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	07617886004535		

Purpose and Description

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

Schoolwide Program

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

All schools receiving Title I funds operate as a school-wide program. A comprehensive needs assessment is completed which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district's LCAP.

Table of Contents

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).

Due to shelter-in-place, California Healthy Kids Survey was not fully administered in the 19-20 school year. The survey was administered in the 20-21 school year, yet there was no data available for Highlands.

Key surveys administered in PUSD include:
- CA Healthy Kids Student, Parent & Staff Surveys – to capture self-reported ratings in areas of safety, health, school climate, learning supports and social emotional learning opportunities. Student surveys are administered to students in Grades 5, 7, 9, 11 and to all students at Black Diamond Continuation HS. All Parents and Site Staff are invited to take the Parent and Staff surveys. The below results are most current from the 2018-2019 school year. The Healthy Kids Survey was not administered fully in the 2019-2020 school year due to Shelter in Place.

- Graduation Exit Survey – used to capture seniors' self-report regarding their experiences at PHS and their plans after graduation.
- PD Offering Feedback Surveys.
- ELAC Needs Assessments are administered annually regarding services and support for English Learners.

Key indicators from the CA Healthy Kids Survey are used as summary indicators in our LCAP as District Level Local Indicators, as follows:

The CA Healthy Kids Student and Family Surveys - Safety and Climate Data from 2018-2019 school year due to Shelter in Place

Students feel connected 54% of the time

Students feel safe at school 63% of the time

Parents feel welcome 42% of the time

Parents feel school is safe 41% of the time

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

Diving into both district and state assessment data, a clear need was reflected in reading comprehension and vocabulary development and the need for facilitative teaching strategies to encourage meaning making opportunities throughout the school day.

Utilizing district and site walk thorough protocol, principal and vice principal visited classrooms both formally and informally. District office staff also supported in observations and observational feedback following the Shelter in Place of the 2020-2021 School Year.

Findings revealed a need for greater opportunities for students to make meaning and apply their knowledge to appropriate performance tasks.

Most teachers use math manipulatives to benefit students in conceptual understanding. In addition k-2 teachers showed a strong grasp in effective Early Literacy teaching strategies.

As we returned to in person learning for the 2021-22 School Year, observations were conducted. These observations revealed instruction with a strong emphasis on moving forward into grade-level content, with support by prioritizing high-level skills and content and creating teaching and learning pathways while determining the most efficient and effective way to help students experience grade-level learning based on where they are today as compared to prior Shelter in Place instruction Classroom observations will continue in the 2022-2023 School Year as we return to our second year of traditional schooling.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

PUSD administers a variety of state and local assessments that are used to measure and monitor student progress in various areas. All assessments were returned in the fall of 2021 following Shelter in Place.

State Assessments: Local Assessments:
CAASPP   iReady (ELA and MATH)
CAST   Acadience Early Literacy Assessments
ELPAC   ELA Writing Assessments
MARS Tasks

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

Site leadership team leaders support grade level teams in reviewing assessment data, gain collective understandings around site goals, and plan for grade level needs for professional development. Using district Early Warning Indicators in Academics and Attendance; data will be used to support students with expanded learning opportunities and in school differentiation.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Highlands works closely with the PUSD Human Resources department to seek out professionals to meet the demands of our site.   All staff are highly qualified and are provided with staff development opportunities during staff meetings and through county and district professional development programs. All staff development is designed to support the district's annual goals, site goals and the assessed needs of students. Specific professional development activities are currently focusing on effective teaching strategies in support of Common Core State Standards (CCSS) and preparing students for College and Career readiness. All teachers have appropriate credentials and have access to the core curriculum. The curriculum is aligned with district pacing guides and content standards.

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

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

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

Over the course of the school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students. In 2022 we have an emphasis on Google Classroom, Clever, Foundational Literacy Skills, Streamlining Assessments, and The SFUSD Mathematics pilot in grades 3-5.

All: Facilitative Teaching and Meaning-Making, Introduction to Understanding by Design,

Elementary: Writing Genres, Math Coaching (including MARS task training and designing re-engagement lessons), Early Literacy Coaching (Phonics and Phonemic Awareness), CLOSE reading, English Learners (conferences), iReady, Collaborative Conversations

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

PUSD offers instructional support to teachers in the form of instructional coaches focused on grades K-3 (Early Literacy). The goal is to build teacher capacity around teaching phonics and phonemic awareness to help develop proficient readers to allow them to access the general curriculum.

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

Individual and grade level data conferences will occur four times a year. This will be a time to refine and reflect on site goals and student performance. More frequent collaboration will occur following both Acadience Benchmark and Progress Monitoring Assessments to determine student and practitioner needs every 4-6 weeks. Additionally, as part of our professional development cycle, teachers are afforded collaboration time to support planning around site and district initiatives.

Teaching and Learning

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

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following materials have been adopted for Pittsburg Unified:

English/Language Arts- MacMillan McGraw Hill - Wonders
Mathematics- Houghton Mifflin Harcourt - Go Math
Social Studies- Scott Foresman
Science- Amplify
ELD- MacMillan McGraw Hill - Wonders

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This time is given priority and is protected from interruptions. As we enter the 2021-2022 academic year, Highlands Elementary continues to meet the requirements of instructional minutes as outlined by Senate Bill 98.

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

Highlands offers a variety of opportunities for students to increase proficiency. This includes the use of daily Universal Access time, designated ELD time, and classroom small group/individual support as needed.

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

All students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act visitation done at the beginning of each school year. For the 2022-2023 school year our William's visitation was suspended.

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

Accelerated Reader (1-5), Scholastic News, Quavar (Music), Flocabulary, and Fountas and Pinnell Guided Reading assessment kits will continue.

Opportunity and Equal Educational Access

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

Core instructional programs are accompanied by support materials that provide remedial assistance for students when they fail to meet mastery of the standards. Supplementary materials are also incorporated into core content areas to provide additional opportunities for students to achieve success. Imagine Learning, Lexia, Accelerated Reader, and Flocabulary are computer based adaptive programs that support language, literacy and fundamental reading skills.

Teachers provide students with a variety of instructional strategies so that they have multiple opportunities to achieve and demonstrate proficiency. Throughout daily instruction, there are imbedded cohort times and small group instruction times to solidify priority standards taught.

Evidence-based educational practices to raise student achievement

Universal Access is provided daily to support with differentiation. Guided Reading resources through Fountas and Pinnell, iReady lessons, and Accelerated Reader also serve to provide instruction for students who are not meeting standards, along with resources provided by our adopted curriculum. Data conferences occur at the beginning of the year to review teacher data from the previous years students as a way to begin dialogue around the needs of the current year's students. Administrators and teachers dive deeply into priority standards and specific CAASPP strands to determine areas of strengths and areas for improvement. A protocol that allows for discourse and support is provided. For grade levels k-2, where state achievement data is not presented, our site will present, using a similar protocol, the data from Acadience Foundational Reading assessments. This year under the guidance of the Educational Services department and the Early Literacy Coaches, professional development for k-3 grade teachers on The Science of Literacy along with intentional professional development for 3rd grade teachers to grasp the scope and sequence of Literacy Instruction will occur. Goals for students will be created, and using our Early Literacy Coach, teacher resources will be determined. These data conferences will be held following each of the three district benchmark and site based assessments to determine growth and co-create teacher action plans.

Furthermore, students who may not be adequately responding to interventions, academically and behaviorally, are referred to the Coordination of Services Team (COST). These meetings are scheduled accordingly to determine whether counseling services through our site and district partnerships, or academic interventions are necessary.

Parental Engagement

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

PUSD values parents as educational partners and actively engages them in their child's education. Opportunities for parent involvement include: School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), and Parent-Teacher Conferences. All parent groups workshops will take place virtually during Distance Learning.

Parent Portal to access student information to help support student academic success is another valuable tool to bridge the home to school connection. Likewise, many of our site computer based learning supports such as Imagine Learning, Raz Kids, Flocabulary, Clever, and Google Classroom can be accessed by our students from home.

Our parent liaisons have been instrumental in helping create vital connections with our parents and making them feel part of the school/district. Parents are equipped with the tools to advocate for their student's education.

