



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highlands School	Elementary	37 68197 6038459	May 28, 2026	June 16, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Highlands Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategies/activities) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

How, when, and with whom did your Highlands Elementary 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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC Meeting #3 - January 21, 2026
- SSC Meeting #2 - Needs Assessment Completed: November 13, 2025
- SSC Meeting #4 - Draft and Gather Input: April 23, 2026
- SSC Meeting #5 - Approval: May 28, 2025
- Instructional Leadership Team: March 3, 2026
- Staff Meeting: March 10, 2026

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

On the 2025 California Dashboard the state indicator for English Learner Progress for Highlands Elementary was designated as "Orange" in overall performance.

In English Learner Progress, the percentage of Multilingual Learners making progress at Highlands declined 8.1% with only 36.2% of students making progress.

The data indicates a need for:

- Designated English Language Development (ELD) instruction that is more closely aligned to California's English Language Development (ELD) standards.

- Small group support for Multilingual Learners that aligns to the rigor of grade level standards.

To address this need, we will:

- Provide professional learning opportunities for teaching staff to increase knowledge and understanding of California's English Language Development standards.
- Provide opportunities for grade level collaboration to plan high-leverage activities to
- Provide opportunities for student collaboration and strong English language models within the classroom environment to support growth in both social and academic vocabulary.
- Provide small group intervention with a credentialed Intervention teacher to support newcomers and students not progressing as expected in their language acquisition.

We are excited to celebrate that on our California Dashboard our overall performance was in the "Yellow" performance category for English Language Arts, Mathematics and Chronic Absenteeism and our overall performance was in the "Blue" performance category for Suspension Rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

On the 2025 California Dashboard, the state indicators show that performance for Students with Disabilities and White Students are designated in the "Orange" performance level which is two or more performance levels below the All Students with are designated in the "Blue" performance level.

Our dashboard shows that overall, the percentage of students maintained with a decrease of 0.1% with 0.5% of all students being suspended at least one day. The percentage of White students who were suspended at least one day was 1.8% which is an increase of 1.8% from the previous year and the percentage of Students with Disabilities who were suspended at least one day was 1.3% which is an increase of 1.3% from the previous year. While this data shows an increase, the percentage equates to only 1 student in each student group.

To address this data we will:

- Continue to explicitly teach behavioral expectation to all students at multiple points during the school year.
- Continue providing students with learning-based, restorative consequences as alternatives to suspension.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition, our iReady data shows achievement gaps in English Language Arts and Mathematics for Students with Disabilities, Multilingual Learners, and Black/African American Students.

On the iReady Reading Diagnostic #2, 11% of Students with Disabilities, 4% of Multilingual Learners, and 15% of Black/African American students are performing at or above grade level, while 22% of all students are performing at or above grade level. While our Diagnostic #2 data is showing a slight gap for Black/African American students, the number of students within that student group is also steadily decreasing. While we do not plan to write a specific strategy to address Black/African American students, this area will continue to be monitored.

Our iReady Reading Diagnostic #2 data indicates a need for:

- Designated English Language Development (ELD) instruction that is more closely aligned to California's English Language Development (ELD) standards.
- Small group support for both Students with Disabilities and Multilingual Learners that aligns to the rigor of grade level standards.

To address this need, we will:

- Continue to support teachers with the implementation high-leverage teaching strategies in English Language Arts instruction.
- Continue to support alignment of instruction to the rigor and high level thinking skills required of the grade level standards.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that support progress toward grade-level proficiency.
- Refine instruction for Designated English Language Development to ensure that multilingual students are progressing towards grade-level proficiency.

On the iReady Math Diagnostic #2, 3% of Students with Disabilities, 3% of Multilingual Learners, and 5% of Black/African American students are performing at or above grade level, while 10% of all students are performing at or above grade level. While our Diagnostic #2 data is showing a slight gap for Black/African American students, the number of students within that student group is also steadily decreasing. While we do not plan to write a specific strategy to address Black/African American students, this area will continue to be monitored.

Our iReady Math Diagnostic #2 data indicates a need for:

- Designated English Language Development (ELD) instruction that is more closely aligned to California's English Language Development (ELD) standards.
- Small group support for both Students with Disabilities and Multilingual Learners that aligns to the rigor of grade level standards and Mathematics Framework.

To address this need, we will:

- Continue to support teachers with the implementation high-leverage teaching strategies in Mathematics instruction.
- Continue to support alignment of instruction to the rigor and high level thinking skills required of the grade level standards.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that support progress toward grade-level proficiency.
- Refine instruction for Designated English Language Development to ensure that multilingual students are progressing towards grade-level proficiency.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Highlands Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.28%	%	1	1	
African American	9.19%	7.28%	6.21%	41	26	22
Asian	1.12%	1.12%	1.13%	5	4	4
Filipino	1.79%	1.96%	2.26%	8	7	8
Hispanic/Latino	63.23%	66.11%	67.51%	282	236	239
Pacific Islander	1.35%	0.28%	1.13%	6	1	4
White	17.26%	15.69%	15.25%	77	56	54
Multiple/No Response	5.16%	6.44%	5.65%	23	23	20
Total Enrollment				446	357	354

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	37
Kindergarten	54	45	37
Grade 1	64	55	49
Grade 2	60	58	56
Grade3	66	52	54
Grade 4	63	70	54
Grade 5	60	53	67
Grade 6	56		
Total Enrollment	446	357	354

Conclusions based on this data:

1. Our total enrollment has declined steadily over the past 3 years.
2. The percentage of Black/African American students has steadily declined over the past 3 years.

