

The Single Plan for Student Achievement

School: Highlands Elementary School
CDS Code: 19649986068860
District: Saugus Union Elementary School District
Principal: Susan Bender
Revision Date: 11/06/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

School Vision and Mission

Highlands Elementary School's Vision and Mission Statements

The staff at Highlands Elementary School strives to insure academic, social and emotional success for every student.

At Highlands, our PBIS mission is for every student, family and staff member to: HAVE RESPECT, ACT RESPONSIBLY, WORK TOGETHER, KEEP SAFE so that we can SOAR TO SUCCESS!

School Profile

Highlands Elementary School serves 380 students in grades Kindergarten through Sixth including students in Special Day Classes. The community is very supportive and invests much time, effort and energy to insure the school experience is positive for all children. Academic progress and social growth are promoted through a rich, nurturing learning environment. Dedicated teachers and staff, along with the parent and student population continue to set high academic standards for the school. Professionalism is exemplified in the collegial manner that staff treat one another; They are positive, open to new ideas, embrace technology and strive to find new ideas to meet the needs of our diverse population.

At Highlands, there is a strong sense of family and community. We believe that positive interaction between staff and family strengthens the feeling of support all children need for school success. Parents volunteer in the classroom and for other areas of need around our school. The Parent Faculty Organization (PFO) is instrumental in supporting Highlands Elementary School, its staff and families, and the educational programs provided at the school.

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).

The Site Council sends out a survey every spring to all families. Students in grades three through six are surveyed using the PBIS Student Climate Survey. Staff is surveyed regularly on topics ranging from the date for Back to School Night to curricular choices.

Classroom Observations

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

The site administrator walks through classrooms on a regular basis to observe instruction and learning as well as to provide feedback to the teaching staff. The Highlands teaching staff has been involved in Learning Walks since the 2014-15 school year and will continue this school year.

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

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

At the beginning of the school year, the Highlands teaching staff and administrator analyze results from beginning of the year assessments and state-wide assessment findings. This data is used to develop school, grade level, teacher and student goals for the upcoming year. Teachers are required to review the data for the students assigned to their classroom. Teachers then use this data to insure their instruction meets the needs of students. Administrators review these plans with the teachers during Professional Planning conferences and throughout the course of the school year.

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

Teaching staff uses formative, chapter, and benchmark assessments to make instructional shifts and curricular adjustments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Highlands teachers meet the qualifications as "Highly Qualified Staff".

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

All core materials used during instruction are on the state approved list. We are compliant under the Williams Decree.

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

Staff development is aligned with our school plan goals. Staff development needs are determined through an on-going analysis of student data and the professional needs of teachers. Staff development is provided to the teaching staff during staff meeting and site CIP times and have included topics of: direct instruction, visible learning, using effective learning intentions, raising rigor in the classroom, how to effectively use data, technology integration.

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

New teachers receive support from Induction Teachers and PAR Coaches; Ongoing support for the teaching staff is provided by District Instructional Coaches and Teachers On Special Assignment

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

Collegial Planning Days is a commitment by our district to provide release time to our teachers for planning purposes. During Early Release Wednesdays teachers meet in grade level groups for Collaborative Instructional Planning.

Teaching and Learning

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

Highlands Elementary School staff and administration are committed to ensuring that all curriculum and instruction are aligned with common core state standards. All core and support materials support these efforts. Instruction is differentiated to meet the needs of all students.

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

Pacing and planning of ELA and Mathematics meets the recommended minutes of instruction.

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

There is flexibility in the master schedule to insure that students needing intervention support services are provided with those supports.

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

Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. We follow all materials adoption time lines determined by the state and District.

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

Standards aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. All Highlands students have the required textbooks; therefore we are Williams Decree compliant.

Opportunity and Equal Educational Access

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

Teachers collaborate at regular intervals to review student assessment data and plan for interventions. These interventions include targeted small group instruction, focused upon student needs. Highlands has two instructional assistants who provide additional support to students in Kindergarten through Grade Six. A part-time school psychologist (three days a week) provides support to teachers regarding behavioral, academic, and emotional concerns. A counselor works with students three days a week on social skills and other school-related issues.

14. Research-based educational practices to raise student achievement

All teachers at Highlands have received explicit direct instruction training.

Parental Involvement

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

Teachers and administrators communicate on an on-going basis with families and community members, through the weekly Highlands e-newsletter and various classroom newsletters. These forms of communication include electronic and paper formats. Additional communication is done through email, phone calls, websites, conferences, family nights, and Student Study Team meetings (when necessary). The Highlands Parent Faculty Organization (PFO) also assists in providing after school enrichment classes.

