

2025-26 School Plan for Student Achievement

Highgate Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT

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The following items are included and/or on file with the District:
(Check all that apply)

SPSA Annual Evaluation
Recommendations and Assurances SSC
Data Reports
Budgets
Title I Schools
Parent and Family Engagement Policy (Title I)
School Compact (Title I)

| <i>FOR DISTRICT OFFICE USE</i> | |
|----------------------------------|---------|
| Item/Action Reviewed | Date |
| Schoolsite Council Approval Date | 5/13/25 |
| Board of Trustees Approval Date | |

Table of Contents

- Table of Contents.....2
- Purpose and Description.....3
- School Vision and Mission3
- Educational Partner Involvement4
- Resource Inequities4
- School and Student Performance Data5
 - Student Enrollment.....5
 - CAASPP Results.....7
 - ELPAC Results11
 - Student Population15
 - Overall Performance17
 - Academic Performance19
 - Academic Engagement25
 - Conditions & Climate.....28
- Goals, Strategies, & Proposed Expenditures.....31
 - Goal 1A English Language Arts/Literacy/ELD31
 - Goal 1B Mathematics37
 - Goal 2 Comprehensive Educational Experience.....43
 - Goal 3 Integrated Educational Supports51
 - Goal 4 Family & Community Engagement59
 - Goal 5 Professional Development Plan65
 - Goal 6 Staffing and Duties71
- SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP72
- SPSA Annual Review: for School Year 2024-2573
 - Goal 1A, English Language Arts/Literacy/ELD73
 - Goal 1B, Mathematics.....77
 - Goal 2, Comprehensive Educational Experience80
 - Goal 3, Student Engagement & Campus Climate.....84
 - Goal 4, Parent & Family Engagement88
 - Goal 5, Professional Learning/Professional Development.....90

Purpose and Description

Select Title I Program:

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The SPSA is a written plan developed by the leadership team and SSC addressing the school program and how resources will be utilized to meet the instructional needs of all students, but most especially those students who are most at risk of not meeting state academic achievement standards. The SPSA:

- aligns to the District LCAP goals
- identifies site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment
- describes specific instructional strategies to increase/improve student learning
- describes how student progress will be monitored on a regular basis
- identifies interventions for students not achieving, especially for low
- determines the professional development needs of teachers, support staff, and administration
- delineates strategies for parent communication and engagement to improve student achievement, and assist parents in becoming knowledgeable stakeholders in the

school community

- reflects estimated costs and funding sources (LCFF)
- indicates that site advisory groups such as the SSC and ELAC had opportunities to review and advise on the plan

This SWP plan provides assistance for students who require support in literacy (reading, writing), language development, and math. Funding sources are utilized for effective curriculum and instruction, professional development, and teacher release time for collaboration. LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The SWP also describes where LCFF funds distributed to the school may be used to support ongoing efforts to improve/increase student services and/or materials. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. For 2022-23, actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently available at the site level, leadership may include an action with no cost associated with the strategy. Should site level LCFF funding become available, a budget revision would be made and specific actions funded.

The state has identified the school for:

School Vision and Mission

Highgate Elementary School's Purpose Statement is "Empowering all learners."

Highgate's Vision Statement is "To create an environment in which students own their learning."

These statements can be combined: "Empowering all learners in order to create an environment in which students own their learning"

We believe "all learners" includes not just students, but also staff, families, and educational partners.

We also believe students can own their learning by understanding where they're going, where they are now, and what the next steps are in order to accomplish their goals. Researcher John Hattie has written that students who self-assess can realize an effect size of 1.33, which is over three years worth of growth. By creating goals and monitoring their learning progressions, all students can achieve at high levels.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our Comprehensive Needs Assessment was conducted by the Admin Team with feedback from all educational partners.

During an Instructional Leadership Team (ILT) meeting, the ILT reviewed the data sources and discussed implementation, observations, and gaps. The team reviewed and evaluated district and site initiatives for each item area making sure to note the current status and upcoming initiatives, and they helped identify strategies to address the gaps. Strategies to strengthen and build our current system were identified and prioritized. A select number of new strategies were also identified.

In March the School Site Council (SSC) viewed the Comprehensive Needs Assessment, as well as the SPSA. The SSC had the opportunity to provide input and guide the next year's planning. In May the 2025-2026 SPSA was shared with the SSC in order to receive feedback before submission of the plan.

Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | % | 0.18% | 0.31% | | 1 | 2 |
| African American | 4.74% | 6.07% | 4.80% | 20 | 33 | 31 |
| Asian | 17.77% | 19.12% | 23.37% | 75 | 104 | 151 |
| Filipino | 2.37% | 2.57% | 3.10% | 10 | 14 | 20 |
| Hispanic/Latino | 38.63% | 38.79% | 38.08% | 163 | 211 | 246 |
| Pacific Islander | 0.71% | 0.55% | 0.46% | 3 | 3 | 3 |
| White | 20.38% | 20.4% | 18.89% | 86 | 111 | 122 |
| Multiple/No Response | 3.08% | 2.94% | 2.32% | 13 | 16 | 15 |
| | Total Enrollment | | | 422 | 544 | 646 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 92 | 118 | 94 |
| Grade 1 | 71 | 86 | 89 |
| Grade 2 | 57 | 97 | 97 |
| Grade3 | 47 | 70 | 110 |
| Grade 4 | 50 | 55 | 81 |
| Grade 5 | 52 | 60 | 58 |
| Grade 6 | 53 | 58 | 62 |
| Total Enrollment | 422 | 544 | 646 |