Workshops offered to parents virtually and in person for the 2022-2023 school year include, but are not limited to:

- Parent Project – This series of parenting classes for guardians of adolescents. This series is recommended for parents of Junior High and High School students. The series covers difficult teen topics like bullying, understanding the teenage years, monitoring social media, talking with teens effectively, drug and alcohol prevention, gang prevention, suicide prevention, and tips for supporting mental health.
- Father Talk Series - This series covers building a positive co-parent relationship, the importance of father involvement, and the use of age appropriate parenting strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E). Family Support Center and is open to fathers and father figures with students enrolled in the Pittsburg Unified School District.
- Teen Triple P Parenting Series – This is a series of parenting classes designed to build parent confidence and effectiveness as well as foster healthy relationships between parents and their teens. This series is recommended for parents with students in Junior High and/or High School. The series covers strategies to talk to your teen, using assertive discipline for dealing with misbehavior, and planning ahead for challenging behavior.
- Medical Care Evaluation (MCE) Supporting Mental Health Series – This series covers the basics of mental health, breaking the myths and stigmas around mental health, warning signs of mental health risk, and strategies to support a positive mental health. This series is being offered through a partnership with La Clínica, a California Health Center.
- Loving Solution – This is a series of parenting classes for parents of children ages 10 years and younger. This series covers how to use proactive techniques to encourage positive behaviors, methods to redirect challenging behavior, setting developmentally appropriate goals, setting up an environment for success, exploring how children best learn, and enforcing family rules with consistency. This series is offered once in the Fall semester and once in the Spring semester.
- Early Literacy Series – This is a series of workshops to support early literacy skills and how to embed literacy in daily life. This series is recommended for parents who have students in 1st grade and below. The series covers how to foster a love of reading, support language development, build phonemic awareness, support reading fluency, and build literacy skills through fun games that children will enjoy. This series is offered once in the Fall semester and once in the Spring semester.
- English as a Second Language (ESL) – These classes are offered to parents in the

Pittsburg Unified School District who desire to build their English language skills throughout the school year.
- College Nights at Junior High Schools and Elementary School Sites – Learn how to support habits of a scholar, how to prepare for college, the different types of colleges, college entrance requirements, and ways to pay for college. Each session will feature Pittsburg High School seniors and/or Pittsburg High School alumni.

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)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the District level the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) monitor Title I, II, III and IV funds.

Funding

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

The following categorically funded positions and programs help under-performing students meet academic standards:

Instructional Aides: Highlands uses categorical funds to support two kindergarten aides; each with 4 hours. Our paraprofessionals, under the direction of our certificated staff, provide direct support to students who are struggling with core instruction, in grades kindergarten through second, by assisting with interventions for students in the areas of English/Language Arts and mathematics as well as assisting in the administration of assessments which are used to drive instruction. These efforts allow the teacher to work with small groups of students, thereby ensuring students have access to the overall educational program.

Bilingual Aide: Highlands uses a 6.5 hour bilingual aide to provide supplemental supports for students whose first language is not English. These supports include coordinating ELPAC testing, providing translation, both written and oral, for teachers and office staff, supporting in conferencing and communicating to parents. Due to the high number of English Learners enrolled at Highlands, this supplemental support position is needed to ensure students have access to the core instruction and overall educational program.

Categorical funds pay for substitutes for grade level release time used for collaborative instructional planning and professional development, as well as classroom instructional materials, associated technology costs, and supplies for parent meetings. Additionally, we have hired a retired teacher to support our 3rd grade students with closing reading gaps three days a week.

Substitute Teachers: A substitute teacher is provided to the classroom teacher so that they may attend SST meetings once monthly.

Climate: In supporting the social and emotional health of our student body, Highlands uses categorical funds to support Social Emotional Learning through The Mindful Life Project and The Jesse Lewis Choose Love Program and student incentives to encourage use of positive academic and social behavior . Funds also support our life skill focus each month, our "Strive for Five" attendance campaign, our Acts of Kindness project around campus, students' sense of safety on campus (utilizing our Dads On Guard), as well as extra curricular activities such as our Highland's Spirit Squad, Band, Student Council and Science Enrichment programs.

Fiscal support (EPC)

While school, district and community resources are all supportive of student achievement at Highlands, there are factors, revealed that become barriers to academic success.

Outside factors not pertaining to school impact academic achievement. Lincoln Center therapy, as well as counseling supports provided by JFK University are available to assist students in need. Each year our mental health service providers maximize their caseloads early in the year. Additional instructional time is utilized to build classroom communities, hold classroom meetings, and to attend to behavioral challenges when students are in crisis.

Highlands buses students to our site from a neighboring community, as almost half our our populations resides downtown. This creates a barrier in attendance and the ability to readily access parents to create the home and school partnership.

Students who are significantly below grade level will demonstrate growth towards the goal of proficiency, but may take more than one year to achieve that target. Due to time restraints during the day, we will have to assess the need for additional interventions beyond the school day.

Educational Partner 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

In early Spring 2022 parent governing councils and site administration met to determine site needs for the 2022-2023 academic school year. It was at this time that additional Title 1 funding was made available to support our site's need for adequate technology due to Shelter in Place and Distance Learning. Upon return in Fall 2022, administrators and site teacher leaders met to draft site goals and plan in accordance with stakeholder feedback from the English Learner Advisory Committee and School Site Council.

Resource Inequities

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

There are several resource inequities identified and are as follows:

- Time restraints amongst families in attending evening workshops
- Consistent, targeted, and related parent workshops
- ELD program components not frequently communicated beyond parent conferences
- Reporting on EL progress and specific details regarding ELD standards
- Following return from SIP and social distancing, the ELD rotations were not as strategic and were more integrated than designated
- PD for teachers has historically been focused on Integrated rather than Designated times
- Lack of available General Education Interpreters during school year conferences

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
Student Enrollment by Subgroup						
American Indian	0.56%	0.4%	0.83%	3	2	4
African American	14.93%	15.1%	14.67%	80	76	71
Asian	3.54%	2.8%	2.89%	19	14	14
Filipino	4.66%	6.5%	6.82%	25	33	33
Hispanic/Latino	62.69%	63.0%	61.98%	336	318	300
Pacific Islander	0.93%	0.6%	1.03%	5	3	5
White	6.9%	5.9%	7.02%	37	30	34
Multiple/No Response	5.41%	5.5%	4.55%	29	28	22
			Total Enrollment	536	505	484

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Student Enrollment by Grade Level			
Kindergarten	94	89	87
Grade 1	78	69	80
Grade 2	76	82	71
Grade3	97	71	75
Grade 4	101	96	83
Grade 5	90	98	88
Total Enrollment	536	505	484

Conclusions based on this data:

1. While our data suggests that we have had very little change in the overall population of students by ethnic group and enrollment, our enrollment has been on a decline over the past three years.

2. Our largest population of students is our Hispanic/LatinX group.

3. The sharpest decline in overall student enrollment took place following our return from Shelter in Place.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	152	125	122	28.4%	24.80%	25.2%
Fluent English Proficient (FEP)	81	64	64	15.1%	12.70%	13.2%
Reclassified Fluent English Proficient (RFEP)	9	8		6.3%	1.60%	

Conclusions based on this data:

1. Our data show that we had a slight decrease in the number of English Learners.

2. We have had a minimal decrease in the number of FEP students.

3. Our Reclassification rate has decreased significantly over the past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	94	72	76	94	0	73	94	0	73	100	0.0	96.1
Grade 4	91	96	83	90	0	80	90	0	80	98.9	0.0	96.4
Grade 5	80	99	88	79	0	88	79	0	88	98.8	0.0	100.0
All Grades	265	267	247	263	0	241	263	0	241	99.2	0.0	97.6

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

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

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2400.		2363.	18.09		8.22	19.15		12.33	25.53		24.66	37.23		54.79
Grade 4	2416.		2405.	11.11		8.75	17.78		13.75	23.33		18.75	47.78		58.75
Grade 5	2461.		2427.	10.13		4.55	24.05		12.50	25.32		19.32	40.51		63.64
All Grades	N/A	N/A	N/A	13.31		7.05	20.15		12.86	24.71		20.75	41.83		59.34

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.09		5.48	46.81		57.53	35.11		36.99
Grade 4	11.11		5.00	38.89		68.75	50.00		26.25
Grade 5	13.92		5.68	40.51		62.50	45.57		31.82
All Grades	14.45		5.39	42.21		63.07	43.35		31.54

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

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	13.83		8.22	46.81		42.47	39.36		49.32
Grade 4	6.67		5.00	54.44		47.50	38.89		47.50
Grade 5	21.52		2.27	49.37		40.91	29.11		56.82
All Grades	13.69		4.98	50.19		43.57	36.12		51.45

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

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	4.26		4.11	71.28		75.34	24.47		20.55
Grade 4	8.89		5.00	63.33		70.00	27.78		25.00
Grade 5	3.80		3.41	60.76		72.73	35.44		23.86
All Grades	5.70		4.15	65.40		72.61	28.90		23.24

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	17.02		6.85	52.13		52.05	30.85		41.10
Grade 4	10.00		2.50	45.56		73.75	44.44		23.75
Grade 5	12.66		10.23	46.84		59.09	40.51		30.68
All Grades	13.31		6.64	48.29		61.83	38.40		31.54

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

Conclusions based on this data:

1. (Eileen added:) PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence there is no CAASPP data. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

   2022 CAASPP: Percentage of students who met or exceeded:
   ELA ALL: 19.22%
   ELA AA: 4.26%
   ELA HISP: 17.88%

Our existing data tells us that in grades 3-5, our overall academic achievement in ELA for all students decreased by 5%. In 3rd grade, there was a decrease of 9%, in 4th grade there was a decrease of 2%, and in 5th grade we remain flat. Highlands has increased the percentage of students who have nearly met standards across all three levels. We need to do a deeper analysis with our 3rd grade data to establish the specific gaps in achievement, and to determine how to move more students into the meets and exceeds category.

