

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

All students will benefit, however our EL and SED are targeted for additional growth.

EL curriculum and supplemental materials, books, flashcards, Summer Bridge books, etc.	Curriculum materials and supplies	4000-4999: Books And Supplies Site LCFF Supplemental C	500.00
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

All students will show growth towards proficiency on CAASPP and Galileo assessments in (grades 3-5) English learners, students with disabilities, and students with low socioeconomic status will work to make accelerated progress on all assessment (grades K-5), according to the outcomes described below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

5th grade math - more reading intervention is needed to unpack the word problems. Our EL math declined as newcomers are unable to read the material. More work is needed in computation and unpacking word problems.

More focus is needed with math concepts to gain conceptual understanding. More professional development in the upper grades regarding the teaching of conceptual math is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	15.9 points above standard	10 points above proficient
SBAC ALL Students Growth	-13.7 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-54.9 points below standard	0 points above proficient
SBAC SED Students Growth	-2.1 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-6.8 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	19.7 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	14 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 5th Grade Students Status	4.6 points above	10 points above proficient
SBAC 8th Grade Students Status	Not applicable	10 points above proficient
Galileo All Students Status	56% met standard	60% of students meet or exceed grade level expectations
Galileo All Students Growth	45% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth

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 & Supporting Actions 1

Strategy

Provide students opportunities in their math learning to unpack vocabulary, have strong understanding of basic concepts, and ensure computational skills

Students to be Served by this Strategy

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

All students will benefit, however our EL and SED are targeted for additional growth.

Professional learning in math strategies, particularly in math reading strategies, during staff meetings throughout the year.	No additional cost		
Teachers will address math scores in Galileo assessments, during grade level team meetings each trimester.	No additional cost		
Math TOSA will work with our staff to provide professional development at staff meetings and/or grade level team meetings.	No additional cost		

Strategy & Supporting Actions 2

Strategy

Provide homework support to students who are not making grade level proficiency.

Students to be Served by this Strategy

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

All students will benefit, however our EL and SED are targeted for additional growth.

Para educator staff will provide support before school.	Provide 62 hours of homework support salary and benefits.	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	3,363.00
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Strategy & Supporting Actions 3

Strategy

Provide students high quality Tier 1 Mathematics "first" instruction.

Students to be Served by this Strategy

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

All students will benefit, however our EL and SED are targeted for additional growth.

Professional development in mathematics to upper grade level teams. Jo Boaler workshop fees and sub release.	Teacher extra time and sub coverage	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	2,000.00
TK-2nd grade teachers will be expected to participate in Counting Collections professional development provided by the district.	No additional cost to site.	District LCFF Supplemental C	

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

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will engage in an ongoing healthy lifestyle supporting social, emotional and physical aspects.

Identified Need

Highlands Elementary School will increase school connectedness through systems that provide inclusion and equity. This will be accomplished by providing multicultural experiences and family engagement. Our PBIS program will address school climate. Our focus will be on Tier 1 and Tier 2 interventions and supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data collected	Will determine baseline in 2019-2020	Increased participation and engagement with school activities

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 & Supporting Actions 1

Strategy

Increase social emotional supports for students.

Students to be Served by this Strategy

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

All students will benefit

A combination of a .5 School Counselor and a one day a week Art Therapist Intern will serve our most at risk students at our school.	.5 Counselor and 1 day/week Art therapist intern	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
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Class lessons by the school counselor and SEL assemblies will promote a positive learning environment.	PBIS consultant and PBIS materials	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	1,500.00
Class lessons by the school counselor and SEL assemblies will promote a positive learning environment.	PBIS Team sub release and material/supplies to meet once each trimester both classified and certificated	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3,000.00
Character Development Assemblies	Materials and supplies	5000-5999: Services And Other Operating Expenditures LCFF - Base	500.00
PBIS student incentives, rewards, materials, supplies and equipment to promote PBIS program and positive climate.	see cost in above action		
Supervision aides before school and at lunch to provide safety and security of our students	Two Supervision aides additional time	2000-2999: Classified Personnel Salaries PTA	6,469.01
Provide student assemblies on Social Emotional Learning	Assembly speaker costs	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental A	3,000.00

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

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Families will participate in their child's education and school activities to promote family engagement

Identified Need

We need to bridge the two separate communities of North Central San Mateo and Highlands to create one cohesive learning environment for our students. Through parental involvement in family engagement activities, students will increase their literacy rate as measured through CAASPP , Galileo and F & P assessments. Promoting family literacy is needed to motivate our under performing students. This can only be accomplished if transportation is provided to and from our North Central community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data will be kept to see increase in parent participation at meetings and school events.	No data yet	Increased participation
Data will be taken to see number of families using the transportation provided	2018-2019 3 to 33 parents used the buses provided for each event	Increased participation
School connectedness will increase in the CHSS report	2018-2019 CHSS data at 83 percent	Increased percentage expected
Meaningful participation will increase in the CHSS report	2018-2019 CHSS data at 46 percent	Increased percentage expected
Intervention Conferences will target the most at risk students	CAASPP data, Galileo and F & P scores will be targeted	More family engagement and better school performance.

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 & Supporting Actions 1

Strategy

Highlands Elementary School will focus on developing a climate of cultural acceptance and support through engaging activities that are supported by family engagement.

Students to be Served by this Strategy

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

All Students

Provide buses to and from school events to Highlands where public transportation is not available.	Transportation	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3,000.00
Utilize district translator services to provide translators for our school events, parent ed meetings, conferences, etc.	No additional cost to site		0
ELAC parent outreach - meeting food, childcare, speakers, and incentives Reclassification celebration luncheon for FEP students and their families	Materials and supplies	4000-4999: Books And Supplies Site LCFF Supplemental C	1,500.00
Grade level "being there" experiences/Theaterworks assemblies/various other assemblies	Materials and supplies	4000-4999: Books And Supplies PTA	2,000.00
Literacy Night, Family Math Night, Science Family Fun Night, Spelling Bee, Geography Bee	Materials and supplies	4000-4999: Books And Supplies PTA	4,250.00
The Family Engagement Committee will promote family engagement activities, campus beautification days, picnic/ice cream social, movie and bingo events.	Materials and supplies (\$ amount to be determined)	4000-4999: Books And Supplies Donations	

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rachel Jordan	Parent or Community Member
Kim Ricket	Parent or Community Member
Woodrow Garrett	Parent or Community Member
Whitney Munroe	Parent or Community Member
Kristie Bales	Other School Staff
Yvonne Schilling	Classroom Teacher
Erin Murray	Classroom Teacher
Lana Fenech	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 8/28/19.

Attested:



Principal, Lana Fenech on 8/28/19



SSC Chairperson, Rachel Jordan on 8/28/19