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 56 | 74 | 73 | 13.6% | 13.6% | 11.3% |
| Fluent English Proficient (FEP) | 33 | 46 | 51 | 8.5% | 8.5% | 7.9% |
| Reclassified Fluent English Proficient (RFEP) | 13 | 21 | 29 | 22.1% | 22.1% | 28.4% |

Conclusions based on this data:

1. The number of English Learners increased from 56 (2021-22) to 74 (2022-23) but slightly declined to 73 (2023-24). This suggests a growth trend from 2021-22 to 2022-23, followed by stabilization.
2. Even though the number of English Learners remained relatively stable between 2022-23 and 2023-24, the percentage decreased from 13.3% to 11.3%. This indicates that overall student enrollment likely increased, leading to a lower proportion of ELs.
3. The number of Fluent English Proficient students grew steadily from 33 (2021-22) to 46 (2022-23) to 51 (2023-24). This suggests that more students are successfully reclassifying from English Learner status to Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 53 | 63 | 107 | 53 | 62 | 106 | 53 | 62 | 106 | 100.0 | 98.4 | 99.1 |
| Grade 4 | 75 | 53 | 78 | 74 | 53 | 78 | 74 | 53 | 78 | 98.7 | 100.0 | 100 |
| Grade 5 | 53 | 59 | 60 | 53 | 58 | 58 | 53 | 58 | 58 | 100.0 | 98.3 | 96.7 |
| Grade 6 | 61 | 61 | 63 | 61 | 60 | 63 | 61 | 60 | 63 | 100.0 | 98.4 | 100 |
| All Grades | 242 | 236 | 308 | 241 | 233 | 305 | 241 | 233 | 305 | 99.6 | 98.7 | 99 |

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2464. | 2471. | 2492. | 45.28 | 53.23 | 55.66 | 22.64 | 16.13 | 22.64 | 11.32 | 17.74 | 11.32 | 20.75 | 12.90 | 10.38 |
| Grade 4 | 2480. | 2519. | 2491. | 22.97 | 45.28 | 35.90 | 29.73 | 26.42 | 24.36 | 28.38 | 15.09 | 19.23 | 18.92 | 13.21 | 20.51 |
| Grade 5 | 2523. | 2523. | 2534. | 24.53 | 25.86 | 34.48 | 41.51 | 39.66 | 32.76 | 20.75 | 17.24 | 15.52 | 13.21 | 17.24 | 17.24 |
| Grade 6 | 2584. | 2595. | 2574. | 37.70 | 48.33 | 31.75 | 36.07 | 31.67 | 44.44 | 16.39 | 5.00 | 14.29 | 9.84 | 15.00 | 9.52 |
| All Grades | N/A | N/A | N/A | 31.95 | 43.35 | 41.64 | 32.37 | 28.33 | 29.51 | 19.92 | 13.73 | 14.75 | 15.77 | 14.59 | 14.10 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 37.74 | 41.94 | 41.51 | 45.28 | 46.77 | 51.89 | 16.98 | 11.29 | 6.60 |
| Grade 4 | 21.62 | 33.96 | 23.08 | 64.86 | 60.38 | 65.38 | 13.51 | 5.66 | 11.54 |
| Grade 5 | 26.42 | 25.86 | 25.86 | 66.04 | 65.52 | 62.07 | 7.55 | 8.62 | 12.07 |
| Grade 6 | 39.34 | 31.67 | 33.33 | 49.18 | 55.00 | 57.14 | 11.48 | 13.33 | 9.52 |
| All Grades | 30.71 | 33.48 | 32.13 | 56.85 | 56.65 | 58.36 | 12.45 | 9.87 | 9.51 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 37.74 | 40.32 | 40.57 | 45.28 | 46.77 | 51.89 | 16.98 | 12.90 | 7.55 |
| Grade 4 | 27.03 | 37.74 | 24.36 | 51.35 | 54.72 | 62.82 | 21.62 | 7.55 | 12.82 |
| Grade 5 | 20.75 | 19.30 | 36.21 | 60.38 | 68.42 | 51.72 | 18.87 | 12.28 | 12.07 |
| Grade 6 | 27.87 | 48.33 | 38.10 | 65.57 | 40.00 | 52.38 | 6.56 | 11.67 | 9.52 |
| All Grades | 28.22 | 36.64 | 35.08 | 55.60 | 52.16 | 54.75 | 16.18 | 11.21 | 10.16 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 22.64 | 27.42 | 21.70 | 73.58 | 66.13 | 66.98 | 3.77 | 6.45 | 11.32 |
| Grade 4 | 9.46 | 24.53 | 16.67 | 79.73 | 69.81 | 71.79 | 10.81 | 5.66 | 11.54 |
| Grade 5 | 18.87 | 10.34 | 15.52 | 69.81 | 79.31 | 74.14 | 11.32 | 10.34 | 10.34 |
| Grade 6 | 21.31 | 6.67 | 17.46 | 68.85 | 88.33 | 74.60 | 9.84 | 5.00 | 7.94 |
| All Grades | 17.43 | 17.17 | 18.36 | 73.44 | 75.97 | 71.15 | 9.13 | 6.87 | 10.49 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 35.85 | 22.58 | 35.85 | 45.28 | 64.52 | 56.60 | 18.87 | 12.90 | 7.55 |
| Grade 4 | 14.86 | 22.64 | 20.51 | 75.68 | 67.92 | 70.51 | 9.46 | 9.43 | 8.97 |
| Grade 5 | 20.75 | 20.69 | 18.97 | 66.04 | 60.34 | 70.69 | 13.21 | 18.97 | 10.34 |
| Grade 6 | 31.15 | 30.00 | 23.81 | 59.02 | 65.00 | 69.84 | 9.84 | 5.00 | 6.35 |
| All Grades | 24.90 | 24.03 | 26.23 | 62.66 | 64.38 | 65.57 | 12.45 | 11.59 | 8.20 |