2. When disaggregating data by ELA strands, the focus of our work needs to lay within research and inquiry and writing, as a large percentage of students remain in the "nearly met standard" (research:65%, and writing 50%). With continued efforts, we will focus on students' application of their learning towards performance tasks. This requires students to use inquiry to synthesize informational text from a variety of sources, and apply their understanding to take their research to writing. Distance learning has created opportunities for expanded resources in these areas.

3. Our largest percentage of students who are above grade level is in reading and writing. We need to connect our reading and writing with our work in research and inquiry with an added focus on multimedia presentations through Google Classroom applications in order to see an increase in the number of proficient students in these strands.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	94	72	76	94	0	73	94	0	73	100	0.0	96.1
Grade 4	91	96	83	91	0	80	91	0	80	100	0.0	96.4
Grade 5	80	99	88	79	0	88	79	0	87	98.8	0.0	100.0
All Grades	265	267	247	264	0	241	264	0	240	99.6	0.0	97.6

Table title: Overall Participation for All Students

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

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2396.		2376.	8.51		6.85	23.40		13.70	24.47		31.51	43.62		47.95
Grade 4	2412.		2401.	2.20		1.25	18.68		13.75	31.87		26.25	47.25		58.75
Grade 5	2460.		2410.	6.33		2.30	10.13		8.05	40.51		14.94	43.04		74.71
All Grades	N/A	N/A	N/A	5.68		3.33	17.80		11.67	31.82		23.75	44.70		61.25

Table title: Overall Achievement for All Students

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

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.09		10.96	32.98		38.36	48.94		50.68
Grade 4	12.09		7.50	20.88		26.25	67.03		66.25
Grade 5	7.59		3.49	32.91		30.23	59.49		66.28
All Grades	12.88		7.11	28.79		31.38	58.33		61.51

Table title: Concepts & Procedures — Applying mathematical concepts and procedures

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.96		10.96	42.55		43.84	41.49		45.21
Grade 4	7.69		2.50	40.66		37.50	51.65		60.00
Grade 5	11.39		3.45	43.04		32.18	45.57		64.37
All Grades	11.74		5.42	42.05		37.50	46.21		57.08

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.09		5.48	43.62		61.64	38.30		32.88
Grade 4	6.59		2.50	42.86		47.50	50.55		50.00
Grade 5	3.80		2.30	43.04		45.98	53.16		51.72
All Grades	9.85		3.33	43.18		51.25	46.97		45.42

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

Conclusions based on this data:

1. (Eileen added) PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence there is no CAASPP data. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

   2022 CAASPP: Percentage of students who met or exceeded:

   MATH ALL: 15%
   MATH AA: 6.38%
   MATH HISP: 10.67%

   Our existing data tells us that in grades 3-5, our overall academic achievement in Math for all students decreased among our exceeded, at, and nearly met students. We also note an increase of not met students by 3%. Developing a process to support the needs of students facing difficulty in math and supporting teachers through the content is necessary. A revisited focus on Conceptual Understanding will support classroom teachers and students with the transition of concrete to abstract understanding with problem solving.

2. When disaggregating data by Math strands, the focus of our work needs to lie within the Communicating Reasoning strand where we remain flat in our "above" standard proficiency. We will move teachers to support students by incorporating opportunities for students to articulate, both orally and in written forms, their justification for solving common and more advanced problems.

3. Concepts and Procedures and Problem Solving show positive trends. This is growth from last year, and now, we will connect more effective teaching practices to Communicating Reasoning and Problem Solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1438.6	1433.1	1439.1	1447.2	1448.5	1442.0	1418.1	1397.1	1432.3	29	28	23
1	1463.2	1438.6	1449.4	1484.8	1464.2	1469.5	1441.1	1412.4	1428.7	16	16	26
2	1497.1	1468.3	1461.5	1519.0	1461.2	1466.9	1474.5	1474.8	1455.6	37	16	22
3	1488.5	1487.2	1475.6	1488.1	1505.3	1477.9	1488.6	1468.5	1472.4	20	19	16
4	1507.6	1498.6	1506.6	1507.4	1510.9	1518.2	1507.2	1485.8	1494.4	25	27	14
5	1518.1	1514.4	1511.6	1513.1	1512.5	1524.6	1522.7	1515.9	1498.0	21	19	26
All Grades										148	125	127

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	24.14	14.29	21.74	31.03	42.86	47.83	44.83	32.14	17.39	0.00	10.71	13.04
1	6.25	6.25	3.85	56.25	37.50	34.62	37.50	37.50	53.85	0.00	18.75	7.69
2	13.51	0.00	13.64	62.16	56.25	45.45	24.32	37.50	18.18	0.00	6.25	22.73
3	10.00	21.05	0.00	30.00	21.05	31.25	55.00	42.11	56.25	5.00	15.79	12.50
4	20.00	7.41	7.14	40.00	37.04	50.00	32.00	40.74	35.71	8.00	14.81	7.14
5	4.76	5.26	11.54	47.62	42.11	42.31	42.86	47.37	38.46	4.76	5.26	7.69
All Grades	14.19	9.60	10.24	45.27	39.20	41.73	37.84	39.20	36.22	2.70	12.00	11.81

Note: The table above also includes a **Total Number of Students** column group with values: K: 29, 28, 23 | 1: 16, 16, 26 | 2: 37, 16, 22 | 3: 20, 19, 16 | 4: 25, 27, 14 | 5: 21, 19, 26 | All Grades: 148, 125, 127 (for 18-19, 20-21, 21-22 respectively).

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

Oral Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.24	35.71	26.09	55.17	32.14	43.48	27.59	17.86	21.74	0.00	14.29	8.70	29	28	23
1	50.00	18.75	23.08	18.75	37.50	57.69	31.25	37.50	15.38	0.00	6.25	3.85	16	16	26
2	59.46	6.25	31.82	32.43	50.00	45.45	8.11	31.25	9.09	0.00	12.50	13.64	37	16	22
3	20.00	26.32	18.75	65.00	52.63	50.00	15.00	10.53	25.00	0.00	10.53	6.25	20	19	16
4	40.00	33.33	42.86	40.00	51.85	50.00	16.00	11.11	7.14	4.00	3.70	0.00	25	27	14
5	33.33	21.05	42.31	52.38	73.68	46.15	9.52	5.26	7.69	4.76	0.00	3.85	21	19	26
All Grades	37.84	25.60	30.71	43.92	48.80	48.82	16.89	17.60	14.17	1.35	8.00	6.30	148	125	127

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

Written Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.79	7.14	13.04	27.59	32.14	43.48	55.17	46.43	30.43	3.45	14.29	13.04	29	28	23
1	0.00	0.00	3.85	25.00	31.25	19.23	56.25	43.75	46.15	18.75	25.00	30.77	16	16	26
2	5.41	0.00	13.64	35.14	43.75	18.18	40.54	50.00	31.82	18.92	6.25	36.36	37	16	22
3	5.00	0.00	0.00	20.00	26.32	18.75	50.00	26.32	37.50	25.00	47.37	43.75	20	19	16
4	4.00	3.70	0.00	36.00	7.41	28.57	28.00	44.44	35.71	32.00	44.44	35.71	25	27	14
5	4.76	5.26	0.00	14.29	21.05	7.69	66.67	36.84	65.38	14.29	36.84	26.92	21	19	26
All Grades	6.08	3.20	5.51	27.70	25.60	22.05	47.97	41.60	42.52	18.24	29.60	29.92	148	125	127

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

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.69	21.43	21.74	75.86	67.86	65.22	3.45	10.71	13.04	29	28	23
1	56.25	31.25	30.77	43.75	68.75	65.38	0.00	0.00	3.85	16	16	26
2	54.05	25.00	13.64	43.24	62.50	68.18	2.70	12.50	18.18	37	16	22
3	5.00	26.32	0.00	70.00	57.89	68.75	25.00	15.79	31.25	20	19	16
4	20.00	29.63	42.86	64.00	70.37	50.00	16.00	0.00	7.14	25	27	14
5	4.76	5.26	7.69	80.95	84.21	73.08	14.29	10.53	19.23	21	19	26
All Grades	28.38	23.20	18.90	62.16	68.80	66.14	9.46	8.00	14.96	148	125	127

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.14	28.57	26.09	68.97	60.71	65.22	6.90	10.71	8.70	29	28	23
1	31.25	18.75	26.92	62.50	56.25	69.23	6.25	25.00	3.85	16	16	26
2	45.95	12.50	59.09	54.05	75.00	27.27	0.00	12.50	13.64	37	16	22
3	65.00	63.16	50.00	35.00	31.58	43.75	0.00	5.26	6.25	20	19	16
4	64.00	59.26	57.14	32.00	37.04	42.86	4.00	3.70	0.00	25	27	14
5	90.48	63.16	84.62	4.76	36.84	11.54	4.76	0.00	3.85	21	19	26
All Grades	52.03	42.40	50.39	44.59	48.80	43.31	3.38	8.80	6.30	148	125	127