3. The percentage of Hispanic/Latino students has increased gradually over the past 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	122	92	75	22.0%	27.4%	21.2%
Fluent English Proficient (FEP)	33	21	30	7.3%	7.4%	8.5%
Reclassified Fluent English Proficient (RFEP)	12	22		4.8%	6%	

Conclusions based on this data:

1. Our percentage of Multilingual Learners increased in 2024-25 to 27.4% then decreased in 2025-26 to 21.2%
2. The percentage of Reclassified Fluent English Proficient students increased (4.8% to 6%) from 2023-24 to 2024-25.
3. The percentage of students who are Fluent English Proficient increased (7.4% to 8.5%) from 2024-25 to 2025-26.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	64	53	69	64	51	69	64	51	95.8	100	96.2
Grade 4	62	63	66	60	62	60	60	62	60	96.8	98.4	90.9
Grade 5	61	61	55	59	60	51	59	60	51	96.7	98.4	92.7
Grade 6	62	57		61	56		61	56		98.4	98.2	
All	257	245	174	249	242	162	249	242	162	96.9	98.8	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2390.	2380.	2384.	11.59	14.06	9.80	26.09	17.19	23.53	23.19	21.88	21.57	39.13	46.88	45.10
Grade 4	2439.	2441.	2454.	21.67	17.74	23.33	16.67	27.42	23.33	20.00	16.13	15.00	41.67	38.71	38.33
Grade 5	2455.	2483.	2498.	8.47	23.33	23.53	27.12	26.67	29.41	23.73	11.67	15.69	40.68	38.33	31.37
Grade 6	2493.	2472.		6.56	8.93		26.23	23.21		32.79	32.14		34.43	35.71	
All Grades	N/A	N/A	N/A	12.05	16.12	19.14	24.10	23.55	25.31	24.90	20.25	17.28	38.96	40.08	38.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	15.94	14.06	11.76	57.97	57.81	60.78	26.09	28.13	27.45
Grade 4	16.67	12.90	20.00	55.00	67.74	60.00	28.33	19.35	20.00
Grade 5	10.17	25.00	11.76	61.02	50.00	68.63	28.81	25.00	19.61
Grade 6	6.56	10.71		65.57	48.21		27.87	41.07	
All Grades	12.45	15.70	14.81	59.84	56.20	62.96	27.71	28.10	22.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.14	10.94	7.84	53.62	37.50	50.98	36.23	51.56	41.18
Grade 4	10.00	12.90	13.33	58.33	53.23	60.00	31.67	33.87	26.67
Grade 5	6.78	18.33	19.61	59.32	48.33	60.78	33.90	33.33	19.61
Grade 6	8.20	7.14		49.18	46.43		42.62	46.43	
All Grades	8.84	12.40	13.58	55.02	46.28	57.41	36.14	41.32	29.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.14	6.25	5.88	81.16	73.44	76.47	8.70	20.31	17.65
Grade 4	15.00	6.45	16.67	66.67	74.19	56.67	18.33	19.35	26.67
Grade 5	3.39	10.00	11.76	74.58	70.00	70.59	22.03	20.00	17.65
Grade 6	9.84	7.14		65.57	67.86		24.59	25.00	
All Grades	9.64	7.44	11.73	72.29	71.49	67.28	18.07	21.07	20.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.35	9.38	5.88	66.67	60.94	68.63	28.99	29.69	25.49
Grade 4	16.67	6.45	15.00	56.67	69.35	63.33	26.67	24.19	21.67
Grade 5	11.86	18.33	17.65	55.93	53.33	50.98	32.20	28.33	31.37
Grade 6	13.11	14.29		73.77	62.50		13.11	23.21	
All Grades	11.24	11.98	12.96	63.45	61.57	61.11	25.30	26.45	25.93

Conclusions based on this data:

1. The percentage of students scoring at Standard Met or Standard Exceeded has increased steadily over the past 3 years; 2022-23 to 2023-24: 3.52% increase, 2023-24 to 2024-25: 4.78% increase, 8.3% total increase.
2. The 4th grade cohort saw the largest increase of students scoring at Standard Met or Standard Exceeded (increase of 15.41% from previous year in 3rd Grade)
3. The listening is relative areas of weakness for our students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	64	53	71	64	52	71	64	52	98.6	100	98.1
Grade 4	62	63	66	61	62	62	61	62	62	98.4	98.4	93.9
Grade 5	61	61	55	61	61	53	61	61	53	100.0	100	96.4
Grade 6	62	57		62	57		62	57		100.0	100	
All	257	245	174	255	244	167	255	244	167	99.2	99.6	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2388.	2383.	2381.	7.04	10.94	5.77	23.94	15.63	21.15	25.35	18.75	25.00	43.66	54.69	48.08
Grade 4	2439.	2453.	2447.	16.39	8.06	19.35	16.39	25.81	20.97	27.87	37.10	20.97	39.34	29.03	38.71
Grade 5	2433.	2465.	2471.	3.28	16.39	9.43	18.03	14.75	15.09	24.59	31.15	35.85	54.10	37.70	39.62
Grade 6	2445.	2444.		3.23	1.75		16.13	14.04		22.58	21.05		58.06	63.16	
Grade 11															
All Grades	N/A	N/A	N/A	7.45	9.43	11.98	18.82	17.62	19.16	25.10	27.05	26.95	48.63	45.90	41.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	12.68	10.94	13.46	46.48	34.38	30.77	40.85	54.69	55.77
Grade 4	21.31	16.13	30.65	40.98	58.06	30.65	37.70	25.81	38.71
Grade 5	6.56	11.48	5.66	42.62	40.98	54.72	50.82	47.54	39.62
Grade 6	3.23	7.02		33.87	24.56		62.90	68.42	
Grade 11									
All Grades	10.98	11.48	17.37	41.18	39.75	38.32	47.84	48.77	44.31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.86	15.63	9.62	46.48	39.06	42.31	43.66	45.31	48.08
Grade 4	11.48	6.45	11.29	49.18	56.45	50.00	39.34	37.10	38.71
Grade 5	6.56	9.84	9.43	45.90	54.10	50.94	47.54	36.07	39.62
Grade 6	6.45	1.75		38.71	42.11		54.84	56.14	
All Grades	8.63	8.61	10.18	45.10	47.95	47.90	46.27	43.44	41.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.86	10.94	9.62	57.75	53.13	63.46	32.39	35.94	26.92
Grade 4	13.11	11.29	14.52	50.82	59.68	48.39	36.07	29.03	37.10
Grade 5	6.56	9.84	3.77	47.54	59.02	66.04	45.90	31.15	30.19
Grade 6	6.45	3.51		41.94	54.39		51.61	42.11	
All Grades	9.02	9.02	9.58	49.80	56.56	58.68	41.18	34.43	31.74