Conclusions based on this data:

1. The percentage of enrolled students tested remained consistently high across all grades, typically above 98%, ensuring that the data accurately represents student performance.
2. Reading Comprehension improved across most grades, with more students performing at or near standard in 2023-24.
3. Grade 6 showed a decline in performance, with a drop in students exceeding the standard from 48.33% (2022-23) to 31.75% (2023-24), which warrants further investigation.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 53 | 63 | 107 | 53 | 63 | 106 | 53 | 63 | 106 | 100.0 | 100.0 | 99.1 |
| Grade 4 | 75 | 53 | 78 | 74 | 53 | 78 | 74 | 53 | 78 | 98.7 | 100.0 | 100 |
| Grade 5 | 53 | 59 | 60 | 53 | 59 | 59 | 53 | 59 | 59 | 100.0 | 100.0 | 98.3 |
| Grade 6 | 61 | 61 | 62 | 61 | 61 | 62 | 61 | 61 | 62 | 100.0 | 100.0 | 100 |
| All Grades | 242 | 236 | 307 | 241 | 236 | 305 | 241 | 236 | 305 | 99.6 | 100.0 | 99.3 |

* 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2455. | 2476. | 2484. | 28.30 | 44.44 | 50.94 | 35.85 | 26.98 | 24.53 | 18.87 | 11.11 | 12.26 | 16.98 | 17.46 | 12.26 |
| Grade 4 | 2464. | 2505. | 2482. | 10.81 | 26.42 | 23.08 | 27.03 | 37.74 | 32.05 | 37.84 | 26.42 | 23.08 | 24.32 | 9.43 | 21.79 |
| Grade 5 | 2512. | 2490. | 2526. | 16.98 | 16.95 | 27.12 | 30.19 | 18.64 | 20.34 | 28.30 | 30.51 | 37.29 | 24.53 | 33.90 | 15.25 |
| Grade 6 | 2549. | 2550. | 2528. | 22.95 | 27.87 | 14.52 | 27.87 | 18.03 | 29.03 | 31.15 | 34.43 | 30.65 | 18.03 | 19.67 | 25.81 |
| All Grades | N/A | N/A | N/A | 19.09 | 29.24 | 31.80 | 29.88 | 25.00 | 26.56 | 29.88 | 25.42 | 23.61 | 21.16 | 20.34 | 18.03 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 35.85 | 46.03 | 34.91 | 47.17 | 38.10 | 43.40 | 16.98 | 15.87 | 21.70 |
| Grade 4 | 14.86 | 26.42 | 20.51 | 54.05 | 60.38 | 56.41 | 31.08 | 13.21 | 23.08 |
| Grade 5 | 11.32 | 11.86 | 15.25 | 67.92 | 49.15 | 64.41 | 20.75 | 38.98 | 20.34 |
| Grade 6 | 21.31 | 21.31 | 14.52 | 59.02 | 55.74 | 66.13 | 19.67 | 22.95 | 19.35 |
| All Grades | 20.33 | 26.69 | 23.28 | 56.85 | 50.42 | 55.41 | 22.82 | 22.88 | 21.31 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 41.51 | 46.03 | 47.17 | 49.06 | 44.44 | 43.40 | 9.43 | 9.52 | 9.43 |
| Grade 4 | 14.86 | 33.96 | 35.90 | 63.51 | 50.94 | 48.72 | 21.62 | 15.09 | 15.38 |
| Grade 5 | 7.55 | 11.86 | 22.03 | 73.58 | 64.41 | 64.41 | 18.87 | 23.73 | 13.56 |
| Grade 6 | 21.31 | 27.87 | 17.74 | 63.93 | 57.38 | 62.90 | 14.75 | 14.75 | 19.35 |
| All Grades | 20.75 | 30.08 | 33.44 | 62.66 | 54.24 | 52.79 | 16.60 | 15.68 | 13.77 |