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.90	3.57	21.74	86.21	78.57	65.22	6.90	17.86	13.04	29	28	23
1	12.50	13.33	3.85	68.75	53.33	23.08	18.75	33.33	73.08	16	15	26
2	5.41	25.00	18.18	78.38	62.50	50.00	16.22	12.50	31.82	37	16	22
3	0.00	0.00	0.00	60.00	36.84	43.75	40.00	63.16	56.25	20	19	16
4	0.00	3.70	0.00	60.00	59.26	57.14	40.00	37.04	42.86	25	27	14
5	4.76	10.53	0.00	66.67	47.37	53.85	28.57	42.11	46.15	21	19	26
All Grades	4.73	8.06	7.87	71.62	58.06	48.03	23.65	33.87	44.09	148	124	127

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	48.28	42.86	43.48	41.38	35.71	47.83	10.34	21.43	8.70	29	28	23
1	6.25	0.00	3.85	75.00	68.75	80.77	18.75	31.25	15.38	16	16	26
2	8.11	6.25	9.09	72.97	75.00	59.09	18.92	18.75	31.82	37	16	22
3	15.00	10.53	12.50	80.00	57.89	68.75	5.00	31.58	18.75	20	19	16
4	20.00	3.70	21.43	68.00	62.96	57.14	12.00	33.33	21.43	25	27	14
5	4.76	5.26	3.85	90.48	84.21	69.23	4.76	10.53	26.92	21	19	26
All Grades	18.24	13.60	14.96	69.59	61.60	64.57	12.16	24.80	20.47	148	125	127

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

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

School and Student Performance Data
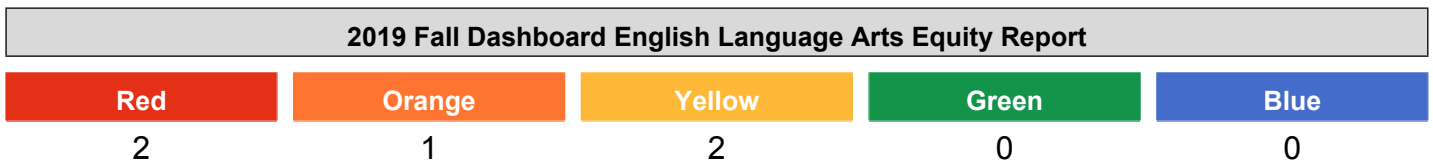
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
505	**78.0**	**24.8**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	125	24.8
Foster Youth	1	0.2
Homeless	19	3.8
Socioeconomically Disadvantaged	394	78.0
Students with Disabilities	44	8.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	76	15.0
American Indian or Alaska Native	2	0.4
Asian	14	2.8
Filipino	33	6.5
Hispanic	318	63.0
Two or More Races	28	5.5
Native Hawaiian or Pacific Islander	3	0.6
White	30	5.9

Conclusions based on this data:

1. The most recent CA Dashboard information for student population was for the 2020 - 2021 school year. The Dashboard is expected to be updated in December 2022.

We have a large socioeconomically disadvantaged population. As a site, we will provide a rich amount of resources to our students, collaborate with our community to establish needs, and use our Coordination of Services Team to establish both short and long term plans of support for our targeted students. After school intervention will also support our students who are identified as EL, foster youth, and low SES.

2. Our largest student population, at 62% is our Hispanic community, followed by, at 16%, our African American student population. With our teaching staff, we will work on connecting more culturally relevant practices into the classroom community along with infusing academic instruction with strategies to support these ethnic groups.

3. With 9.4% of our student population identified as Students with Disabilities, we will continue to improve instructional supports and provide intervention using the Multi Tiered Systems of Support. For staff support, we will provide additional days for collaboration between classroom teachers and the special education staff.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

Dashboard data from the 2018-2019 indicates that we have held steady in the areas of ELA and Suspension Rates. However, Mathematics continues to be an area of improvement. Continuous refinement of our data analysis protocol along with consistent implementation of core curriculum, we will need to examine assessment outcomes and district indicators to identify priority students for expanded learning support.

2. With School Smarts Parent Program in place to support Chronic Absenteeism, it is necessary to begin outreach to our families that do not live in the immediate school neighborhood. With support of our Community Schools Coordinator and our Parent Liaison, a monitoring protocol will be put in place to support our students towards positive attendance outcomes.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
40.2 points below standard	43.4 points below standard	0 Students
Declined -3.5 points	Increased ++5.5 points	
245	103	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	47.7 points below standard	138.4 points below standard
	Maintained -2.3 points	Declined -7.7 points
4	208	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
87.9 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -19.4 points		7	9
43			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
33.3 points below standard	36.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	18.9 points below standard
Increased ++8.4 points	13	3	Declined -9.4 points
147			21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.5 points below standard	35.9 points above standard	37.5 points below standard
Declined -14.7 points	Maintained -1.4 points	Declined -11.2 points
59	44	139

Conclusions based on this data:

1. (Eileen added)PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

    2022 CAASPP: Percentage of students who met or exceeded:
    ELA ALL: 19.22%
    ELA AA: 4.26%
    ELA HISP: 17.88%

    Our data for the 2018-2019 school year show that all student groups have increased in percentage points. Even with this increase we have specific populations achieving below standard. Our Reclassified students in grades 3-5 have the largest percentage point increase. Will will continue through our work with the Understanding by Design framework to build capacity among our teams in developing targeted assessments along with analyzing data to determine student by student performance needs throughout the lesson design process.

2. CAASPP was suspended for 2019 -2020 and 2020-2021 school year. There is no new CAASPP data. It is expected to be administered in Spring 2022.

School and Student Performance Data

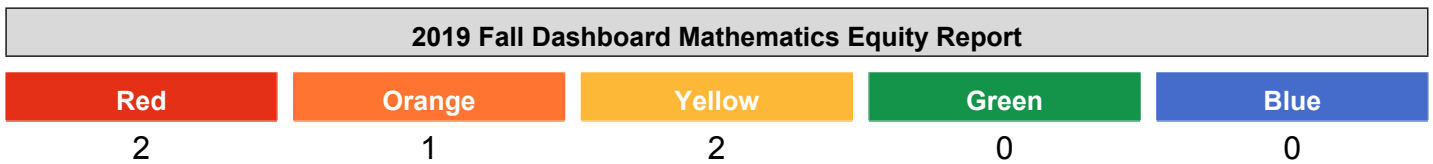## Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	
57.6 points below standard	61.3 points below standard	
Increased ++3.4 points	Maintained -1.1 points	
245	103	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	65.3 points below standard	147 points below standard
	Increased ++3.5 points	Maintained -1.1 points
4	208	33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red		No Performance Color	No Performance Color
104.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.1 points		7	9
43			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
50.9 points below standard	75.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	27.6 points below standard
Increased ++6.5 points	13	3	Increased Significantly ++18.5 points
147			21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103 points below standard	5.5 points below standard	55.1 points below standard
Declined Significantly -15.8 points	Maintained -1.5 points	Increased ++7.3 points
59	44	139

Conclusions based on this data:

1. (Eileen added)PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

   2022 CAASPP: Percentage of students who met or exceeded:

   MATH ALL: 15%
   MATH AA: 6.38%
   MATH HISP: 10.67%

   Data from 2018-2019 CAASPP in Mathematics showed students overall maintained with minimal increase in percentage points. The largest decline is with our African American population. Continued professional learning in improving math lesson development around Problem Solving and Procedures using district adopted curriculum along with implementation of more relevant strategies to support engagement during core instruction.

2. CAASPP was suspended for 2019 -2020 and 2020-2021 school year. There is no new CAASPP data. It is expected to be administered in Spring 2022.

School and Student Performance Data

Academic Performance
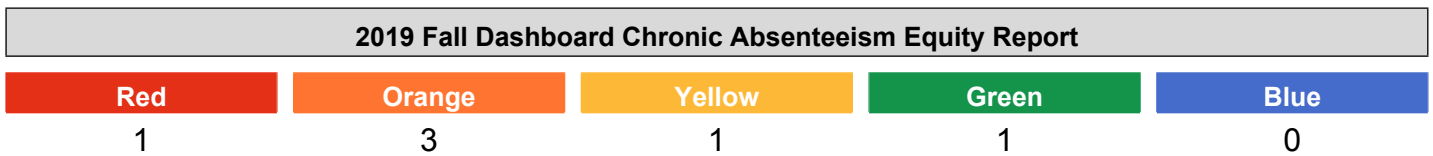## English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
56.4 making progress towards English language proficiency
Number of EL Students: 117
Performance Level: High
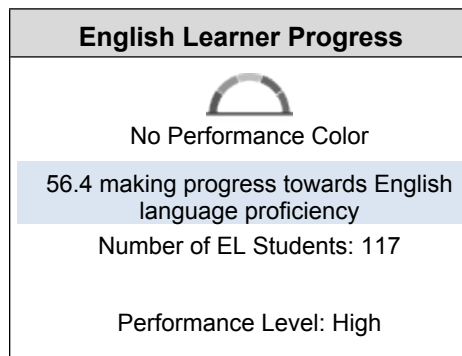
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.0	26.4	1.7	54.7

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022

Our data from the 2018-2019 school year indicate that we are developing our English Learners toward proficiency. For continued improvement, ongoing English-language development as part of our academic instruction will continue in both an integrated and designated manner. Providing students opportunities to develop academic oral language in literacy and other content areas, teaching vocabulary across content, and providing appropriate interventions for ELs who need support beyond Tier 1 instruction are necessary.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
13.8	9.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Declined -2.6	3
559	204	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	15.2	14.5
8	Increased +0.8	Declined -5.2
	467	69

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
21.3	Less than 11 Students - Data Not Displayed for Privacy	5.6	12.5
Increased +3.7		Declined -13.5	Declined -1.1
94	1	18	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
12.3	10.7	Less than 11 Students - Data Not Displayed for Privacy	12.2
Maintained -0.1	Declined -2.6		Increased +5.5
349	28	4	41

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022,

Our data from 2018-2019 show that our overall Chronic Absenteeism rates have maintained with 13.4% of students chronically absent. Additionally, our Socially Economically Disadvantaged students also maintained with 14.4% chronically absent. With our Strive for 5 model and our site based attendance interventions and supports in their second year, we are hopeful for continued decrease among these groups.