Conclusions based on this data:

1. The overall percentage of students who exceeded or met standard increased by less than 1% from 2022-23 to 2023-24 and increased 4.09% from 2023-24 to 2024-25.
2. The percentage of students at Standard Not Met continues to decrease consistently. (2022-23 to 2023-24: decrease of 2.73%; 2023-24 to 2024-25: decrease of 3.98%) This means students are moving closer to grade level proficiency.
3. 5th Grade is our lowest performing grade level in Mathematics (24.52% of students exceeding or meeting standard).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1393.7	1416.3	1382.9	1411.8	1428.3	1396.7	1351.2	1388.2	1351.0	32	26	15
1	1384.8	1433.3	1413.8	1408.7	1450.4	1413.5	1360.3	1415.5	1413.8	15	20	17
2	1458.5	1433.4	1430.3	1464.5	1430.1	1442.3	1451.8	1436.2	1417.8	13	14	19
3	1479.5	1478.8	1449.8	1469.5	1475.4	1441.4	1489.1	1481.6	1457.8	13	14	14
4	1476.8	1515.7	1466.2	1471.3	1522.1	1453.8	1481.9	1508.8	1478.1	16	12	11
5	1518.1	1511.5	*	1512.4	1503.9	*	1523.3	1518.4	*	19	14	8
6	1530.1	1510.6		1522.2	1504.2		1537.6	1516.6		18	18	
All										126	118	84

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.38	19.23	6.67	18.75	15.38	46.67	31.25	46.15	20.00	40.63	19.23	26.67	32	26	15
1	0.00	10.00	11.76	20.00	25.00	17.65	13.33	35.00	35.29	66.67	30.00	35.29	15	20	17
2	7.69	0.00	0.00	46.15	28.57	21.05	30.77	28.57	42.11	15.38	42.86	36.84	13	14	19
3	7.69	14.29	0.00	46.15	28.57	14.29	30.77	35.71	42.86	15.38	21.43	42.86	13	14	14
4	12.50	41.67	9.09	12.50	25.00	18.18	37.50	8.33	27.27	37.50	25.00	45.45	16	12	11
5	21.05	21.43	*	36.84	28.57	*	26.32	28.57	*	15.79	21.43	*	19	14	*
6	27.78	5.56		44.44	50.00		16.67	22.22		11.11	22.22		18	18	
All	12.70	15.25	7.14	30.16	27.97	22.62	26.98	31.36	33.33	30.16	25.42	36.90	126	118	84

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	15.63	23.08	6.67	18.75	23.08	53.33	37.50	34.62	13.33	28.13	19.23	26.67	32	26	15
1	6.67	20.00	17.65	20.00	25.00	23.53	26.67	30.00	23.53	46.67	25.00	35.29	15	20	17
2	15.38	0.00	10.53	46.15	28.57	26.32	23.08	42.86	42.11	15.38	28.57	21.05	13	14	19
3	15.38	28.57	7.14	53.85	35.71	35.71	15.38	14.29	14.29	15.38	21.43	42.86	13	14	14
4	18.75	41.67	27.27	18.75	33.33	27.27	43.75	8.33	9.09	18.75	16.67	36.36	16	12	11
5	57.89	42.86	*	15.79	35.71	*	15.79	0.00	*	10.53	21.43	*	19	14	*
6	44.44	27.78		33.33	50.00		11.11	0.00		11.11	22.22		18	18	
All	25.40	25.42	14.29	26.98	32.20	33.33	26.19	20.34	20.24	21.43	22.03	32.14	126	118	84

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		15.38	6.67		15.38	13.33		50.00	53.33		19.23	26.67		26	15
1		5.00	5.88		15.00	17.65		25.00	29.41		55.00	47.06		20	17
2		0.00	0.00		28.57	26.32		21.43	21.05		50.00	52.63		14	19
3		7.14	0.00		21.43	14.29		28.57	35.71		42.86	50.00		14	14
4		16.67	9.09		8.33	9.09		41.67	27.27		33.33	54.55		12	11
5		0.00	*		42.86	*		28.57	*		28.57	*		14	*
6	5.56	5.56		44.44	16.67		33.33	44.44		16.67	33.33		18	18	
All	6.35	7.63	5.95	17.46	20.34	15.48	39.68	35.59	32.14	36.51	36.44	46.43	126	118	84

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.13	23.08	33.33	54.84	50.00	40.00	29.03	26.92	26.67	31	26	15
1	20.00	40.00	35.29	60.00	40.00	35.29	20.00	20.00	29.41	15	20	17
2	0.00	7.14	10.53	100.00	71.43	68.42	0.00	21.43	21.05	13	14	19
3	7.69	35.71	14.29	76.92	57.14	57.14	15.38	7.14	28.57	13	14	14
4	18.75	50.00	27.27	56.25	33.33	36.36	25.00	16.67	36.36	16	12	11
5	36.84	21.43	*	42.11	50.00	*	21.05	28.57	*	19	14	*
6	16.67	16.67		77.78	44.44		5.56	38.89		18	18	
All	17.60	27.12	21.43	64.00	49.15	51.19	18.40	23.73	27.38	125	118	84