Plans are being initiated to include family nights in order to assist parents with strategies to assist their children at home.

16. 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)

Funding

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

Intervention services are provided to students who need additional support; A Homework Club has been established for students and families needing support with these assignments.

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	55	51	68	55	51	68	55	51	98.6	100	100
Grade 4	65	67	55	64	66	55	64	66	55	98.5	98.5	100
Grade 5	62	67	64	60	65	62	60	64	62	96.8	97	96.9
Grade 6	74	62	67	73	61	66	73	59	66	98.6	98.4	98.5
All Grades	270	251	237	265	247	234	265	244	234	98.1	98.4	98.7

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2420.0	2435.3	2420.0	16	29	25.49	28	22	15.69	34	18	31.37	22	31	27.45
Grade 4	2443.2	2466.2	2474.2	16	24	25.45	22	29	32.73	25	21	20.00	38	26	21.82
Grade 5	2482.3	2461.4	2490.3	15	13	8.06	28	22	46.77	17	23	14.52	40	42	30.65
Grade 6	2534.0	2549.5	2509.9	18	22	16.67	37	36	19.70	23	29	33.33	22	14	30.30
All Grades	N/A	N/A	N/A	16	22	18.38	29	27	29.06	25	23	24.79	30	28	27.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	27	25.49	56	38	45.10	28	35	29.41
Grade 4	14	30	27.27	52	39	54.55	34	30	18.18
Grade 5	17	16	24.19	45	30	48.39	38	55	27.42
Grade 6	23	29	16.67	52	46	50.00	25	25	33.33
All Grades	18	25	23.08	51	38	49.57	31	36	27.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	20	19.61	57	47	54.90	34	33	25.49
Grade 4	19	26	27.27	39	48	49.09	42	26	23.64
Grade 5	28	25	9.68	37	28	64.52	35	47	25.81
Grade 6	27	29	24.24	42	53	40.91	30	19	34.85
All Grades	21	25	20.09	44	44	52.14	35	31	27.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	33	17.65	65	53	52.94	16	15	29.41
Grade 4	11	12	16.36	67	77	67.27	22	11	16.36
Grade 5	8	14	11.29	65	55	77.42	27	31	11.29
Grade 6	14	20	10.61	71	73	74.24	15	7	15.15
All Grades	13	19	13.68	67	65	68.80	20	16	17.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	29	25.49	65	55	45.10	18	16	29.41
Grade 4	13	17	18.18	58	68	63.64	30	15	18.18
Grade 5	22	16	20.97	43	63	56.45	35	22	22.58
Grade 6	30	36	28.79	58	58	42.42	12	7	28.79
All Grades	21	24	23.50	56	61	51.71	23	15	24.79

Conclusions based on this data:

1. According to 2016-17 data, 47% of Highlands students are meeting/exceeding standards in ELA, a decrease of 2% from 2015-16.
2. The range of overall achievement in ELA in grades 3-6 is between 36% and 58%.
3. Insuring that our students are receiving rigorous instruction that aligns to the ELA CCSS is a goal for Highlands.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	55	51	68	55	51	68	55	51	98.6	100	100
Grade 4	65	67	55	64	66	55	64	66	55	98.5	98.5	100
Grade 5	62	67	64	60	65	62	58	65	62	96.8	97	96.9
Grade 6	74	62	67	74	61	66	74	61	66	100.0	98.4	98.5
All Grades	270	251	237	266	247	234	264	247	234	98.5	98.4	98.7

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2421.6	2423.6	2409.2	10	11	13.73	31	38	29.41	40	24	25.49	19	27	31.37
Grade 4	2455.1	2464.7	2463.3	6	9	12.73	28	38	30.91	36	35	36.36	30	18	20.00
Grade 5	2456.6	2454.2	2479.1	10	9	9.68	10	9	16.13	25	31	38.71	52	51	35.48
Grade 6	2535.1	2528.4	2494.2	22	21	12.12	22	18	16.67	36	36	36.36	20	25	34.85
All Grades	N/A	N/A	N/A	12	13	11.97	23	26	22.65	35	32	34.62	29	30	30.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	29	31.37	50	38	23.53	25	33	45.10
Grade 4	25	35	27.27	33	24	32.73	42	41	40.00
Grade 5	16	11	17.74	17	37	38.71	66	52	43.55
Grade 6	28	28	19.70	42	34	31.82	30	38	48.48
All Grades	24	26	23.50	36	33	32.05	39	41	44.44