2. Our English Learners, Students with Disabilities, and our Hispanic populations increased with 1%, 0.9%, and 1.1% respectively. Continued use of our daily attendance reports will result in the contact of families to follow up on attendance concerns and trends. Our school climate and culture must also be examined and efforts made to be more culturally and linguistically responsive to our students and families needs.

3. Highlands' African American students had the only decline in chronic absenteeism at 3.7%. Mentoring programs such as Young Men of Purpose the Successful Purpose pilot group supported this group and the families of the participants. Continuing to structure the Coordination of Services Team to examine Early Warning Indicators (EWIs) will aid in capturing additional students to serve in the mentoring groups.

School and Student Performance Data

Conditions & Climate
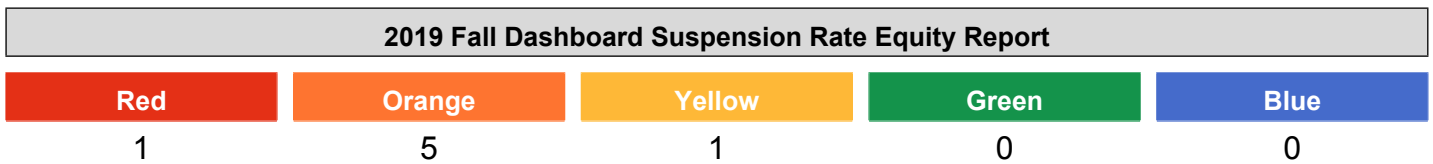## Suspension Rate

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
4.9	3.2	Less than 11 Students - Data Not 3
Declined Significantly -1	Increased +1.7	
614	219	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not 9	5.7	13.9
	Declined -0.5	Declined -9.9
	508	72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
9.3	Less than 11 Students - Data 1	0	0
Declined -10.9		Maintained 0	Maintained 0
107		19	26

Hispanic	Two or More Races	Pacific Islander	White
Orange	Red	No Performance Color	Orange
3.2	14.3	Less than 11 Students - Data 5	6.3
Increased +1.4	Increased +7.6		Declined -6.8
373	35		48

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	4.9

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

Our overall suspension rate in 2018-2019 declined, with 5.9% of students being suspended at least once. Classroom meetings along with our Soul Shoppe Social Emotional program supported students in developing strategies when faced with conflict and adversity. Following a Positive Behavior and Supports approach coupled with a Restorative Justice lens, our staff will continue to motivate students using intrinsic and extrinsic incentives.

2. Students with Disabilities and African American students increased by 3.8% and 3.1% respectively. Continued work on parent involvement and teacher promotion of Social Emotional Learning Standards will aid in promoting self efficacy among our most marginalized populations.

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

Engaging and Rigorous Teaching and Learning

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning. (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

By June 2023 all students and subgroups will improve by the following:

ELA: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

ELA: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Math: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in Math will decrease by 3 (three) points All Students.

Identified Need

Returning from SIP, our site has not been able to make systemic and sustainable academic impact that are monitored throughout the year. COVID exposures during the 2021-2022 school year added to the existing limitations in student achievement through distance learning.

Student performance on the 2022 ELA CAASPP indicates that 19.92% of students scored "Standards Met or Exceeded," and 15% scored "Standards Met or Exceeded" in Math.   For all grade levels, the CAASPP data reveals that students in grades 3-5 are in need of more targeted instruction in the areas of Research and Inquiry, Listening, Communicating Reasoning and Problem Solving, and Concepts and Procedures.

2022 CAASPP: Percentage of students who met or exceeded:
ELA ALL: 19.22%
ELA AA: 4.26%

ELA HISP: 17.88%

MATH ALL: 15%
MATH AA: 6.38%
MATH HISP: 10.67%

2019 CAASPP: Distance below standard
ELA ALL: 40.2 pts
ELA AA: 87.9 pts
ELA HISP: 33.3 pts

MATH ALL: 57.6 pts
MATH AA: 104.6 pts
MATH HISP: 50.9 pts

2022 Spring iReady : Percentage of students Early On, Mid and Above:
ELA: 26%
Math: 17%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Met and Exceeded 20%	Increase by 5% to 25% by Spring 2023 CAASPP
CAASPP Math	Met and Exceeded 15%	Increase by 5% to 20% by Spring 2023 CAASPP
iReady ELA Spring Benchmark	Met and Exceeded 26%	Increase by 10% to 27% by Spring 2023 Benchmark
iReady Math Spring Benchmark	Met and Exceeded 17%	Increase by 10% to 27% by Spring 2023 Benchmark

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from the below strategies.

Strategy/Activity

Common Core based strategies, curriculum, materials, and supplies will be provided to support teachers with instruction that will move students towards deeper content understanding.

As we continue on our journey towards positive academic outcomes for our Black and Latinx students, we will provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions,
and identifying best practices through the Professional Learning Community (PLC) process.

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

Amount(s)	Source(s)
3,000	3010 Title I LI/FY Curriculum supplies, materials and technology
7,000	3010 Title I LI/FY Substitutes to assist in assessments twice this year, additional support for strategic intervention
4,822	3010 Title I All Books and literacy supplies for classrooms

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Expanded Learning ELA intervention targeting reading, fluency, and comprehension with 3rd and 4th grade students. Additional instructional supports will be given to our 5th grade ELs.

Strategy/Activity

Once Guided and Independent Reading Levels are determined at the first trimester through 95% Group (grades 1-3) and Fountas and Pinnel (grades 4-5), a wide range of genre and text complexity will be needed to meet the demands of student reading. Both online reading selections and classroom physical libraries must reflect the diversity and interest of our students as well as support the specific goals of phonemic awareness.

Phonics assessments from iReady and Acadience for students in grades 3-5 will provided data that will support in placing greater focus on students reading two or more grade levels below. Teachers, including a part time support teacher, and Instructional Aides will be guided by our Early Literacy Coach to incorporate a daily multi-syllable routine from the 95% group, along with district created Blending Lines for grades 1-3 for whole and small group.

Teachers will continue to receive ongoing support in Academic Vocabulary and Comprehension Skills and Strategies to employ during Guided Reading time. Additionally, supports in foundational reading hallmarks (phonemic awareness, phonics, alphabetic principal, syllables) will delivered

during professional development during the school day. I-Ready lessons intended to support students with the rigor related to CAASPP will be used during Universal Access time.

English Learner Progress: Because of the efforts listed below and in addition to the 30 minutes of daily Designated ELD instruction. Students receive targeted instruction through small group and one on-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language
acquisition and English language proficiency resulting in reclassification.

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

Amount(s)	Source(s)
1,000	3010 Title I All Substitues; Extended Learning for on site coaching during work day.
1,500	3010 Title I EL/FEP Funding for additional hourly pay for teachers to plan and collaborate.
8,500	3010 Title I All Flocabulary, Accelerated Reader and Scholastic News

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from our grade level standards while simultaneously strengthening prerequisite skills in math.

Strategy/Activity

Math Performances Tasks and Number Talks will be implemented weekly into Math instruction. These tasks will demonstrate student learning of math standards and serve as an instrument of practice in preparation of CAASP, and real world application. Grades 4 and 5 will support students who lack transferable skills in math during after school intervention. Additionally, teachers in grades 3, 4 and 5 will continue to pilot the San Francisco Unified Math program in the 2022-2023 school year as means to greater Conceptual Understanding of the math standards. The district is continuing its investment in i-Ready supplemental materials to enhance student participation during small group instruction.

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

Amount(s)	Source(s)
800	3010 Title I All Individual white boards per student.
2,000	3010 Title I All Expanded Learning SFUSD Math Planning and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this strategy.

Strategy/Activity

Ongoing professional development and opportunities beyond the school day will be provided to strengthen teacher capacity and their understanding of Conceptual Understanding and Procedural Skills in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	3010 Title I All Professional Development beyond the contracted workday.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Grades TK through 3 will benefit from this strategy.

Strategy/Activity

Acadience will be used to assess our Transitional Kindergarten(TK) through third grade students in foundational reading acquisition. Data will guided teachers in creating action plans to support students during direct instruction and Universal Access time for differentiated needs.