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards increased from 19.09% (2021-22) to 31.80% (2023-24).
2. Grade 5 rebounded significantly in 2023-24, with the percentage of students exceeding the standard rising from 16.95% (2022-23) to 27.12% (2023-24).
3. More students in Grade 6 fell into the "Not Met" category, indicating a need for targeted intervention.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1443.2 | 1413.1 | 1428.1 | 1446.5 | 1412.5 | 1442.9 | 1435.0 | 1414.2 | 1393.6 | 16 | 15 | 14 |
| 1 | * | 1489.9 | * | * | 1479.6 | * | * | 1499.5 | * | 8 | 14 | 5 |
| 2 | * | 1501.7 | 1513.2 | * | 1524.1 | 1499.1 | * | 1479.1 | 1526.8 | 7 | 14 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | 8 | 7 | 8 |
| 4 | * | * | * | * | * | * | * | * | * | 8 | 4 | 7 |
| 5 | * | * | * | * | * | * | * | * | * | 4 | 8 | 4 |
| 6 | * | * | * | * | * | * | * | * | * | * | 5 | * |
| All Grades | | | | | | | | | | 53 | 67 | 53 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 18.75 | 20.00 | 21.43 | 50.00 | 13.33 | 28.57 | 31.25 | 53.33 | 42.86 | 0.00 | 13.33 | 7.14 | 16 | 15 | 14 |
| 1 | * | 21.43 | * | * | 64.29 | * | * | 14.29 | * | * | 0.00 | * | * | 14 | * |
| 2 | * | 35.71 | 25.00 | * | 42.86 | 50.00 | * | 7.14 | 25.00 | * | 14.29 | 0.00 | * | 14 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 24.53 | 23.88 | 22.64 | 49.06 | 49.25 | 41.51 | 24.53 | 20.90 | 28.30 | 1.89 | 5.97 | 7.55 | 53 | 67 | 53 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 25.00 | 20.00 | 28.57 | 31.25 | 20.00 | 35.71 | 43.75 | 40.00 | 28.57 | 0.00 | 20.00 | 7.14 | 16 | 15 | 14 |
| 1 | * | 28.57 | * | * | 57.14 | * | * | 14.29 | * | * | 0.00 | * | * | 14 | * |
| 2 | * | 50.00 | 50.00 | * | 42.86 | 41.67 | * | 0.00 | 8.33 | * | 7.14 | 0.00 | * | 14 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 47.17 | 38.81 | 32.08 | 30.19 | 38.81 | 47.17 | 20.75 | 14.93 | 13.21 | 1.89 | 7.46 | 7.55 | 53 | 67 | 53 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 6.25 | 13.33 | 7.14 | 62.50 | 20.00 | 7.14 | 31.25 | 46.67 | 78.57 | 0.00 | 20.00 | 7.14 | 16 | 15 | 14 |
| 1 | * | 14.29 | * | * | 64.29 | * | * | 14.29 | * | * | 7.14 | * | * | 14 | * |
| 2 | * | 7.14 | 25.00 | * | 71.43 | 58.33 | * | 0.00 | 8.33 | * | 21.43 | 8.33 | * | 14 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 3.77 | 8.96 | 15.09 | 52.83 | 47.76 | 37.74 | 39.62 | 31.34 | 35.85 | 3.77 | 11.94 | 11.32 | 53 | 67 | 53 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 43.75 | 20.00 | 14.29 | 56.25 | 46.67 | 78.57 | 0.00 | 33.33 | 7.14 | 16 | 15 | 14 |
| 1 | * | 64.29 | * | * | 35.71 | * | * | 0.00 | * | * | 14 | * |
| 2 | * | 53.85 | 50.00 | * | 46.15 | 50.00 | * | 0.00 | 0.00 | * | 13 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 35.85 | 39.39 | 30.19 | 62.26 | 51.52 | 60.38 | 1.89 | 9.09 | 9.43 | 53 | 66 | 53 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 12.50 | 26.67 | 35.71 | 62.50 | 46.67 | 57.14 | 25.00 | 26.67 | 7.14 | 16 | 15 | 14 |
| 1 | * | 21.43 | * | * | 78.57 | * | * | 0.00 | * | * | 14 | * |
| 2 | * | 78.57 | 8.33 | * | 21.43 | 91.67 | * | 0.00 | 0.00 | * | 14 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 47.17 | 49.25 | 28.30 | 43.40 | 43.28 | 66.04 | 9.43 | 7.46 | 5.66 | 53 | 67 | 53 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 6.25 | 13.33 | 7.14 | 93.75 | 66.67 | 85.71 | 0.00 | 20.00 | 7.14 | 16 | 15 | 14 |
| 1 | * | 35.71 | * | * | 57.14 | * | * | 7.14 | * | * | 14 | * |
| 2 | * | 7.69 | 8.33 | * | 76.92 | 83.33 | * | 15.38 | 8.33 | * | 13 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 3.77 | 15.15 | 13.21 | 79.25 | 72.73 | 67.92 | 16.98 | 12.12 | 18.87 | 53 | 66 | 53 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 43.75 | 40.00 | 28.57 | 50.00 | 33.33 | 64.29 | 6.25 | 26.67 | 7.14 | 16 | 15 | 14 |
| 1 | * | 28.57 | * | * | 71.43 | * | * | 0.00 | * | * | 14 | * |
| 2 | * | 57.14 | 41.67 | * | 35.71 | 58.33 | * | 7.14 | 0.00 | * | 14 | 12 |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 30.19 | 34.33 | 28.30 | 67.92 | 56.72 | 64.15 | 1.89 | 8.96 | 7.55 | 53 | 67 | 53 |

Conclusions based on this data:

1. Reading: The percentage of students in the "Well Developed" range slightly improved from 3.77% (21-22) to 13.21% (23-24), but a significant portion remains at "Somewhat/Moderately."

2. Writing: More students are achieving "Well Developed" scores compared to previous years, but most remain in the "Somewhat/Moderately" range.
3. Oral language development needs more focus, particularly in Listening and Speaking, as there is a decline in high-level proficiency.

School and Student Performance Data

Student Population

The 2024 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2023-24 Student Population | | | |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 646 | 43.8% | 11.3% | 1.1% |
| Total Number of Students enrolled in Highgate 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. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---------------------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 73 | 11.3% |
| Foster Youth | 7 | 1.1% |
| Homeless | 1 | 0.2% |
| Socioeconomically Disadvantaged | 283 | 43.8% |
| Students with Disabilities | 94 | 14.6% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 31 | 4.8% |
| American Indian | 2 | 0.3% |
| Asian | 151 | 23.4% |
| Filipino | 20 | 3.1% |
| Hispanic | 246 | 38.1% |
| Two or More Races | 15 | 2.3% |
| Pacific Islander | 3 | 0.5% |
| White | 122 | 18.9% |

Conclusions based on this data:

1. The school serves a diverse student body, with Hispanic (38.1%) and Asian (23.4%) students making up the largest groups.

2. 14.6% of students are identified with disabilities, which is a sizable portion requiring targeted supports, differentiated instruction, and accommodations.
3. 11.3% of students are classified as English Learners, reinforcing the need for strong ELD (English Language Development) programs.

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.”