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	24	21.57	47	47	43.14	31	29	35.29
Grade 4	14	24	14.55	45	45	54.55	41	30	30.91
Grade 5	16	6	6.45	26	40	53.23	59	54	40.32
Grade 6	19	26	13.64	57	48	43.94	24	26	42.42
All Grades	18	20	13.68	45	45	48.72	38	35	37.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	25	17.65	69	55	45.10	24	20	37.25
Grade 4	11	17	16.36	44	55	56.36	45	29	27.27
Grade 5	9	6	6.45	38	38	54.84	52	55	38.71
Grade 6	23	13	12.12	55	59	42.42	22	28	45.45
All Grades	13	15	12.82	52	51	49.57	34	34	37.61

Conclusions based on this data:

1. According to 2016-17 data, 34% of Highlands students are meeting/exceeding standards in Mathematics, a decrease of 5% from 2015-16.
2. The range of overall achievement in Mathematics in grades 3-6 is between 25% and 43%.
3. Insuring that our students are receiving rigorous instruction that aligns to the Mathematics CCSS is a goal for Highlands.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	10	*	5	10	*	5	10	*	7.2	100	
Grade 4	65	5	*	7	5	*	7	5	*	10.8	100	
Grade 5	62	8	*	4	8	*	4	8	*	6.5	100	
Grade 6	74	4	*	4	4	*	4	4	*	5.4	100	
All Grades	270	27	12	20	27	12	20	27	12	7.4	100	100

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	11	0.00	0	22	8.33	35	19	41.67	65	48	50.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	22	8.33	40	26	41.67	60	52	50.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	11	0.00	20	41	66.67	80	48	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	15	0.00	50	63	33.33	50	22	66.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	5	11	8.33	65	70	41.67	30	19	50.00

Conclusions based on this data:

1. There is a 40 PERCENTILE POINT achievement gap between ALL STUDENTS GROUP and ENGLISH LANGUAGE LEARNER GROUP.
2. The TARGET AREA of LISTENING is the area for the greatest need of growth; 67% of EL STUDENTS fell BELOW STANDARD in this area.
3. 50% of EL STUDENTS fell BELOW STANDARD in READING and RESEARCH/INQUIRY.

School and Student Performance Data

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	10	*	5	10	*	5	10	*	7.2	100	
Grade 4	65	5	*	7	5	*	7	5	*	10.8	100	
Grade 5	62	8	*	4	8	*	4	8	*	6.5	100	
Grade 6	74	4	*	4	4	*	4	4	*	5.4	100	
All Grades	270	27	12	20	27	12	20	27	12	7.4	100	100

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	4	0.00	10	19	16.67	20	30	8.33	70	48	75.00

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	7	16.67	25	37	0.00	75	56	83.33

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	5	11	8.33	35	37	16.67	60	52	75.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	7	0.00	35	41	25.00	65	52	75.00

Conclusions based on this data:

1. There is an 18 PERCENTILE POINT achievement gap between ALL STUDENTS GROUP and ENGLISH LANGUAGE LEARNER GROUP.
2. 16% OF EL STUDENTS are MEETING STANDARD in the Mathematics.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

English Language Arts/Literacy

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69		*	3		*	3		*	4.3		
Grade 4	65	4	*	3	4	*	3	4	*	4.6	100	
Grade 5	62	3	*	4	3	*	4	3	*	6.5	100	
Grade 6	74	4	*	5	4	*	5	4	*	6.8	100	
All Grades	270	11	27	15	11	27	15	11	27	5.6	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	7	45	22.22	47	36	37.04	33	9	25.93	13	9	14.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	20	55	25.93	60	27	62.96	20	18	11.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	13	45	25.93	60	45	59.26	27	9	14.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	13	45	11.11	87	45	77.78	0	9	11.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	20	45	37.04	67	55	44.44	13	0	18.52

Conclusions based on this data:

1. 59% of RFEP STUDENTS are MEETING/EXCEEDING STANDARD in ELA.
2. There is not a significant pattern of improvement in any of the TARGET AREAS for EL STUDENTS.
3. A systematic, research-based program for ELD is needed. A review of the RFEP process is also necessary.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

Mathematics

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69		*	3		*	3		*	4.3		
Grade 4	65	4	*	3	4	*	3	4	*	4.6	100	
Grade 5	62	3	*	4	3	*	4	3	*	6.5	100	
Grade 6	74	4	*	5	4	*	5	4	*	6.8	100	
All Grades	270	11	27	15	11	27	15	11	27	5.6	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	13	27	7.41	27	27	33.33	33	36	44.44	27	9	14.81

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	*		*	*		*	*		*	
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
All Grades	27	45	22.22	53	36	44.44	20	18	33.33	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	13	36	11.11	47	64	55.56	40	0	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	20	27	11.11	60	45	66.67	20	27	22.22

Conclusions based on this data:

1. 58% of RFEP STUDENTS NEARLY MET OR DID NOT MEETING STANDARD in MATHEMATICS.
2. A review of the RFEP process is necessary.