Biweekly teacher collaboration and Professional Learning Communities will be led by our Early Literacy Coach. This planning will support in honing teacher skills to support the Universal Access and core instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	3010 Title I All Data Analysis following each benchmark
2,000	3010 Title I All Materials and supplies to support Universal Access
16,706	3010 Title I All TK and Kindergarten Classroom Aide

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students designated EL, African American, and SWD in grades 1st through 5th performing two or more academic years below grade level in English Language Arts based on universal site and district assessments.

Strategy/Activity

Use of 95% Group and Orthon Gillingham instruction will be given during ELA Resource time. General Education teachers will receive additional professional development in routines that support students in this category. Under the guidance and training of our Early Literacy Coach, our Instructional Aides will support during additional pull out times outside of designated ELD and Universal Access.

Site Leadership and Special Education teams will work to develop a model for communication, collaboration and support across the divisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	3010 Title I All Curriculum Materials and Supplies Training beyond the school day

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners will be served by this strategy.

Strategy/Activity

Designated ELD will occur four times a week for 30 minutes each day. English Learners will be appropriately placed according to their ELPAC levels to receive instruction aligned to CCSS and CA ELD standards within their classrooms.

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

Amount(s)	Source(s)
750	9500 LCFF EL/FEP Instructional Supplies
1,000	3010 Title I EL/FEP Instructional Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

An emphasis on grade level planning and foundational reading PLCs to support our students returning from SIP was put in place. Looking at data and refining practices were implemented, however the pandemic continued to have an impact on our in person instruction. Student absences and teacher absences increased, creating gaps in student skill acquisition.

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

Although we intended to accelerate the growth of our Students with Disabilities and our ELs in both ELA and Math, we realize continued professional development in creating Common Formative Assessments at the appropriate rigor of the priority grade level standards is necessary as a major method for capturing student understanding and determining areas of remediation. Noting academic vocabulary is a common thread of our Standard English Learners and English Learners access to comprehension, additional expenditures are needed to support in this area.

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

For the 2022-2023 school year, Highlands will be budgeting for grades for Accelerated Reader, an online reading motivator to support students in monitoring, practicing, and engaging in their independent reading. We will additionally budget for a retired teacher to support our 3rd grade students who are on the cusp of grade level proficiency in reading. Increased opportunities for grade level teams to plan according to student data results and professional development with our Early Literacy Coach during the day will increase teacher capacity and skill level.

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

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

During the 2022-2023 school year, students' overall proficiency (meets and exceeds standard) will improve in English Language Arts and Math by 5% as measured by CAASPP, and 5% as measured by District Interim iReady ELA and Math assessments. In order to accomplish this teachers will participate in continued professional development around Understanding by Design; completing Stage 1 which consist of knowledge and understanding, making meaning, grouping priority standards, and developing essential questions and transfer goals for a culminating ELA Unit. Teachers will additionally receive continuous development in Literacy and Math instruction through "bite sized" Professional Development throughout the year to target lowest performing claims as measured by CAASPP data.

By June 2023 all students and subgroups will improve by the following:

ELA: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

ELA: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify will increase by 10% students.

EL: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Math: By EOY 2023, the distance from standard in Math will decrease by 15 points for African American student group.

Math: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in Math will decrease by 3 (three) points All Students.

Identified Need

CAASPP was suspended for 2020-2021 school year. A modified version was administered in Spring 2022. Below is the most current state released data.

2022 CAASPP: Percentage of students who met or exceeded:
ELA ALL: 19.22%
ELA AA: 4.26%
ELA HISP: 17.88%

MATH ALL: 15%
MATH AA: 6.38%
MATH HISP: 10.67%

2019 CAASPP: Distance below standard
ELA ALL: 40.2 pts
ELA AA: 87.9 pts
ELA HISP: 33.3 pts

MATH ALL: 57.6 pts
MATH AA: 104.6 pts
MATH HISP: 50.9 pts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Met and Exceeded by 5%	Increase by 10% to Met and Exceeded
CAASPP Math	Met and Exceeded by 5%	Increase by 10% to Met and Exceeded
i-Ready;Vocabulary, Comprehension for Literature and Informational Text	Met and Exceeded by 5%	Increase by 10% to Early On, Mid, and Above
i-Ready; Numbers and Base Ten and Numbers and Operations	Met and Exceeded by 5%	Increase by 10% to Early On, Mid, and Above

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from strategies.

Strategy/Activity

Adjusted Wednesday's will be devoted to professional development and team collaboration with a focus on equity in ELA, ELD, and Math.

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

Amount(s)	Source(s)
800	9500 LCFF All Adjusted Wednesday Materials and Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this activity.

Strategy/Activity

Training on Imagine Learning to Support our ELLs, Accelerated Reader and Flocabulary, supplemental computer based programs to support reading and Tier 3 vocabulary acquisition in Math, Social Studies and ELA.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Continued professional development will target skills and strategies to shore up Common Core standards by providing rigorous literature and informational text from a variety of perspectives along with supporting teachers with meaningful ways to encourage students' critical thinking skills.

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

Amount(s)   Source(s)

1,500	9500 LCFF All Virtual and in person conferences
4,000	3010 Title I All Contracted Professional Development, Flocabulary and Accelerated Reader

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students will benefit from this activity.

Strategy/Activity

Additional need for technology to support students during ELD and Universal Access time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,509	3010 Title I All Technology/Materials and Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

SWD, EL, African American students will benefit from this strategy.

Strategy/Activity

Following assessment cycles, Highlands' Leadership team and SPED team will meet to analyze data and evaluate instructional programs. Additionally, will meet twice monthly to discuss climate, curriculum and instruction, and professional development. The goal is to build capacity of the group in order to articulate student successes, challenges, and grade level CCSS implementation gaps. In the 2020-2021 year, principal, vice principal, and Community School Coordinator with begin an Equity Team comprised of staff. Using the National Equity Projects working definition of equity, we will use both academic and behavioral data to determine and dismantle inequitable and disproportionate site practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	9500 LCFF

	AA
	Highlands Elementary Equity Team
1,500	3010 Title I
	All
	Highlands Elementary Leadership Team

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Individual and grade level data conferences will occur three times a year. Teachers and administrators will reflect on site and district initiatives and develop supports for students not meeting grade level standards. Grade levels supported by Acadience will confer with Early Literacy Coach and administrators following benchmark and progress monitoring data cycles.

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

Amount(s)	Source(s)
486	9500 LCFF
	LI/FY
	Roving Substitutes

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021-2022 school year it was critical to strengthening practice that teachers continue to participate at high levels of development. To reach this level of performance, attendance and participation in district and site professional developments were essential. Professional Development was offered in the form of conferences and outside consultants. Staff had the opportunity to participate in onsite professional development in the areas of equity and identity, culturally relevant pedagogy, data analysis/lesson planning, meeting the social emotional needs of their students and creating a positive school culture and climate while instructing virtually during Distance Learning.

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

We do see a need for continued professional learning to improve development in Numbers and Base Ten and Number and Operations with Math and its connection to justifying more advanced problems. Due to Shelter in Place During Early Literacy Data Conferences occurred at a less frequent rate, and individual data conferences took place at a less frequent rate than expected, therefore using fewer designated Title 1 funds than appropriated.

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

We will continue with the implementation of this goal with continued focus on in person learning . Continued focus on student academic benchmarks through data conferences and planning will additionally continue in the 2022-2023 school year.

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 and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)
Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

Due to Shelter in Place, the 2020-2021 California Healthy Kinds Survey was not completed. However, upon return to the 2021-2022 school year, our Community School Coordinator crafted an electronic student wellness survey for 4th and 5th grade students. This survey was additionally distributed in the fall of 2022-2023. In the survey, students identified their feelings about distance learning, areas that their families need support with (accessing food, accessing shelter, managing time etc.), and whether they would like to check-in with an adult at Highlands. So far, there have been 122 student responses for 4th and 5th grade.
Attendance/engagement will ensure students are receiving adequate support in SEL and academic instruction along with adapting to the distance/hybrid learning format which will better prepare them to perform on the CAASPP. The goal is to have a 95% average attendance/engagement each month.

Identified Need

The wellness survey from the 2022-23 showed that 30% of students needed support with completing work at home and managing their time. Additionally, 30% of students identified wanting to check-in with an adult on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS (Well-Being)	65% of 100%	71% Most/All of the time
CHKS (Caring Adult)	45% of 100%	51% Most/All of the time
CHKS (Connectedness)	54% of 100%	60% Most/All of the time

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Highlands will conduct regular meetings of the School Site Council and English Language Advisory Committee to maintain compliance with state and federal regulations. Parents and community will be invited to join us in participation in family nights and school day cultural assemblies. Continued work with community partners (Lincoln, Mindful Life Project) will aid in our communities social emotional health and well-being.