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| English Language Arts  Green | Chronic Absenteeism  Yellow | Suspension Rate  Green |
| Mathematics  Green | | |
| English Learner Progress  Green | | |

Conclusions based on this data:

1. Strong Academic Performance – The school has achieved a Green rating in English Language Arts (ELA), Mathematics, and English Learner Progress, indicating that students are performing well and making adequate progress in these areas.
2. Positive School Climate – The Suspension Rate is also rated Green, suggesting effective behavior management strategies, a supportive school climate, and successful implementation of restorative practices.

3. Chronic Absenteeism (Yellow) – This indicates that student attendance remains a concern. While not at the lowest performance level, it suggests that a significant number of students are missing school frequently, which can negatively impact academic progress and engagement.

School and Student Performance Data

Academic Performance English Language Arts

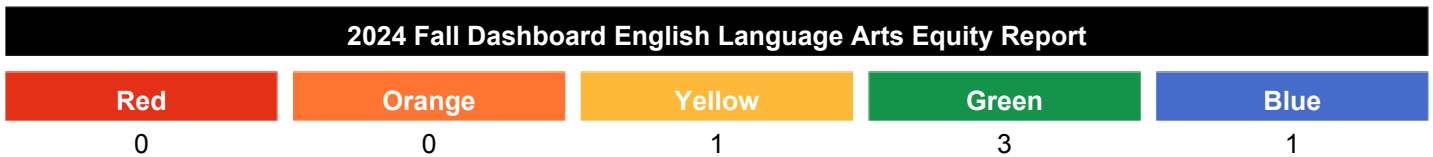
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This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p>Green</p> <p>40.6 points above standard</p> <p>Declined 5.2 points</p> <p>301 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>9.9 points above standard</p> <p>Maintained 1.1 points</p> <p>49 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>13.2 points above standard</p> <p>Declined 7.8 points</p> <p>148 Students</p> |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>23.8 points below standard</p> <p>Declined 3.8 points</p> <p>42 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>8.7 points below standard</p> <p>Maintained 2.3 points</p> <p>17 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>Green</p> <p>65.6 points above standard</p> <p>Declined 26.4 points</p> <p>58 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>25.2 points above standard</p> <p>Maintained 2.7 points</p> <p>140 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>White</p>  <p>Blue</p> <p>60.4 points above standard</p> <p>Maintained 1.8 points</p> <p>53 Students</p> |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>54.0 points below standard</p> <p>Declined 13.1 points</p> <p>22 Students</p> | <p>61.9 points above standard</p> <p>Increased 6.5 points</p> <p>27 Students</p> | <p>42.7 points above standard</p> <p>Declined 7.7 points</p> <p>235 Students</p> |

Conclusions based on this data:

- Overall Strong Performance – The school’s Green rating in English Language Arts (ELA) suggests that students, on average, are performing 40.6 points above standard on the assessment.
- The overall school score declined by 5.2 points. Asian students saw the largest decline (-26.4 points) despite remaining above standard.
- English Learners in the Yellow Category – Scored 9.9 points above standard but showed little progress (-1.1 points). More targeted support may be needed for English learners to move into Green or Blue.

School and Student Performance Data

Academic Performance Mathematics

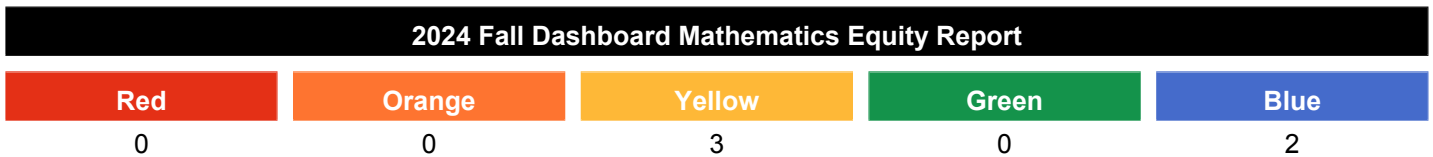
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p> Green</p> <p>9.8 points above standard</p> <p>Maintained 0.2 points</p> <p>303 Students</p> | <p>English Learners</p> <p> Yellow</p> <p>12.2 points below standard</p> <p>Declined 4.7 points</p> <p>51 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>24.5 points below standard</p> <p>Declined 16.4 points</p> <p>148 Students</p> |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>51.0 points below standard</p> <p>Declined 27.4 points</p> <p>42 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>57.3 points below standard</p> <p>Declined 32.9 points</p> <p>17 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>Blue</p> <p>59.0 points above standard</p> <p>Maintained 2.4 points</p> <p>59 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>18.9 points below standard</p> <p>Declined 9.5 points</p> <p>141 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>White</p>  <p>Blue</p> <p>38.4 points above standard</p> <p>Increased 23.5 points</p> <p>53 Students</p> |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|----------------------------|-------------------------------|----------------------------|
| 78.5 points below standard | 46.7 points above standard | 12.2 points above standard |
| Declined 31.1 points | Increased 20.0 points | Increased 4.2 points |
| 24 Students | 27 Students | 235 Students |

Conclusions based on this data:

- Overall School Performance is Strong –Highgate received a Green rating in mathematics, scoring 9.8 points above standard, maintaining performance.
- English Learners: 12.2 points below standard, declined 4.7 points (Yellow). Socioeconomically Disadvantaged students: 24.5 points below standard, declined 16.4 points (Yellow). Provide targeted interventions and/or implement additional intervention programs and small group instruction.

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.