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	15	15	23	15	15	23	15	15	33.3	100	100
Grade 4	65	16	20	14	16	20	14	16	20	21.5	100	100
Grade 5	62	17	23	15	17	23	15	16	23	24.2	100	100
Grade 6	74	11	21	21	11	21	21	11	21	28.4	100	100
All Grades	270	59	79	73	59	79	73	58	79	27.0	100	100

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2398.9	2405.1	2393.8	4	13	6.67	22	20	13.33	43	27	40.00	30	40	40.00
Grade 4	2417.2	2435.3	2460.5	14	6	20.00	7	31	35.00	21	19	20.00	57	44	25.00
Grade 5	2470.1	2441.8	2471.7	13	6	4.35	20	19	34.78	27	19	17.39	40	56	43.48
Grade 6	2479.4	2518.6	2503.7	0	9	4.76	33	36	33.33	29	27	28.57	38	27	33.33
All Grades	N/A	N/A	N/A	7	9	8.86	22	26	30.38	32	22	25.32	40	43	35.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	20	6.67	52	33	60.00	43	47	33.33
Grade 4	7	25	20.00	50	31	65.00	43	44	15.00
Grade 5	13	13	17.39	53	25	52.17	33	63	30.43
Grade 6	10	27	14.29	43	36	47.62	48	36	38.10
All Grades	8	21	15.19	49	31	55.70	42	48	29.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	7	6.67	48	53	46.67	52	40	46.67
Grade 4	14	13	20.00	29	63	40.00	57	25	40.00
Grade 5	20	13	8.70	53	31	56.52	27	56	34.78
Grade 6	0	9	19.05	43	64	42.86	57	27	38.10
All Grades	7	10	13.92	44	52	46.84	49	38	39.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	20	6.67	61	53	53.33	22	27	40.00
Grade 4	14	13	15.00	57	63	65.00	29	25	20.00
Grade 5	0	6	8.70	80	63	82.61	20	31	8.70
Grade 6	5	36	0.00	76	55	85.71	19	9	14.29
All Grades	10	17	7.59	68	59	73.42	22	24	18.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	20	0.00	74	53	66.67	13	27	33.33
Grade 4	14	6	20.00	43	75	50.00	43	19	30.00
Grade 5	13	13	17.39	47	63	56.52	40	25	26.09
Grade 6	14	9	14.29	57	91	52.38	29	0	33.33
All Grades	14	12	13.92	58	69	55.70	29	19	30.38

Conclusions based on this data:

1. 60% of ECONOMICALLY DISADVANTAGED STUDENTS nearly met/did not meet standard in ELA.
2. There is a 7%ile point achievement gap between the ALL STUDENT GROUP and ECONOMICALLY DISADVANTAGED STUDENTS.
3. WRITING is a TARGET AREA for this subgroup, with 40% of students NOT MEETING STANDARD.

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

Mathematics

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	15	15	23	15	15	23	15	15	33.3	100	100
Grade 4	65	16	20	14	16	20	14	16	20	21.5	100	100
Grade 5	62	17	23	15	17	23	15	17	23	24.2	100	100
Grade 6	74	11	21	21	11	21	21	11	21	28.4	100	100
All Grades	270	59	79	73	59	79	73	59	79	27.0	100	100

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2405.0	2388.3	2375.4	4	0	0.00	35	33	20.00	35	20	33.33	26	47	46.67
Grade 4	2448.1	2444.2	2450.9	7	0	15.00	7	38	25.00	57	38	30.00	29	25	30.00
Grade 5	2456.4	2422.2	2453.4	13	6	0.00	7	6	13.04	27	18	34.78	53	71	52.17
Grade 6	2483.9	2511.9	2479.5	5	18	4.76	19	0	14.29	33	55	38.10	43	27	42.86
All Grades	N/A	N/A	N/A	7	5	5.06	19	20	17.72	37	31	34.18	37	44	43.04