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

Amount(s)	Source(s)
400.00	9500 LCFF LI/FY Guest Lecturers
300.00	9500 LCFF LI/FY Non Catered Food

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Principal and Vice Principal will hold monthly Principal Parent Group meetings (Parents Club and Dads on Guard, Moms of Duty, ELAC, School Site Council) to keep stakeholders updated on current site initiatives and strengthen two way communication between home and school.

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

Amount(s)	Source(s)
950.00	3010 Title I All Materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Our ELs will be served by this strategy.

Strategy/Activity

To increase involvement of our families, oral and written communication will be delivered in Spanish and English.

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

Amount(s)	Source(s)
3,000	3010 Title I All Postage

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy, with an increased emphasis in participation for our LI student population

Strategy/Activity

In order to provide parents/guardians with strategies to support students at home, multiple family nights, both virtual and physical will occur throughout the year promoting strategies to support math, ELA and SEL at home.

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

Amount(s)	Source(s)
1,250	3010 Title I LI/FY Guest Scientist, Storyteller and Supplies
1,000	3010 Title I LI/FY Materials and Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Monthly Student Success Team and Coordination of Services Team meetings will be provided to support both academic and social emotional needs, identify additional areas of support, and develop a plan of intervention for students who have been referred, as well as link family with additional resources for support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	3010 Title I All Substitute Teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Our African American and Special Education students, currently with the highest suspension rates, will benefit from these strategies.

Strategy/Activity

Staff will use Restorative Justice Practices in holding harm circles, and classroom meetings. Teachers will gain skill in this practice which supports the Pittsburg Behavior Model, and strengthens our site commitment to the 3B's (safe, responsible, respectful) and aid in creating a safe social and emotional climate.

Based on site collected data from our 4th and 5th grade students, our Community School Coordinator will be scheduling group check-ins to discuss goals and motivation. The Community School Coordinator and school Coordination of Services Team (COST) will also decide which students need regular individual check-ins and offer incentives for student engagement during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	3010 Title I AA Student Incentives for Weekly Goals, Viking Vibes Day Monthly

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will benefit from this strategy.

Strategy/Activity

This year, Highlands will continue to partner with the Mindful Life Project, a program that uses mindfulness to empower students to gain self awareness and develop confidence, self-regulation

and resilience skills. Services will include staff professional development sessions, classroom mindfulness activities, and weekly small groups called Rise Up for selected students. The weekly small group meetings will focus on deepening mindfulness to release stored stress.
We are additionally contracting with JFK University to add counseling services for students who may not qualify for current district offered counseling.

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

Amount(s)	Source(s)
10,000	3010 Title I All JFK Counseling

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Beginning early fall, Highlands' staff will solidify Positive Behavior Intervention and Supports Matrix. Students who follow site expectations of being Safe, Responsible, and Respectful will become eligible for our Independent Viking Program. Independent Vikings are allowed special activities and celebrations to honor their hard work throughout the year. Student of the Month to honor individual student achievement, along with Golden Tray awards and Peaceful Acts to aid in affirming community achievements within the school day following the Three Be's. Returning from SIP, we continue to receive students new to our district. Creating a welcoming environment is paramount as adjustments may be difficult. Utilizing our partnerships we will reprise Circle Up, a new student group, beginning Winter 2022.

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

Amount(s)	Source(s)
1,425	3010 Title I All Student Rewards, Calming Corner Supplies

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

Keeping in line with our site motto "Being Our Best Selves," students are awarded Viking Vibes slips for showing these attributes daily. Each week a "student store" is open for students to exchange their Viking Vibes slips for prizes.

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

Amount(s)	Source(s)
500.00	9500 LCFF All Student Store Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy.

Strategy/Activity

It is imperative that students have some structured activities during such an unstructured time as recess and lunch recess. In order to do this there is an extreme need for students to have access to a variety of engaging resources that will promote the spirit of teamwork and positive sportsmanship and serve as an extension of what is learned during PE. Music and Science enrichment will additionally be offered to grades 4 and 5 during lunch and after school.

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

Amount(s)	Source(s)
1000	3010 Title I All PE Equipment and Supplies
1000	3010 Title I All Music and Science Enrichment Supplies

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Our 4th and 5th grade male students will benefit from this strategy.

Strategy/Activity

In October 2022, Highlands will continue its mentoring program Young Men of Purpose. The mentoring program will center on the Principles of Character, Citizenship through service learning, and Academics. Highlands will offer the program to students in grades 3-5. Students will attend

college tours, outings, participate in an etiquette course, and be provided with reflection journals and other activities to complete at home.

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

Amount(s)	Source(s)
1,000	3010 Title I All Supplies, funding for advisors, field trips

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners are served by this strategy.

Strategy/Activity

Highlands uses categorical funding to support a Bilingual Aide position to support students and families of English Language Learners.

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

Amount(s)	Source(s)
58,239	9500 LCFF EL/FEP Funding for .81 Bilingual Aide Position

Annual Review

SPSA Year Reviewed: 2021-22

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

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

During the 2021-2022 school year we continued work around alternatives to suspensions through restorative practices, and Positive Behavior Interventions and Supports (PBIS) including incentives for decreasing absenteeism. To assist in developing our lens where trauma is concerned, we developed site based partnerships with John F. Kennedy University to provide additional counseling services to students, and utilized our Coordination of Services Team (COST) to identify and review Tier II students to ensure necessary interventions, supports, and monitoring occurs.

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

No major differences.

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

Greater focus on mindfulness and Social Emotional Learning will be made. Contracting with The Mindful Life Project in addition to our existing supports will aid in supporting this goal as found under strategy 8. Revamping our incentives directly linked to school wide expectations will promote positive expectations throughout our school community.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$159,937.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 Title I	$94,962.00

Subtotal of additional federal funds included for this school: $94,962.00

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

State or Local Programs	Allocation ($)
9500 LCFF	$64,975.00

Subtotal of state or local funds included for this school: $64,975.00

Total of federal, state, and/or local funds for this school: $159,937.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
9500 LCFF	64,975	0.00
3010 Title I	94,962	0.00

Expenditures by Funding Source

Funding Source	Amount
3010 Title I	94,962.00
9500 LCFF	64,975.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	4,000.00
All	81,012.00
EL/FEP	61,489.00
LI/FY	13,436.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
AA	3010 Title I	2,000.00
All	3010 Title I	78,212.00
EL/FEP	3010 Title I	2,500.00
LI/FY	3010 Title I	12,250.00
AA	9500 LCFF	2,000.00
All	9500 LCFF	2,800.00
EL/FEP	9500 LCFF	58,989.00

| LI/FY | 9500 LCFF | 1,186.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,078.00
Goal 2	24,795.00
Goal 3	83,064.00

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

3 Other School Staff

5 Parent or Community Members

Name of Members	Role
Julie Blackburn	Principal
Dolores Leal	Other School Staff
Deborah Rodriguez	Other School Staff
Rachel Foster	Classroom Teacher Parent or Community Member
Christina McNamar	Other School Staff
Brenda Gonzalez	Parent or Community Member
Kiana Ashley	Parent or Community Member
Lourdes Hawke	Parent or Community Member
Mary Fitzgerald	Parent or Community Member
	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 21, 2019.

Attested:

	Principal, Julie Blackburn on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and

  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Highlands Elementary	Year: 2022 - 2023	Principal: Julie Blackburn

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

By June 2023 all students and subgroups will improve by the following:

ELA: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

ELA: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Math: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in Math will decrease by 3 (three) points All Students.

Area of Need:
Returning from SIP, our site has not been able to make systemic and sustainable academic impacts that are monitored throughout the year. COVID exposures during the 2021-2022 school year added to the existing limitations in student achievement through distance learning.

Student performance on the 2022 ELA CAASPP indicates that 19.92% of students scored "Standards Met or Exceeded," and 15% scored "Standards Met or Exceeded" in Math. For all grade levels, the CAASPP data reveals that students in grades 3-5 are in need of more targeted instruction in the areas of Research and Inquiry, Listening, Communicating Reasoning and Problem Solving, and Concepts and Procedures.

Overall preliminary data from the 2021-2022 CAASPP:

Percentage of students who met or exceeded:
ELA ALL: 19.22%
ELA AA: 4.26%
ELA HISP: 17.88%

MATH ALL: 15%
MATH AA: 6.38%
MATH HISP: 10.67%

2019 CAASPP: Distance below standard
ELA ALL: 40.2 pts
ELA AA: 87.9 pts
ELA HISP: 33.3 pts

MATH ALL: 57.6 pts
MATH AA: 104.6 pts
MATH HISP: 50.9 pts

2022 Spring iReady : Percentage of students Early On, Mid and Above:
ELA: 26%
Math: 17%

Student groups to participate in this goal: All Students

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
1.1 Common Core based strategies, curriculum, materials, and supplies will be provided to support teachers with instruction that will move students towards deeper content understanding.	CAASPP ELA and Math mean scale score for grades 3-5 Acadience Benchmark Data iReady and California Dashboard Data Guided Reading and Spelling Inventory Classroom Data every trimester	*** Leave blank. You should fill this out throughout the year when your review these strategies

As we continue on our journey towards positive academic outcomes for our Black and Latinx students, we will provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process. (Title 1 $4,822)

1.2 Once Guided and Independent Reading Levels are determined at the first trimester through 95% Group (grades 1-3) and Fountas and Pinnel (grades 4-5), a wide range of genre and text complexity will be needed to meet the demands of student reading. Both online reading selections and classroom physical libraries must reflect the diversity and interest of our students as well as support the specific goals of phonemic awareness. Teachers, including a part time support teacher, and Instructional Aides will be guided by our Early Literacy Coach to incorporate a daily multi-syllable routine from the 95% group, along with district created Blending Lines for grades 1-3 for whole and small group.

