

School Year: 2020-21



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	1/12/2021	January 21, 2021

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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

Highlands has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), Art-In-Action, which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Highlands School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities, supplemental instructional materials and support. The PTA engages the parent community through yearly surveys to inform decisions on yearly budgets. Highlands's 2020-2021 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

Staff (Classified & Certificated): 4/16/2020, 12/8/2020, 12/15/2020, 1/5/2021
SSC / ELAC: 10/6/2020, 11/10/2020, 12/1/2020, 1/12/21

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

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 show growth towards proficiency on CAASPP. and reading at grade level according to F & P (grades K-5) in ELA. English learners, students with disabilities, and students with socioeconomic disadvantaged 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, Implement differentiated instruction and interventions based on individual needs, Teachers will provide quality small group instruction regularly in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none">• 18-19 Summative Indicators (eg SBAC)• 19-20 for Leading Indicators (RI, F&P)	Expected Outcome <ul style="list-style-type: none">• 19-20 targets for Summative Indicators (eg SBAC)• 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	26.1 points above	10 points above proficient
SBAC ALL Students Growth	-11.3 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-59.0 points decrease	0 points above proficient
SBAC SED Students Growth	11.5 points above	15 points rise in average distance from proficient
SBAC EL Students Growth	5.2 points above	15 points rise in average distance from proficient
SBAC SwD Growth	-14.2 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	27.1 points above	10 points above proficient
SBAC 5th Grade Students Status	34.9 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 8th Grade Students Status	not applicable	10 points above proficient
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 2020-2021	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

Our Teacher on Special Assignment will provide high quality reading intervention strategies to our students who are not performing to grade level standards. This TOSA will work directly with students who are not meeting grade level standards by working with small groups of students. Our TOSA will provide coaching support to the teachers with strategies and modeling of small group instruction, supporting to develop our school wide tier 1 strategies to support students. 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)

Focal students who are EL, SED, or not meeting grade level benchmarks are targeted for additional support.

TOSA will provide classroom push-in supports as well as small group pull out reading intervention. TOSA will provide coaching support to teacher teams and individual teachers to strengthen classroom instruction.	Full time ELA Teacher on Special Assignment	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	127,856.00
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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	40,776.00
English Language Learner reading para-educator will support classroom teachers with small reading groups in the classroom.	ELL para professional will work with our under performing students under the direction of our reading intervention specialist.	2000-2999: Classified Personnel Salaries PTA	16,101.00

Strategy & Supporting Actions 2

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 TK-5

Technology Paraprofessional	support classroom teachers implementation of technology instruction	2000-2999: Classified Personnel Salaries PTA	40,776.00
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Strategy & Supporting Actions 3

Strategy

Provide support to English Language Learners

Students to be Served by this Strategy

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

ELL 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 TOSA to discuss reading proficiency of their students.	No additional cost to site. (Centrally Funded position)		

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	16,101.00
EL instruction to TK/K students daily for 30 min. provided by TK/K staff after school, five days a week.	No Additional Cost		
Supplemental Instructional Materials	Supplemental Instructional Materials	4000-4999: Books And Supplies Site LCFF Supplemental C	500.00

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

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. English learners, students with disabilities, and students identified as socioeconomic disadvantaged 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 direct instruction in Math is needed to support students in accessing math concepts and word problems. More work is needed in computation and problem solving skills. Students will be directly taught how to approach solving math problems. More instructional focus is needed with math concepts to help students gain conceptual understanding of what is being asked of them. Students will be taught specific ways to think about math and multiple ways to represent math thinking. TOSAs will provide coaching and professional development to staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	12.8 points above standard	10 points above proficient
SBAC ALL Students Growth	-3.1 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-70.1 points below standard	0 points above proficient
SBAC SED Students Growth	-15.2 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-5.0 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	-12.5 point above	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	44.6 points above	10 points above proficient
SBAC 5th Grade Students Status	-13.3 points below	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 8th Grade Students Status	Not applicable	10 points above proficient

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 provided by district office Math TOSAs.	District Office		
District Math TOSA's supporting schools will work with our staff to provide professional development at staff meetings and/or grade level team meetings to better understand implementation of new Zearn Math Curriculum.	See data meeting cost in goal 1		

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 works to support a positive school climate by focusing on all school Tier 1 and Tier 2 interventions and supports. (Bear Paws, Life Skills focus of the month, Book of the Month , classroom rewards, lunch bunch, peer mentors)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade CHKS Survey	Will determine baseline	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

School Counselor 5 days a week to support most at risk students. Art Therapist Intern will serve our most at risk students at our school.	Counselor 1.0 FTE	1000-1999: Certificated Personnel Salaries Other	100,000.00
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Class lessons by the school counselor and SEL focus will promote a positive learning environment. PBIS school wide initiatives like Book of the Month, Second Step, Lunch bunch, and incentive programs will be supported throughout the year.	PBIS curriculum and materials	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	3,000.00
Class lessons by the school counselor and SEL & Multicultural events 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	2,000.00
Life Skills Character Development Curriculum or School Wide Initiatives (Bear Paws Honors)	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		

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 and family literacy

Identified Need

Additional instructional materials to support students during Distance Learning and Hybrid Learning. Supplemental bilingual materials, workbooks educational games will be send home with students to support their literacy development as measured through CAASPP and F & P assessments. Promoting family literacy is needed to motivate our students who are not yet meeting grade level benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading logs & Individual book bags	weekly circulation	increased participation in home reading logs
Meaningful participation will increase in the CHKS report	2018-2019 CHKS data at 46 percent	Increased percentage expected
School connectedness will increase in the CHKS report	2018-2019 CHKS data at 83 percent	Increased percentage expected

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 encourage family literacy through offering students engaging bilingual literature take home

Students to be Served by this Strategy

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

All Students

Supplemental Bilingual Reading Materials	Supplemental leveled readers, engaging new books for classroom libraries at instructional levels, audio books, standards based workbooks.	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	3,000.00
Parent Community Outreach Liaison Utilize translator services to provide translators for our school events, parent ed meetings, conferences, engage parents etc.	Parent Outreach	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	14,326.00
Reclassification celebration for students who become FEP students and their families.	Materials and supplies	4000-4999: Books And Supplies Site LCFF Supplemental C	700.00

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

Name of Members	Role
Amina Runyan-Shefa	Parent or Community Member
Laura Wratten	Parent or Community Member
Stephanie Sheridan	Parent or Community Member
Peri McDonald	Parent or Community Member
Jennifer Gorman	Other School Staff
Stephanie Moran	Classroom Teacher
John Perry	Classroom Teacher
Carrie Betti	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

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 1/9/2021.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is 'Carrie Betti' and the bottom signature is 'Stephanie Sheridan'.

Principal, Carrie Betti on 1/5/2020

SSC Chairperson, Stephanie Sheridan on 1/5/2020