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	20	6.67	48	27	26.67	30	53	66.67
Grade 4	14	19	25.00	43	31	20.00	43	50	55.00
Grade 5	20	6	8.70	13	24	39.13	67	71	52.17
Grade 6	5	18	9.52	48	45	33.33	48	36	57.14
All Grades	15	15	12.66	40	31	30.38	45	54	56.96

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	13	0.00	52	40	46.67	35	47	53.33
Grade 4	7	13	20.00	50	56	40.00	43	31	40.00
Grade 5	13	6	0.00	27	24	52.17	60	71	47.83
Grade 6	5	18	4.76	48	45	38.10	48	36	57.14
All Grades	10	12	6.33	45	41	44.30	45	47	49.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	7	0.00	48	67	53.33	43	27	46.67
Grade 4	7	6	15.00	29	50	40.00	64	44	45.00
Grade 5	13	0	0.00	27	29	52.17	60	71	47.83
Grade 6	14	18	0.00	57	55	57.14	29	27	42.86
All Grades	11	7	3.80	42	49	50.63	47	44	45.57

Conclusions based on this data:

1. 80% of ECONOMICALLY DISADVANTAGED STUDENTS nearly met/did not meet standard in MATHEMATICS.
2. There is a 15%ile point achievement gap between the ALL STUDENT GROUP and ECONOMICALLY DISADVANTAGED STUDENTS.
3. CONCEPTS AND PROCEDURES is a TARGET AREA for this subgroup, with 57% of students NOT MEETING STANDARD.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***		***			***						
1			14	20		29	60		14	20		14			29
2				89		20			40	11		40			
3	29			14		40	43		40			20	14		
4	25		33	38		67	38								
5			40	75		40	25					20			
6	14		17	43		67	29		17				14		
Total	12		17	49		44	29		19	5		14	5		6

Conclusions based on this data:

1. A systematic approach to improving English Language Development needs to be continued at Highlands.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				8		36	33	43	45	42	43	18	17	14	
1			14	17		29	50		14	33		14		***	29
2				80		20	10		40	10		40		***	
3	38			13		50	38		33			17	13		
4	25		33	38		67	38								
5			40	75		40	25					20			
6	13		17	38		67	25		17				25		
Total	11		13	36		43	30	33	24	14	33	15	9	33	4

Conclusions based on this data:

1. There is not enough data to make effective conclusions.

California Data Dashboard (Status Report)



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Home / Saugus Union - Los Angeles / Highlands Elementary / Status and Change Report

Status and Change Report






Highlands Elementary - Los Angeles County

Enrollment: 430Socioeconomically Disadvantaged: 27%English Learners: 11%Foster Youth: N/AGrade Span: K-6Charter School: No

Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)			
An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.			

Questions or comments? Send them to lcff@cde.ca.gov

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Home / Saugus Union - Los Angeles / Highlands Elementary

Detailed Report

Highlands Elementary - Los Angeles County




Enrollment: 430Socioeconomically Disadvantaged: 27%English Learners: 11%Foster Youth: N/AGrade Span: K-6Charter School: No






Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic PerformanceSchool Conditions and ClimateAcademic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 82.6%	Increased Significantly +20.1%
<u>English Language Arts (3-8)</u>		Low 7.6 points below level 3	Maintained +6.9 points
<u>Mathematics (3-8)</u>		Low 32.5 points below level 3	Maintained -0.9 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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School and Student Performance Data

California Data Dashboard (Student Group Report)



California School
DASHBOARD



California
Department of
EDUCATION

HomeFAQResourcesGlossaryTranslateSearch

Home / Saugus Union - Los Angeles / Highlands Elementary

Student Group Report

Highlands Elementary - Los Angeles County

Enrollment: 430 Socioeconomically Disadvantaged: 27% English Learners: 11% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year:

Spring 2017




















Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*	*	*	*		*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A			*	*	*	*		*	*	
<u>Mathematics (3-8)</u>			N/A	N/A			*	*	*	*		*	*	

Performance Levels:



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcfr@cde.ca.gov

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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
Increase student achievement. Ensure California Standards instruction and instruction in all content areas to meet standards. Ensure students have course access to all subject areas. Increase other student outcomes in areas not tested by CAASPP or CST.
SCHOOL GOAL #1:
Increase student achievement in English Language Arts and Math for all students K-6, as measured by CAASPP results (10%), district and school assessments. Increase percentage of 5th grade students meeting five or six criteria (out of six) on the Physical Fitness Test by 10%. Increase English language proficiency by one level for ELL students K-6. Provide instruction for all students K-6 in the Visual and Performing Arts standards. Increase student access and use of technology K- 6 according to their grade level standards. Provide instruction in Social Studies based on the California State Standards for all students K-6. Provide differentiated instruction for students with IEPs or designated GATE students to meet their individual needs.
Data Used to Form this Goal:
Smarter Balanced/CAASPP Assessment Physical Fitness Test - 5th grade Formative, Chapter, Benchmark, Summative Assessment Data - Math, ELA, Science, Social Studies CELDT/ELPAC/ADEPT Data School Site Council Parent Survey/School Climate Survey/ Staff Surveys
Findings from the Analysis of this Data:
2016-17 data from Smarter Balanced Assessments in English Language Arts and Math set baseline data to be used for goals for 2017-18. <ul style="list-style-type: none">52% of students are not meeting CCSS ELA as defined by CAASP TESTING RESULTS; 65% of students are not meeting CCSS MATHEMATICS as defined by CAASPP TESTING RESULTS.There are achievement gaps by more than 10 percentile points between the ALL STUDENT group and STUDENTS WITH DISABILITIES and NSLP student group.66% of students are not meeting CCSS MATHEMATICS as defined by CAASPP testing scores. There are achievement gaps by more than 10 percentile points between the ALL STUDENT group and STUDENTS WITH DISABILITIES and NSLP student group.

How the School will Evaluate the Progress of this Goal:

Student performance on CHAPTER, FORMATIVE, BENCHMARK and SUMMATIVE assessments will be monitored by teaching staff and administration. Instructional shifts and curricular modifications will be made as needed.

Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Arts (ELA) and Math:			Instructional Assistant salaries for student intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8011
Purchase general supplies to support all core areas of instruction	All K-6 students	Administration	Substitute release time for Student Success Team Meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
Purchase supplemental materials to support instruction of the CCSS in the areas of ELA and Mathematics	Targeted students	Teaching Staff	Instructional Materials for Intervention Purposes	4000-4999: Books And Supplies	LCFF - Supplemental	500
Continue the leasing of equipment to support instruction in all core areas		Support Personnel	Awards/rewards/recognition for student achievement in ELA & Mathematics	4000-4999: Books And Supplies	LCFF - Base	500
Provide a Tier III systematic intervention program for students needing additional support in grades K-6			Instructional Materials & Supplies	4000-4999: Books And Supplies	LCFF - Base	14809
Purchase supplemental intervention materials/programs that are aligned to CCCS			Leasing agreements	6000-6999: Capital Outlay	LCFF - Base	6840
All K-6 teachers will align their instruction to the ELA and Math CCCS.						
Continue to implement incentive program to encourage academic achievement in Reading - Recognition at Awards Assemblies.						
Implement incentive program to encourage academic achievement.						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Align staff development to support implementation of CCCS.</p> <p>Provide a support system for families/school staff/student needing additional support (family events, SST meetings)</p>						
<p>English Language Development (ELD):</p> <p>Continue to implement Systematic English Language Development (SELD) program for at least 30 minutes per day</p> <p>Schedule substitute/release time for teachers to administer ADEPT testing</p> <p>Schedule substitute/release time for teachers to administer CELDT/ ELPAC testing</p> <p>Provide EL students the opportunity to attend ELD summer school.</p> <p>Provide EL students the opportunity to attend Homework Club.</p> <p>Provide parents with the opportunity</p>	English Language Learners & Redesignated EL students	<p>Teaching Staff</p> <p>ELD Coordinator</p> <p>Administration</p>	<p>Stipend rate for teacher(s) to conduct Homework Club and ELD Coordination</p> <p>Substitute costs</p> <p>Materials and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>3000</p> <p>1000</p> <p>500</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to attend four ELAC meetings per year; include engagement exercises/ family learning during ELAC meetings.</p> <p>Fund the coordination of ELAC meetings and any necessary paperwork associated with mandated reporting for EL students.</p>						
<p>Science:</p> <p>All K-6 teachers will teach science in the three domains in appropriate themes and blocks.</p> <p>Purchase supplemental materials to support student learning and achievement.</p> <p>Provide planning time to align and integrate curriculum with Next Generation Science Standards.</p> <p>Align staff development to support implementation of Next Generation Science Standards.</p> <p>Re-structure science fair to insure that projects align to NGSS.</p> <p>If available, use release test question on state assessment to train students and staff.</p>	All K-6 students	Administration Teaching Staff	Materials and supplies	4000-4999: Books And Supplies	LCFF - Base	1000
Physical Education:			Purchase of supplies	4000-4999: Books And Supplies	LCFF - Base	500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All K-6 teachers will provide 200 minutes of PE every 10 school days for all students.</p> <p>Increase team teaching during PE time</p> <p>Events/competitions that align to the PE standards</p> <p>Teachers to model warm up PE activities for other grade levels</p> <p>Implement school-wide warm up activities conducted during Monday morning assemblies</p> <p>Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students.</p> <p>Grade 5 teachers and administrator will review test data and evaluate the program each fall to revamp as needed the PE program to align with students' needs for success.</p> <p>District and administrator will provide opportunities for professional development as needed for teachers K-6, with the assistance of PE TOSA.</p> <p>Replace equipment as needed</p>	All K-6 students	<p>Adminsitration</p> <p>Teaching Staff</p> <p>Support Personnel</p>	<p>Certificated sub pay for release time, as needed</p>	<p>1000-1999: Certificated Personnel Salaries</p>	LCFF - Base	500
<p>Visual and Performing Arts:</p> <p>Teachers will create layered activities</p>	All K- 6 students	Administration	<p>Purchase of materials</p>	<p>4000-4999: Books And Supplies</p>	LCFF - Base	500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and incorporate the VAPA standards wherever possible, as part of their instruction.</p> <p>Administrator will purchase materials that support the VAPA standards.</p> <p>VAPA TOSAs to continue providing direct instruction in vocal music and to add lyrical writing (16 weeks)</p> <p>Teachers will continue to use the VA program, Meet the Masters</p> <p>Continue to attend City of Santa Clarita arts meetings</p> <p>Hip hop direct instruction for sixth grade students and staff</p> <p>Continue the implementation of "brain breaks" during instructional times</p> <p>Administrator and PFO liaison will schedule assemblies that support the VAPA standards integration.</p> <p>Teachers have the opportunity to apply for the Kennedy Arts Center program for arts integration within their instruction.</p>		<p>Teaching Staff</p> <p>VAPA TOSA teachers</p>				
<p>Technology:</p> <p>Teachers will instruct and allow students to practice typing skills appropriate to their respective grade</p>	All K-6 students	<p>Administration</p> <p>Teaching Staff</p>	Purchase of hardware/software/supplies	6000-6999: Capital Outlay	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>level in the computer labs, the classroom, and at home.</p> <p>Teachers will provide opportunities for students to participate in the AR program within the library and in the classroom.</p> <p>The Library Media Specialist will inform the administrator of student progress with acquisition of typing skills and AR progress.</p> <p>Typing Club and AR will be used by all students as appropriate.</p> <p>Teachers will participate in staff development to improve their integration of technology in the classroom (use of IFPs, Prowise, Google Classroom, Audacity).</p> <p>Introduce students to coding.</p> <p>Purchase necessary hardware/software, as needed</p>		Library Media Specialist				
<p>Social Studies:</p> <p>Teachers will provide instruction to students according to the appropriate CA Social Studies standards.</p> <p>Administrator will provide funds for materials that support the Social Studies standards.</p>	All K-6 students	Administration Teaching Staff	Supplemental Social Studies materials	4000-4999: Books And Supplies	LCFF - Base	500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Differentiated Instruction for students with IEPs and/or GATE identification:</p> <p>GATE:</p> <p>All students in grade 3 will be evaluated for GATE qualification in the spring of 2017.</p> <p>Administrator will purchase materials as necessary to support students identified as GATE.</p> <p>Special Education:</p> <p>SpEd teachers and administrator will meet at the beginning of each year and weekly to schedule IEPs and discuss meeting the needs of our students with IEPs.</p> <p>Sp Ed teachers will review student IEP goals with assigned classroom teachers.</p> <p>SpEd and classroom teachers will collaborate on schedules to work with students with IEPs.</p> <p>Administrator will purchase materials that support the needs of students with IEPs.</p> <p>Specified students will participate in the Level III intervention program for support in ELA and Mathematics.</p>	Identified K-6 students	Administration Teaching Staff, as specified	<p>Substitutes and hourly extra stipend</p> <p>Materials and supplies</p> <p>Substitutes and hourly extra stipend</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1000</p> <p>500</p> <p>351</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student and Parent Engagement
LEA GOAL:
Increase meaningful and purposeful student and parent engagement. Parent Involvement Pupil Engagement Student Attendance
SCHOOL GOAL #2:
Increase student attendance Decrease student truancy rate Increase meaningful and purposeful student and parent engagement
Data Used to Form this Goal:
Data from student surveys Data from teacher/staff surveys Student attendance data School Site Council Survey data Attendance records from parent meetings (ELAC, Site Council, GATE, PFO, Conferences) Volunteer sign-in sheets Electronic accounting of emails, website, etc.
Findings from the Analysis of this Data:
According to the annual School Site Council survey, parents are happy with the school, yet we have experienced decreased parent attendance at school meetings (PFO, ELAC) Approximately 54% of the stakeholders read the electronic Highlands Newsletter. Attendance records indicate that Highlands has a number of students who consistently arrive at school tardy and/or who have unexcused absences. Our Truancy Rate is 18%. Students appear to be happy at school based upon the low number of referrals to the office for disciplinary issues. We do have many students who are repeat visitors for some issues. We did have one suspension in 2015-16 .Data from student surveys as to feelings of connectedness and safety from 91% to 95% by grade levels, provide additional affirmation to confirm student perceptions. We will start to slow roll out of the Positive Behavioral Interventions and Supports (PBIS) with staff and anticipate full implementation in the next school year.