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	18.75	24.00	13.33	50.00	64.00	60.00	31.25	12.00	26.67	32	25	15
1	6.67	10.00	11.76	40.00	75.00	47.06	53.33	15.00	41.18	15	20	17
2	38.46	0.00	15.79	46.15	64.29	68.42	15.38	35.71	15.79	13	14	19
3	38.46	35.71	21.43	38.46	35.71	28.57	23.08	28.57	50.00	13	14	14
4	18.75	50.00	18.18	50.00	33.33	45.45	31.25	16.67	36.36	16	12	11
5	63.16	57.14	*	21.05	21.43	*	15.79	21.43	*	19	14	*
6	50.00	61.11		38.89	27.78		11.11	11.11		18	18	
All	32.54	32.48	19.05	41.27	48.72	47.62	26.19	18.80	33.33	126	117	84

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	15.38	0.00	67.74	65.38	66.67	32.26	19.23	33.33	31	26	15
1	0.00	15.00	17.65	20.00	25.00	23.53	80.00	60.00	58.82	15	20	17
2	23.08	0.00	0.00	30.77	50.00	42.11	46.15	50.00	57.89	13	14	19
3	7.69	7.14	0.00	53.85	50.00	42.86	38.46	42.86	57.14	13	14	14
4	6.25	16.67	9.09	31.25	50.00	18.18	62.50	33.33	72.73	16	12	11
5	21.05	21.43	*	31.58	35.71	*	47.37	42.86	*	19	14	*
6	5.56	5.56		66.67	38.89		27.78	55.56		18	18	
All	8.00	11.86	7.14	46.40	45.76	38.10	45.60	42.37	54.76	125	118	84

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.63	19.23	20.00	34.38	61.54	46.67	50.00	19.23	33.33	32	26	15
1	0.00	5.00	5.88	40.00	55.00	76.47	60.00	40.00	17.65	15	20	17
2	30.77	0.00	0.00	46.15	64.29	57.89	23.08	35.71	42.11	13	14	19
3	15.38	0.00	0.00	61.54	78.57	57.14	23.08	21.43	42.86	13	14	14
4	6.25	8.33	0.00	50.00	66.67	54.55	43.75	25.00	45.45	16	12	11
5	21.05	7.14	*	63.16	64.29	*	15.79	28.57	*	19	14	*
6	33.33	5.56		61.11	83.33		5.56	11.11		18	18	
All	17.46	7.63	4.76	49.21	66.95	59.52	33.33	25.42	35.71	126	118	84

Conclusions based on this data:

1. The percentage of students scoring a 3 or 4 decreased and the percentage of students scoring a 1 or 2 increased. This shows students are not moving towards proficiency in language acquisition.
2. The Speaking Domain is a relative area of strength for our students.
3. The Writing Domain is a relative area of weakness.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
357	73.9%	25.8%	0.0%
Total Number of Students enrolled in Highlands Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	25.8%
Foster Youth	0	0.0%
Homeless	34	9.5%
Socioeconomically Disadvantaged	264	73.9%
Students with Disabilities	58	16.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	7.3%
American Indian	1	0.3%
Asian	4	1.1%
Filipino	7	2%
Hispanic	236	66.1%
Two or More Races	23	6.4%
Pacific Islander	1	0.3%
White	56	15.7%

Conclusions based on this data:

- 1. Students classified as Socioeconomically Disadvantaged includes a majority of our population at Highlands (73.9%)
- 2. Students who identify at Hispanic includes a majority of our population (66.1%)
- 3. Highlands has a significant percentage of English Learners (25.8%) and Students With Disabilities (16.2%).

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Suspension Rate is an area of strength at Highlands (Blue).
2. English Learner Progress is an area in need of additional support and improvement (Orange).

3. Highlands is consistently improving in the area of Chronic Absenteeism (Yellow), English Language Arts (Yellow) and Mathematics (Yellow).

School and Student Performance Data

Academic Performance English Language Arts

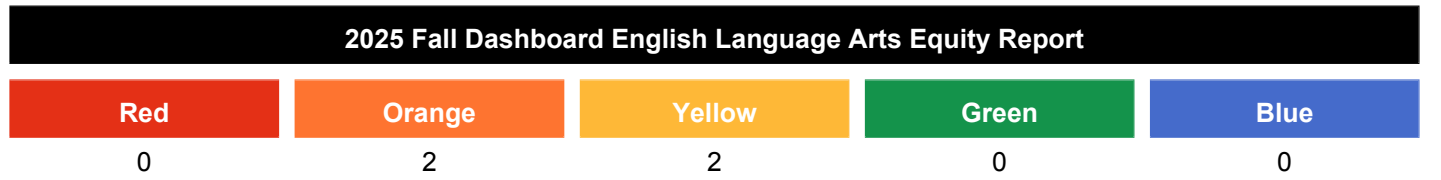
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 24.9 points below standard Increased 12.8 points 157 Students	 Yellow 57.1 points below standard Increased 12.7 points 38 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 96.5 points below standard 13 Students	Socioeconomically Disadvantaged  Yellow 34.3 points below standard Increased 13.5 points 130 Students
Students with Disabilities  Orange 118.6 points below standard Increased 3.2 points 38 Students	African American  No Performance Color 65.1 points below standard Increased 29.6 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 34.4 points below standard Maintained 2.3 points 102 Students
Two or More Races  No Performance Color 30.3 points below standard Declined 41.3 points 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 9.7 points below standard Increased 28.3 points 25 Students

Conclusions based on this data:

1. Our largest population by race (Hispanic) maintained (increase of 2.3 points).
2. Students with Disabilities moved from the Red to the Orange performance category (increase of 3.2 points).
3. English Learners had the most significant increase (increase of 12.7 points).