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Progress  Green 55% making progress. Number Students: 40 Students | Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 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.

| 2024 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 |
| 10% | 30% | 0% | 50% |

Conclusions based on this data:

- Overall Strong Progress for English Learners –55% of English Learners are making progress toward English language proficiency, earning a Green rating.
- Limited Progress for Some English Learners –30% of students maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H), indicating they are not yet advancing.
- Focus on targeted English Language Development (ELD) instruction for students maintaining lower proficiency levels. Implement language-rich classroom environments with structured academic conversations.

School and Student Performance Data

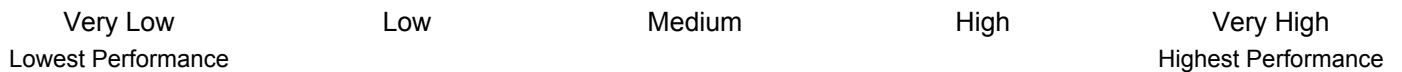
Academic Performance College/Career Report

The 2024 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.

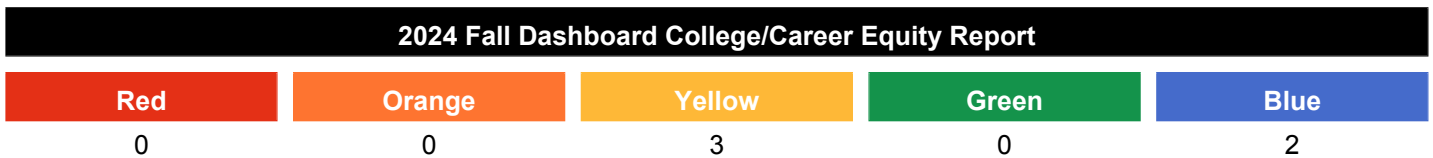
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|-------------------------------------------------------------------------------|------------------|---------------------------------|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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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.

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p> Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 4.3</p> <p>671 Students</p> | <p>English Learners</p> <p> Yellow</p> <p>14.9% Chronically Absent</p> <p>Declined 2.6</p> <p>74 Students</p> | <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>19% Chronically Absent</p> <p>Declined 3.4</p> <p>305 Students</p> |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>23.6% Chronically Absent</p> <p>Declined 5.9</p> <p>110 Students</p> | <p>African American</p>  <p>Green</p> <p>9.4% Chronically Absent</p> <p>Declined 7.8</p> <p>32 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> |
| <p>Asian</p>  <p>Green</p> <p>7% Chronically Absent</p> <p>Declined 7</p> <p>158 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>10% Chronically Absent</p> <p>Declined 13.5</p> <p>20 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>17.3% Chronically Absent</p> <p>Declined 3.3</p> <p>260 Students</p> |
| <p>Two or More Races</p>  <p>Yellow</p> <p>8.5% Chronically Absent</p> <p>Maintained 0.2</p> <p>71 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>White</p>  <p>Yellow</p> <p>13.6% Chronically Absent</p> <p>Declined 3.1</p> <p>125 Students</p> |

Conclusions based on this data:

1. Overall Decline in Chronic Absenteeism –The overall chronic absenteeism rate declined by 4.3 percentage points, reaching 12.5%. African American (9.4%) and Asian (7%) student groups have the lowest rates and both showed significant improvement (declined by 7.8 and 7 percentage points, respectively).
2. English Learners, Socioeconomically Disadvantaged, Hispanic, and White student groups all showed declines in absenteeism.
3. High Chronic Absenteeism Among Students with Disabilities –23.6% of students with disabilities are chronically absent, making them the only group in the Orange category. This rate is significantly higher than the schoolwide average (12.5%).

School and Student Performance Data

Conditions & Climate Suspension Rate

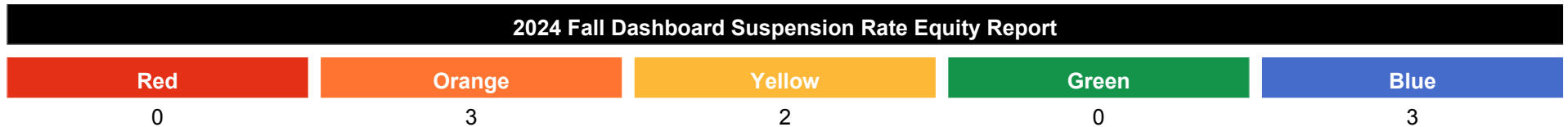
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| All Students | English Learners | Long-Term English Learners |
|  Green |  Orange |  No Performance Color |
| 0.6% suspended at least one day | 1.3% suspended at least one day | Fewer than 11 students - data not displayed for privacy |
| Maintained 0.1% | Increased 1.3% | |
| 682 Students | 78 Students | 3 Students |

Foster Youth




No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

Homeless




No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Socioeconomically Disadvantaged




Yellow

1% suspended at least one day

Increased 0.3%

310 Students

Students with Disabilities




Orange

2.7% suspended at least one day

Increased 1.6%

112 Students

African American




Orange

3.1% suspended at least one day

Increased 0.4%

32 Students

American Indian




No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Asian




Yellow

0.6% suspended at least one day

Increased 0.6%

160 Students

Filipino




No Performance Color

5% suspended at least one day

Declined 0.9%

20 Students

Hispanic




Blue

0.4% suspended at least one day

Maintained 0.1%

267 Students

Two or More Races




Blue

0% suspended at least one day

Maintained 0%

71 Students

Pacific Islander




No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

White



Blue

0% suspended at least one day

Declined 0.9%

127 Students

Conclusions based on this data:

1. Low Suspension Rate Overall –The overall suspension rate is 0.6%, which is very low, and it has remained stable with a slight decrease of 0.1%.
2. Blue Performance Groups –Hispanic, Two or More Races, and White students are in the Blue category (highest performance), with suspension rates remaining consistently low or declining, which suggests a well-managed school climate for these groups.
3. Students with disabilities had a 2.7% suspension rate, which increased by 1.6 percentage points.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

By the end of the year, Highgate Elementary will improve student achievement in English Language Arts by increasing performance by 5 points on the California Dashboard. This growth will be supported through a balanced literacy approach, with a focus on:

K-2nd:

-Building foundational skills for early reading as measured by DIBELS 8 subtests: Phonemic Segmentation and Nonsense Word Fluency.