How the School will Evaluate the Progress of this Goal:

Data from parents, students and teachers/staff and records of electronic communication will provide affirmation. Classroom and playground observations by the administrator will also provide information. Attendance records from parent meetings. Numbers from attendance records.

Analysis of Ongoing Progress

Weekly Highlands Newsletter with school information is used to make the home school connection. Monthly letters are sent to parents of students with excessive tardies and unexcused absences. Monthly meetings at school (SART) and (DART) as needed for parents of students with excessive tardies and unexcused absences. SARB meetings are held on the District level for students with excessive absences.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent and Student Engagement:	All K-6 students	Administration Teaching Staff Support Personnel	None Specified			
Students will complete a survey about their connectedness and sense of safety at school.			Sub release time for planning of events	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
Teachers will cooperate across the grade levels to create Buddy Activities for their respective students.			Additional time for classified staff to support any events	2000-2999: Classified Personnel Salaries	LCFF - Base	500
Students in grades 3-6 will follow the democratic election process through participation in Student Leadership elections. Student leadership will conduct activities to support/increase student engagement.			Supplemental items to be purchased for events	4000-4999: Books And Supplies	LCFF - Base	500
Students and staff will participate in spirit assemblies to foster a sense of community and connectedness.						
Positive Behavior Intervention and Supports will be launched and supported throughout the 2017-18 school year.						
Blue Tickets tickets given by Campus Supervisors at lunch for						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students/classes following behavior expectations and exceeding expectations.</p> <p>Continue to send out the e-newsletter and to update school website. Insure that hard copies are available in office of newsletter and other notices.</p> <p>Construct brochure for student release in case of emergencies.</p> <p>Targeted students will continue to participate in Circle of Friends.</p> <p>Family engagement activities will developed and implemented to foster families' abilities to engage in students' learning.</p> <p>School band will be formed and choir will continue; performances will include both in school and community-based events.</p> <p>Clean up day will be conducted in early spring.</p> <p>New parent event and tours will be conducted in spring as well as new parent group.</p> <p>Construct new parent handbook (simplified).</p> <p>Incentives to parents to attend meetings (ELAC, PFO, other)</p> <p>Open Parent Portal in Infinite Campus for parents to view grades</p>						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of automated phone system and texting app in Infinite Campus						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	28,500	0.00
LCFF - Supplemental	14,511	0.00
Other	851	851.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	28,500.00
LCFF - Supplemental	14,511.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,851.00
2000-2999: Classified Personnel Salaries	8,511.00
4000-4999: Books And Supplies	19,809.00
6000-6999: Capital Outlay	7,840.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,351.00
2000-2999: Classified Personnel Salaries	LCFF - Base	500.00
4000-4999: Books And Supplies	LCFF - Base	18,809.00
6000-6999: Capital Outlay	LCFF - Base	7,840.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,011.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,511.00
Goal 2	1,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Susan Bender	X				
Jenny Glauser				X	
Mindy Peacock				X	
Stephanie Alexander				X	
Jennifer Schneider				X	
Sarah Loth				X	
Dan Kurtz		X			
Christine Lowry		X			
Maggie Erickson			X		
Linda Corcoran		X			
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 6, 2017.

Attested:

Susan Bender

Typed Name of School Principal

Signature of School Principal

Date

Jenny Glauser

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

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Other committees established by the school or district (list):

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Susan Bender

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Signature of School Principal

Date

Jenny Glauser

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