School and Student Performance Data

Academic Performance Mathematics

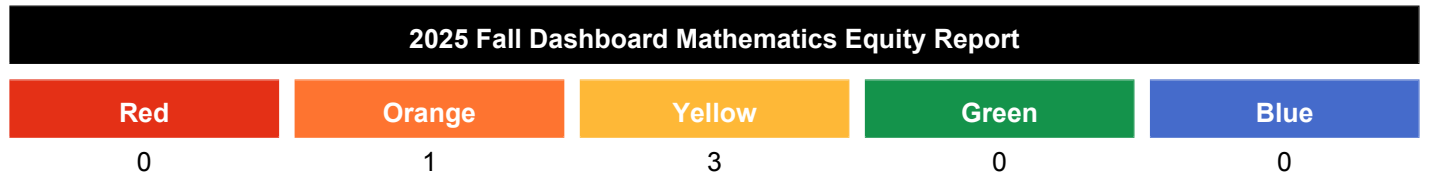
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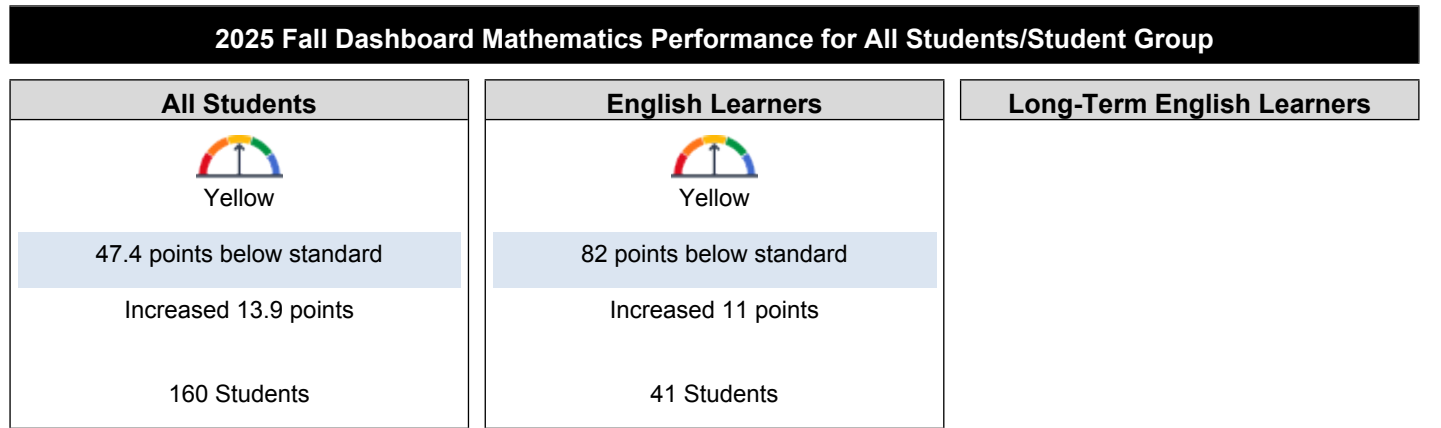
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 121.9 points below standard 14 Students	Socioeconomically Disadvantaged  Yellow 58.5 points below standard Increased 14 points 133 Students
Students with Disabilities  Orange 111.8 points below standard Increased 25.1 points 38 Students	African American  No Performance Color 83.9 points below standard Increased 16.8 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 51.8 points below standard Increased 9.1 points 103 Students
Two or More Races  No Performance Color 71.9 points below standard Declined 69.6 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 29.3 points below standard Increased 48.7 points 25 Students

Conclusions based on this data:

1. All student groups increased in Mathematics except Two or More Races (Declined 69.5 points).
2. Students with Disabilities had the largest increase (25.1 points).
3. English Learners increased 11 points.

School and Student Performance Data

Academic Performance Science

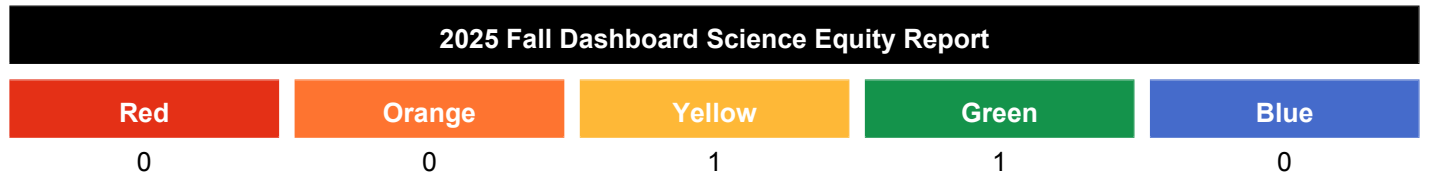
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
51.4 science points	46.3 science points	0 Students
Maintained 1.8 points	Increased 4.6 points	
50 Students	15 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green 49.1 science points Increased 2.6 points 44 Students
Students with Disabilities  No Performance Color 31.7 science points Maintained -0.5 points 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 49.7 science points Maintained 0 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. English Learners and Socioeconomically Disadvantaged are the only student group that increased (English Learners - 4.6 points; Socioeconomically Disadvantaged - 2.6 points).
2. All other student groups maintained.
3. Overall we maintained with an increase of 1.8 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 36.2 making progress. Number Students: 58 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
17.2%	46.6%	0%	36.2%

Conclusions based on this data:

- 1. The majority of students maintained the ELPI Level 1-3 (46.6%).
- 2. 17.2% of students decreased one ELPI Level.
- 3. Only 36.2% of English Learners are making progress overall.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

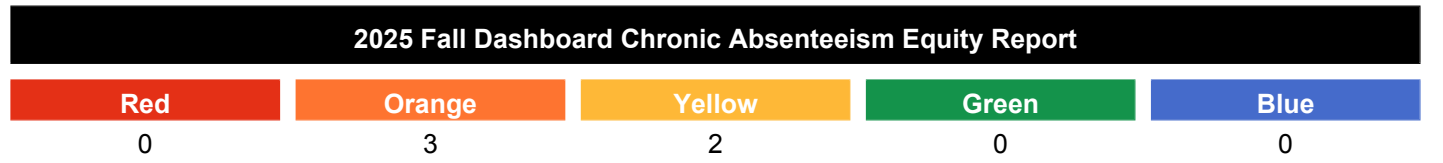
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 21.7% Chronically Absent Declined 3 374 Students	English Learners  Orange 23.1% Chronically Absent Declined 2.5 104 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 31% Chronically Absent Declined 16.4 42 Students	Socioeconomically Disadvantaged  Orange 24.2% Chronically Absent Declined 1.9 306 Students