-Increasing fluency for transitional readers, with a goal of improving words per minute and accuracy rates on DIBELS Oral Reading Fluency (ORF).

3rd-6th:

-Increasing the average instructional reading level for students performing at or below grade level by at least one full year, as measured by STAR Reading Lexile growth.

-Deepening critical thinking skills for students reading above grade level, with an emphasis on text analysis, synthesis, and writing in response to reading.

For students with disabilities and English Learners, grade-level teams and the MTSS academic team will analyze formative assessment data to monitor equitable growth. When progress is insufficient, specific misconceptions will be identified and addressed through targeted interventions, scaffolded literacy supports, and differentiated small-group instruction.

Monitoring & Progress Checks:

-K-2nd: Amplify mCLASS DIBELS 8, administered as per the District Assessment Calendar.

-3rd-6th: STAR Reading data (beginning, middle, and end of year).

-Students Below Grade Level: Additional Running Records and DIBELS assessments will be administered for deeper diagnostic insights.

Action Plan & Adjustments:

-Quarterly data reviews by grade-level teams & MTSS will assess student growth and determine next steps.

-If goals are not met, leadership will recommend adjustments to schoolwide ELA intervention structures and share best practices across grade levels.

-ELAC & SSC will provide input on schoolwide literacy strategies and parent engagement supports for EL students.

Comprehensive Needs Assessment

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.

The Admin Team selected the data sources, consolidated the data, and summarized the findings for the Annual School Review. The summary was shared with the ILT, SSC, and MTSS teams. The teams provided feedback to the Admin Team.

The following data sources were analyzed for this Needs Assessment: SWIFT FIA, Feedback from Educational Partners, Star Reading Data, Subgroup Data, ELPAC, and Running Record Data.

The SWIFT FIA was reviewed by the Admin Team in February and the ILT in March. Star Reading Data was reviewed quarterly by the ILT, ELAC, and SSC. Proficiency data was compiled from a Custom Report in Renaissance Place.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Winter STAR Reading data indicated a 68.7% proficiency level of all students. This data is not on track to meet the overall goal of 75% at the end of the year. This data shows overall growth but still a gap in Tier I instruction. Schoolwide supplemental curriculum is used as the core curriculum. There is no systematic approach to phonics instruction with a multi-grade level continuum. There is a lack of coherence in standard deconstruction and the way standards are assessed across grade levels.

To address this gap, Highgate will prioritize using District adopted curriculum and District curriculum maps to guide instruction.

STAR ELL Reading Data indicated a 24% proficiency rate in the Winter Window which indicates a 1% decrease in proficiency from the beginning of the year. This indicates a gap in our Designated English Language Development Instruction. Only a little bit over one third of English Language Learners have acquired enough language to demonstrate reading proficiency. To address this gap, Highgate will focus on targeted English Language Development (ELD) Instruction for students maintaining lower proficiency levels; implement language-rich classroom environments with structured academic conversations, provide targeted instruction in academic vocabulary and reading comprehension and use data-driven interventions to support students at risk of regression.

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 |
|-----------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| STAR Reading- English Language Learners | 24% Proficient on Star Reading in Winter of 2024. | By Spring of 2025, 45% of ELLs will score Proficient on Star Reading. |
| STAR Reading- Overall | 69% Proficient on Star Reading in Winter of 2024. | By Spring of 2025, 75% of all students will score Proficient on Star Reading. |
| CA Dashboard | 40.6 points above standard for all students in ELA Academic Performance in Fall 2024. | By Fall of 2025, the percentage of ELA Academic Performance for all students will increase by 5 points to 45.6 points. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

During PLCs, Highgate teachers will use the District Curriculum Maps and resources from professional development with Impact Teams to determine focus ELA standards, essential question(s) and deconstruct standards to create unit success criteria to empower all learners to be able to answer where am I going and why (Goal, Purpose, and Relevance), How am I doing (Success Criteria), and where to next (What and How). Highgate teams will use adopted District materials for first instruction.

Grade levels will use the Evidence-Analysis-Action model to identify classroom trends and student misconceptions to plan instructional next steps with a focus on student feedback. Supplemental materials approved by the principal may be used for reteach and small group instruction to support mastery learning.

All classes have an hour of Differentiated Instructional Grouping (DIGs). Students below grade level receive guided reading instruction weekly.

Admin Team will monitor through Walkthrough Data monthly to see schoolwide trends, determine next walkthrough focus, and identify next steps including professional development and/or coaching.

ILT meetings will be held monthly to provide feedback to the Admin team and for the Admin team to provide expectations, clarity for PLC's, and review walkthrough data. ILT meetings set school level goals, monitor those goals, and provide feedback on the SPSA.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Teachers will utilize the district adopted curriculum in core instruction and D-ELD to support English Language Learners.

-During I-ELD, teachers will increase English Learner student success with embedded language supports and appropriate scaffolds including building background knowledge, sentence frames, Frayer models, and explicitly taught conversation norms and protocols. Anchor charts, thinking map, and total physical response (TPR) strategies will be incorporated to reinforce key concepts and new vocabulary. Teachers will utilize universal response and strategic calling to check for understanding of English Language Learners.
-During D-ELD, teachers will continue to use the above strategies while supporting student understanding of how language works.