Teachers will continue to receive ongoing support in Academic Vocabulary (Flocabulary) and Comprehension Skills and Strategies to employ during Guided Reading. Use of Scholastic News will aid in supporting non-fiction text comprehension and

Accelerated Reader will support both reading volume and comprehension skills as well. Additionally, support in foundational reading hallmarks (phonemic awareness, phonics, alphabetic principle, syllables) will be delivered during professional development and collaboration during the school day. (Title 1 $11,000)

1.3 Math Performances Tasks and Number Talks will be implemented weekly into Math instruction. These tasks will demonstrate student learning of math standards and serve as an instrument of practice in preparation of CAASP, and real world application. Grades 4 and 5 will support students who lack transferable skills in math during after school intervention. Additionally, teachers in grades 3, 4 and 5 will continue to pilot the San Francisco Unified Math program in the 2022-2023 school year as means to greater Conceptual Understanding of the math standards. The district is continuing its investment in i-Ready supplemental materials to enhance student participation during small group instruction. (Title 1 $2,800)

1.5 Acadience will be used to assess our Transitional Kindergarten(TK) through third grade students in foundational reading acquisition. Data will guided teachers in creating action plans to support students during direct instruction and Universal Access time for differentiated needs.

Biweekly teacher collaboration and Professional Learning Communities will be led by our Early Literacy Coach. This planning will help in honing teacher skills to enhance Universal Access and core instruction.

(Title 1 $20,706)

1.6 General Education teachers will receive additional professional development in routines that support students in this category. Under the guidance and training of our Early Literacy Coach, our Instructional Aides will support during additional pull out times outside of designated ELD and Universal Access. Site Leadership and Special Education teams will work to develop a model for communication, collaboration and support across the divisions.(Title 1 $1,000)

1.7 Designated ELD will occur four times a week for 30 minutes each day. English Learners will be appropriately placed according to their ELPAC levels to receive instruction aligned to CCSS and CA ELD standards within their classrooms.
(Title 1 $1,750)

LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

School Goal #2
During the 2022-2023 school year, students' overall proficiency (meets and exceeds standard) will improve in English Language Arts and Math by 5% as measured by CAASPP, and 5% as measured by District Interim iReady ELA and Math assessments. In order to accomplish this teachers will participate in continued professional development around Understanding by Design; completing Stage 1 which consist of knowledge and understanding, making meaning, grouping priority standards, and developing essential questions and transfer goals for a culminating ELA Unit. Teachers will additionally receive continuous development in Literacy and Math instruction through "bite sized" Professional Development throughout the year to target lowest performing claims as measured by CAASPP data.

By June 2023 all students and subgroups will improve by the following:

ELA: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

ELA: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points. All Students.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify will increase by 10% students.

EL: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Math: By EOY 2023, the distance from standard in Math will decrease by 15 points for African American student group.

Math: By Spring 2023, per CAASPP comparison of Spring of 2022 to Spring of 2023, the distance from standard in Math will decrease by 3 (three) points All Students.

Area of Need:
CAASPP was suspended for the 2020-2021 school year. A modified version was administered in Spring 2022. Below is the most current state released data.

2022 CAASPP: Percentage of students who met or exceeded:
ELA ALL: 19.22%
ELA AA: 4.26%
ELA HISP: 17.88%

MATH ALL: 15%
MATH AA: 6.38%
MATH HISP: 10.67%

2019 CAASPP: Distance below standard
ELA ALL: 40.2 pts
ELA AA: 87.9 pts
ELA HISP: 33.3 pts

MATH ALL: 57.6 pts
MATH AA: 104.6 pts
MATH HISP: 50.9 pts

Student groups to participate in this goal: AA, ELL

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
2.2 Training on Imagine Learning to Support our ELLs, Accelerated Reader and Flocabulary, supplemental computer based programs to support reading and Tier 3 vocabulary acquisition in Math, Social Studies and ELA.	Accelerated Reader and Flocabulary usage data iReady ELA and Math Data	
2.3 Continued professional development will target skills and strategies to shore up Common Core standards by providing rigorous literature and informational text from a variety of perspectives along with supporting teachers with meaningful ways to encourage students' critical thinking skills. (Title 1 $4,000)		
2.4 Additional need for technology to support students during ELD and Universal Access time. (Title 1 $14,509)		
2.5 Following assessment cycles, Highlands' Leadership team and SPED team will meet to analyze data and evaluate instructional programs. Additionally, we will meet twice monthly to discuss climate, curriculum and instruction, and professional development. The goal is to build the capacity of the group in order to articulate student successes, challenges, and grade level CCSS implementation gaps. In the 2020-2021 year, principal, vice principal, and Community School Coordinator will begin an Equity Team composed of staff. Using the National Equity Projects working definition of equity, we will use both academic and behavioral data to		

determine and dismantle inequitable and disproportionate site practices.
(Title 1 $1,500)

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

LCAP Goal #3
Due to Shelter in Place, the 2020-2021 California Healthy Kinds Survey was not completed. However, upon return to the 2021-2022 school year, our Community School Coordinator crafted an electronic student wellness survey for 4th and 5th grade students. This survey was additionally distributed in the fall of 2022-2023. In the survey, students identified their feelings about distance learning, areas that their families need support with (accessing food, accessing shelter, managing time etc.), and whether they would like to check-in with an adult at Highlands. So far, there have been 122 student responses for 4th and 5th grade.
Attendance/engagement will ensure students are receiving adequate support in SEL and academic instruction along with adapting to the distance/hybrid learning format which will better prepare them to perform on the CAASPP. The goal is to have a 95% average attendance/engagement each month.

Area of Need:
The wellness survey from the 2022-23 showed that 30% of students needed support with completing work at home and managing their time. Additionally, 30% of students identified wanting to check-in with an adult on campus. Building campus culture through PBIS and school wide celebrations. Creating more positive outlets where adults encourage students beyond academics is also encouraged.

Student groups to participate in this goal: All students

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
3.2 Principal and Vice Principal will hold monthly Principal Parent Group meetings (Parents Club and Dads on Guard, Moms of Duty, ELAC, School Site Council) to keep stakeholders updated on current site initiatives and strengthen two way communication between home and school. (Title 1 $950	District Suspension and Behavioral Referral Data Family and Community Participation Data District Early Warning Indicator Data COST Referral Data	

3.3 To increase involvement of our families, oral and written communication will be delivered in Spanish and English. (Title 1 $3,000)

3.4 In order to provide parents/guardians with strategies to support students at home, multiple family nights, both virtual and physical, will occur throughout the year promoting strategies to support math, ELA and SEL at home. (Title 1 $2,250)

3.5 Monthly Student Success Team and Coordination of Services Team meetings will be provided to support both academic and social emotional needs, identify additional areas of support, and develop a plan of intervention for students who have been referred, as well as link families with additional resources for support. (Title 1 $1,000)

3.6 Staff will use Restorative Justice Practices in holding harm circles, and classroom meetings. Teachers will gain skill in this practice which supports the Pittsburg Behavior Model, and strengthens our site commitment to the 3B's (safe, responsible, respectful) and aid in creating a safe social and emotional climate.

Based on site collected data from our 4th and 5th grade students, our Community School Coordinator will be scheduling group check-ins to discuss goals and motivation. The Community School Coordinator and school Coordination of Services Team (COST) will also decide which students need regular individual

check-ins and offer incentives for student engagement during the school day.
(Title 1 $2,000)

3.7 This year, Highlands will continue to partner with the Mindful Life Project, a program that uses mindfulness to empower students to gain self awareness and develop confidence, self-regulation and resilience skills. Services will include staff professional development sessions, classroom mindfulness activities, and weekly small groups called Rise Up for selected students. The weekly small group meetings will focus on deepening mindfulness to release stored stress.
We are additionally contracting with JFK University to add counseling services for students who may not qualify for current district offered counseling.
(Title 1 $10,000)

3.10 It is imperative that students have some structured activities during such an unstructured time as recess and lunch recess. In order to do this there is an extreme need for students to have access to a variety of engaging resources that will promote the spirit of teamwork and positive sportsmanship and serve as an extension of what is learned during PE. Music and Science enrichment will additionally be offered to grades 4 and 5 during lunch and after school.
(Title 1 $ 2,000)

3.11 In October 2022, Highlands will continue its mentoring program Young Men of Purpose. The mentoring program will center on the Principles of Character, Citizenship through service learning, and Academics. Highlands will offer the program to students

in grades 3-5. Students will attend college tours, outings, participate in an etiquette course, and be provided with reflection journals and other activities to complete at home. (Title 1 $1,000)