Students with Disabilities  Orange 20.3% Chronically Absent Declined 1.5 79 Students	African American  No Performance Color 29.6% Chronically Absent Increased 7.1 27 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 24.3% Chronically Absent Declined 5.7 251 Students
Two or More Races  No Performance Color 3.8% Chronically Absent Increased 0.6 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 14% Chronically Absent Declined 3 57 Students

Conclusions based on this data:

1. All student groups declined in Chronic Absenteeism except African American (increased 7.1%).
2. Homeless Students had the most significant decline (16.4%).
3. Overall Chronic Absenteeism is continuing to decline at Highlands.

School and Student Performance Data

Conditions & Climate Suspension Rate

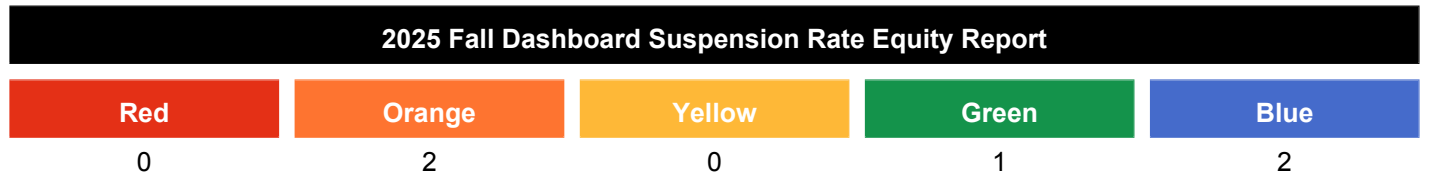
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Maintained -0.1% 378 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 106 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 42 Students	Socioeconomically Disadvantaged  Green 0.6% suspended at least one day Maintained -0.1% 309 Students

Students with Disabilities  Orange 1.3% suspended at least one day Increased 1.3% 79 Students	African American  No Performance Color 3.4% suspended at least one day Increased 1.1% 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Blue 0% suspended at least one day Declined 0.3% 252 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 2.7% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 1.8% suspended at least one day Increased 1.8% 57 Students

Conclusions based on this data:

1. Overall Highlands is in the Blue category with .5% of students suspended at least one day (maintained with a decrease of .1%).
2. Students with Disabilities and White students increased (Students with Disabilities - 1.3%; White Students - 1.8%).
3. Two or More Races had the largest decline (2.7%).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

By June 2027, all students, including English Learners, socioeconomically disadvantaged students, and Students with Disabilities will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5), the i-Ready ELA Diagnostic in English Language Arts and the ELPAC Assessment

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Local Assessment shows achievement gaps in English Language Arts for Students With Disabilities, Multilingual Learners.

Our iReady Reading Diagnostic #2 data indicates a need for:

- Designated English Language Development (ELD) instruction that is more closely aligned to California's English Language Development (ELD) standards.
- Small group support for both Students with Disabilities and Multilingual Learners that aligns to the rigor of grade level standards.

To address this need, we will:

- Continue to support teachers with the implementation high-leverage teaching strategies in English Language Arts instruction.
- Continue to support alignment of instruction to the rigor and high level thinking skills required of the grade level standards.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that support progress toward grade-level proficiency.
- Refine instruction for Designated English Language Development to ensure that multilingual students are progressing towards grade-level proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025: All students, Grades 3-6 - 44% English Learners, Grades 3-6 - 17% Socioeconomically Disadvantaged Students, Grades 3-6 - 41% Students with Disabilities, Grades 3-6 - 13%	CAASPP 2025-2026: All students,, Grades 3-6 - 47% English Learners, Grades 3-6 - 24% Socioeconomically Disadvantaged Students, Grades 3-6 - 47% Students with Disabilities, Grades 3-6 - 20%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 All Students - 22% English Learners - 4% Socioeconomically Disadvantaged Students - 19% Students with Disabilities - 10%	2026-2027 i-Ready Diagnostic 2: All students - 25% English Learners - 11% Socioeconomically Disadvantaged Students - 26% Students with Disabilities - 17%
ELPAC Assessment - % of students growing at least one ELPI level (All Grades)	ELPAC 2025: MELs who Progressed at Least One ELPI Level - 36%	ELPAC 2026: MELs who Progressed at Least One ELPI Level - 43%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will engage in professional learning using the Framework for Powerful Learning and the Cycle of Professional Development to develop and refine their instructional practices to ensure continued growth for all students. As a site we will focus on growth in Comprehension of Informational Text, Gradual Release of Responsibility and Hattie's High Leverage Teaching Strategies.	All Students	
1.2	Engage teachers in grade level collaboration, including VAPA and PLC cycles, to analyze ELA data (DIBELS, iReady, and Common Formative Assessments) and student work, and plan targeted instruction incorporating evidence-based literacy strategies (e.g., explicit instruction, guided practice, and formative assessment) to improve student achievement. As a site we will particularly focus on Question 1: What do we want all students to know and be able to do? and Question 3: How will we respond when some students do not learn?	All Students, with a specific focus on Multilingual Learners and Students with Disabilities	11,235 Title I 1000-1999: Certificated Personnel Salaries Release Time or Additional Hours for Grade Level Collaboration

1.3	Ensure consistent implementation of systematic, explicit phonics instruction in grades K–2, using structured routines and progress monitoring to support early literacy development. Teachers will utilize data from DIBELS Reading Difficulties Screener, iReady, and Literably assessments to provide targeted Tier 2 interventions to address skill gaps and accelerate student learning.	All Students	
1.4	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All Students, with a specific focus on Multilingual Learners and Students with Disabilities	3000 0100/0105 1000-1999: Certificated Personnel Salaries Certificated Substitutes for Release Time - Peer Observations
1.5	Engage teachers in grade level collaboration, including VAPA and PLC cycles to plan and implement integrated ELD strategies using comprehensible input, while consistently reviewing a targeted list of English learner students to monitor progress using ELD data, formative assessments, and student work to improve language development and access to grade-level content.	Multilingual Learners	
1.6	Implement Tier 2 language acquisition support for Multilingual Learners through a 0.50 FTE teacher who provides additional supplemental, scaffolded instruction aligned to ELD standards to accelerate English language development for newcomers and students not demonstrating adequate progress on ELPI indicators. Instruction will be informed by annual ELPAC/ELPI data and ongoing formative classroom assessments to guide flexible grouping, progress monitoring, and responsive instruction. The program includes clear entry and exit criteria and operates in addition to designated ELD provided in the classroom.	Multilingual Learners	71,965 Title I 1000-1999: Certificated Personnel Salaries 50% FTE Intervention Teacher

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

By June 2027, all students, specifically Multilingual Learners and Special Education students will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Local Assessment shows achievement gaps in English Language Arts for Students With Disabilities, Multilingual Learners.

Our iReady Reading Diagnostic #2 data indicates a need for:

- Designated English Language Development (ELD) instruction that is more closely aligned to California's English Language Development (ELD) standards.
- Small group support for both Students with Disabilities and Multilingual Learners that aligns to the rigor of grade level standards.

To address this need, we will:

- Continue to support teachers with the implementation high-leverage teaching strategies in Mathematics instruction.
- Continue to support alignment of instruction to the rigor and high level thinking skills required of the grade level standards.
- Refine small group instruction to ensure that goals for our students with disabilities are aligned with concepts that support progress toward grade-level proficiency.
- Refine instruction for Designated English Language Development to ensure that multilingual students are progressing towards grade-level proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students - 31% English Learners, Grades 3-6 - 7% Socioeconomically Disadvantaged Students, Grades 3-6 - 26% Students with Disabilities, Grades 3-6 - 3%	2025-2026 SBAC Math, Grades 3-5: All students - - 34% English Learners, Grades 3-6 - 14% Socioeconomically Disadvantaged Students, Grades 3-6 - 33% Students with Disabilities, Grades 3-6 - 10%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 9% English Learners - 4% Socioeconomically Disadvantaged Students - 8% Students with Disabilities - 4%	2026-2027 i-Ready Diagnostic 2: All Students - 12% English Learners - 11% Socioeconomically Disadvantaged Students - 15% Students with Disabilities - 11%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will engage in professional learning using the Framework for Powerful Learning and the Cycle of Professional Development to develop and refine their instructional practices to ensure continued growth for all students. As a site we will focus on growth in the California Mathematics Framework, Gradual Release of Responsibility and Hattie's High Leverage Teaching Strategies.	All Students	
2.2	During grade level collaboration, including VAPA and PLC cycles, teachers will collaboratively implement lessons from the newly adopted math curriculum, analyze student responses to inform, refine, and strengthen instructional practices and delivery of grade-level mathematical content. As a site we will particularly focus on Question 1: What do we want all students to know and be able to do? and Question 3: How will we respond when some students do not learn?	All Students, with a specific focus on Multilingual Learners and Students with Disabilities	10000.36 Title I 1000-1999: Certificated Personnel Salaries Release Time or Additional Hours for Grade Level Collaboration
2.3	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All Students, with a specific focus on Multilingual Learners and Students with Disabilities	3000 0100/0105 1000-1999: Certificated Personnel Salaries Certificated Substitutes for Release Time - Peer Observations

2.4	Engage teachers in grade level collaboration, including VAPA and PLC cycles, to plan and implement integrated ELD strategies using comprehensible input, while consistently reviewing a targeted list of English learner students to monitor progress using ELD data, formative assessments, and student work to improve language development and access to grade-level mathematics content.	Multilingual Learners	
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Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by 2%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are not any areas currently in need of significant improvement as a result of low areas of performance or significant performance gaps among student groups. We will continue to utilize strategies that promote improved attendance for all students at Highlands.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 2024-25 school year, our rate of chronic absenteeism for all students was 21.7%. At the end of 2024-25 school year, our rate of chronic absenteeism for Multilingual Learners was 23.1%. At the end of 2024-25 school year, our rate of chronic absenteeism for Socioeconomically Disadvantaged students was 24.2%.	In 2025-2026, we will reduce the rate of chronic absenteeism for all students by 2%. In 2025-2026, we will reduce the rate of chronic absenteeism for Multilingual Learners by 3%. In 2025-2026, we will reduce the rate of chronic absenteeism for Socioeconomically disadvantaged students by 3%.
Average Daily Attendance	At the end of Trimester 2 during the 2025-26 school year, our average daily attendance rate for all students was 92.25% At the end of Trimester 2 during the 2025-26 school year, our average daily attendance rate for Multilingual Learners was 93.44%	By the end of Trimester 2 during the 2026-27 school year, our average daily attendance rate for all students will increase by 2% By the end of Trimester 2 during the 2026-27 school year, our average daily attendance rate for Multilingual Learners will increase by 2%

	At the end of Trimester 2 during the 2025-26 school year, our average daily attendance rate for Socioeconomically Disadvantage students was 93.17%	By the end of Trimester 2 during the 2026-27 school year, our average daily attendance rate for Socioeconomically Disadvantaged students will increase by 2%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	We will communicate the importance of consistent student attendance to both students and families across all student groups. This will include communication to all families through parent newsletters and marquee messages and individualized communication specifically regarding improvement student attendance, chronic absenteeism, and on-going school wide and classroom incentives.	All Students	
3.2	Implement a site-based Attendance Team that meets regularly to monitor attendance data and coordinate a tiered system of supports. * Tier 1, implement school wide attendance practices and incentive programs to promote consistent attendance for all students. * Tier 2, identify students at risk of chronic absenteeism, particularly Multilingual Learners and students identified as Socioeconomically Disadvantaged, and provide targeted supports such as attendance conferences and family outreach. * Tier 3, provide intensive, individualized interventions, including small group supports and personalized attendance plans, for students experiencing chronic absenteeism to re-engage them in school.	All Students, specifically Multilingual Learners and Socioeconomically Disadvantaged	3000 Community Schools Grant 0000: Unrestricted Incentives for Positive and Improved Attendance
3.3	We will offer after-school academic, attendance recovery and enrichment activities that promote student engagement and consistent attendance at school. Activities may include visual and performing arts, sports and STEM activities.	All Students	6500 Community Schools Grant 0000: Unrestricted After School Enrichment Activities
3.4	Conduct proactive, multilingual outreach to families of students with attendance concerns to identify and address barriers to attendance (e.g., transportation, health, housing instability) and connect students and families to appropriate school and community resources to support consistent school attendance.	All Students, especially Multilingual Learners and Socioeconomically Disadvantaged	

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are not any areas currently in need of significant improvement as a result of low areas of performance or significant performance gaps among student groups. We will continue to utilize strategies that promote a positive school climate for all students at Highlands.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey (3rd - 5th grades only)	The percentage of students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 53% Grit 57% Growth Mindset 54% School Climate 55% School Safety 62% Self-Efficacy 54% Self-Management 69% Sense of Belonging 65% Social Awareness 68% Supportive Relationships 87%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 60% Grit 61% Growth Mindset 60% School Climate 60% School Safety 65% Self-Efficacy 60% Self-Management 72% Sense of Belonging 70% Social Awareness 72% Supportive Relationships 90%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 91%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 93%

	Sense of Community - 89% Sense of Safety - 86%	Sense of Community - 93% Sense of Safety - 91%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is .55%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will maintain at .55% or below.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide equitable access to school-based mental health services that prioritize students with the greatest needs and support their academic and social-emotional well-being by addressing barriers to learning.	All Students	32583 Title I 1000-1999: Certificated Personnel Salaries Additional .2 FTE Allocation - Mental Health Provider
4.2	Utilize community schools facilitator to provide culturally and linguistically responsive outreach, strengthen two-way communication, and coordinate access to integrated supports and community partnerships, with a focus on increasing engagement and access for underrepresented families and addressing student and family needs.	All Students, especially Multilingual Learners	
4.3	Implement tiered social-emotional supports through PBIS and restorative practices, including universal SEL lessons in classrooms, with the Behavior Leadership Team monitoring behavior data to inform targeted supports and interventions that promote positive behavior, strengthen relationships, and support the needs of all students.	All Students	1000 Community Schools Grant 0000: Unrestricted Positive Behavior Incentives 500 Community Schools Grant 2000-2999: Classified Personnel Salaries Additional Hours - Monthly Campus Attendant Collaboration and Training
4.4	Provide additional early intervention Tier 1 and 2 social-emotional support for students in TK - 3rd grade through partnership with San Diego Youth Services (SDYS) Dinosaur School. * San Diego Youth Services Dinosaur School will provide weekly whole class instruction using the Incredible Years curriculum for all students in TK - 2nd Grade. * San Diego Youth Services Dinosaur School will provide small group Tier II support using the Incredible Years curriculum to students in TK - 3rd Grade.	All Students	
4.5	We will empower students to take on leadership roles on campus to support a positive climate and culture through structures such as Safe School Ambassadors, Student Council and Junior Recess Coaches.	All Students	

4.6	Implement targeted family engagement strategies to increase participation of underrepresented families by providing culturally responsive outreach, flexible meeting times, language access, and multiple engagement opportunities to support student learning.	All Students, especially Multilingual Learners	4000 Community Schools Grant 0000: Unrestricted Family Engagement Activities 1612.08 Title I Part A: Parent Involvement 0000: Unrestricted Food and Child Care - Family Engagement
4.7	The school site team will communicate regularly with families through a weekly family newsletter to keep them informed regarding student learning, events and supports that are available to our school community.	All Students	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,395.44
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$125,783.36
Title I Part A: Parent Involvement	\$1,612.08

Subtotal of additional federal funds included for this school: \$127,395.44

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 (\$)
0100/0105	\$6,000.00
Community Schools Grant	\$15,000.00

Subtotal of state or local funds included for this school: \$21,000.00

Total of federal, state, and/or local funds for this school: \$148,395.44

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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
Title I	125,783.36	0.00
Title I Part A: Parent Involvement	1612.08	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
0100/0105	6,000.00
Community Schools Grant	15,000.00
Title I	125,783.36
Title I Part A: Parent Involvement	1,612.08

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	16,112.08

1000-1999: Certificated Personnel Salaries	131,783.36
2000-2999: Classified Personnel Salaries	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0100/0105	6,000.00
0000: Unrestricted	Community Schools Grant	14,500.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	500.00
1000-1999: Certificated Personnel Salaries	Title I	125,783.36
0000: Unrestricted	Title I Part A: Parent Involvement	1,612.08

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,200.00
Goal 2	13,000.36
Goal 3	9,500.00
Goal 4	39,695.08

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Melynda Pezone	Principal
Sue Shubert	Classroom Teacher
Scott Smith	Classroom Teacher
Curt Hale	Classroom Teacher
Rita Powell	Other School Staff
Diann Kueny	Parent or Community Member
Jamila DeCarli	Parent or Community Member
James Ivison	Parent or Community Member
Katie Kranson	Parent or Community Member
Julianne Bridgnell	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 5/21/2026.

Attested:



Principal, Melynda Pezone on 5/21/2026



SSC Chairperson, Sue Shubert on 5/21/2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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