These strategies will be monitored by walkthrough forms.

ELL subgroups will be analyzed through EAA to ensure they are making adequate progress.

Grade Level teams will use the EAA model by December to determine differentiated needs of ELL students. ELPAC scores or observational notes by domain can be used as evidence.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in need of additional support

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Teachers in K-2nd will administer mCLASS to all students to determine who needs to be administered a diagnostic assessment (PASI/PSI) to create intervention groups.

Teachers will administer Star Reading during District and Site Assessment windows for all students in grades 3rd-6th to identify students "At Risk." Students scoring below the reading cut points will be given the mCLASS. The Tier II team will determine if a diagnostic assessment (PSI) needs to be administered to group students for intervention. Teachers will administer Running Records to students identified "At Risk" to guide instruction during DIGs.

Progress monitoring dates for “At Risk” will be calendared. At the meetings, running records & PASI/PSI data will be used as evidence to determine student needs and instructional next steps.

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

By the end of the year, Highgate will improve student achievement in mathematics by increasing by 4 points on the CA Dashboard. This will be accomplished by strengthening foundational numeracy skills in TK-1st grades, as measured by NextGen benchmarks. In grades 2-6, students will demonstrate at least one year's growth in independent mathematical proficiency, as measured by STAR Math and NextGen.

For our low-performing subgroups (students with disabilities and English Learners), grade-level teams will analyze formative assessment data bi-monthly to monitor progress and ensure equitable growth. When progress is insufficient, specific misconceptions will be identified and addressed through:

- Small-group instruction tailored to targeted skill deficits.
- Scaffolded supports such as visual models, sentence frames, and manipulatives.
- Data-driven reteaching cycles aligned to formative math assessments.

Monitoring & Progress Checks:

- STAR Math: Quarterly progress checks using STAR Screening Reports.

- NextGen Benchmarks & Common Formative Math Assessments: Administered at quarterly intervals.

- MTSS academic team & grade-level data teams will meet every six weeks to assess progress and adjust interventions.

Action Plan & Adjustments:

- If progress is insufficient, leadership will recommend adjustments to schoolwide math structures, small-group interventions, and instructional practices.

-ELAC will provide input on math supports for English Learners, including family engagement strategies.

-SSC will recommend and approve schoolwide actions, strategies, and funding based on identified needs.

Comprehensive Needs Assessment

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.

The Admin Team selected the data sources, consolidated the data, and summarized the findings for the Annual School Review. The summary was shared with the ILT, SSC, and MTSS teams. The teams provided feedback to the Admin Team.

The following data sources were analyzed for this Needs Assessment: SWIFT FIA, Feedback from Educational Partners, Star Math Data, and Subgroup Data.

The SWIFT FIA was reviewed by the Admin Team in February and the ILT in March. Star Math Data was reviewed quarterly by the ILT, ELAC, and SSC. Proficiency data was compiled from a Custom Report in Renaissance Place.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWIFT-FIA data indicated that Highgate was a “1” or Installing in area 3.2 Integrated Instructional Practices. This data indicated a gap in Highgate’s use of screeners to identify students who need more or less intensive support and plan appropriate interventions in the MTSS. To address this gap, Highgate grade level teams will use the Evidence-Analysis-Action model to plan tiers of support for students using the Star and mCLASS as a screener and grade level common formative assessments.

STAR Math data indicated a 64% proficiency level in the Winter of 2024. This represents a gap in Tier I instruction. It can be concluded that refinement of current Tier I strategies is needed rather than a new approach. To address this gap, we will focus on increasing teacher clarity and student engagement to enhance student learning and achievement in all content areas. Teachers will strengthen problem-solving by implementing targeted interventions and math tasks to help students apply mathematical concepts in real-world contexts.

STAR ELL Math Data indicated a 30% proficiency rate in the Winter Window. This indicates a gap in our integrated ELL instruction. To address this gap, we will increase strategic student engagement strategies, such as partner talk, opportunity for productive struggle, and checks for understanding. Teachers will focus on conceptual understanding as ELs and struggling students benefit from seeing multiple representations of math concepts, which helps bridge language barriers.

The use of games and hands-on activities from the book Math Fact Fluency will create engaging, low-stress environment for learning. EL's and subgroups will build a growth mindset by gaining confidence as they develop problem-solving strategies instead of relying on memorization.

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 |
|--------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| STAR Math- English Language Learners | 30% Proficient on Star Math in Winter of 2024 | By Spring of 2025, 44% of all ELLs will be proficient. |
| STAR Math- Overall | 64% Proficient on Star Math in Winter of 2024 | By Spring of 2025, 67% of all students will be proficient. |
| CA Dashboard | 9.8 points above standard for all students in Mathematic Academic Performance in Fall of 2024 | By the Fall of 2025, the percentage of Mathematic Academic Performance for all students will increase by 4 points to 13.8 points. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

All Highgate grade levels use the District Curriculum Maps to determine priority standards by unit. Instruction supports and prioritizes conceptual understanding through use of the Concrete-Representational-Abstract (CRA) Model, purposeful academic conversation and math tasks.

The Admin Team will conduct observations utilizing a Walkthrough to determine the level of teacher clarity and student engagement in order to provide professional development for teachers.

The Admin Team reviews Walkthrough Data monthly to see schoolwide trends, determine next walkthrough focus, and identify next steps including professional development and/or coaching.

To increase teacher clarity the following will occur:

- Grade levels will utilize release days to deconstruct standards and identify learning goals for each unit.
- Grade levels will determine how much instructional time will be allotted to each learning goal.
- Grade levels will create 1-2 common formative assessments that are aligned to the instruction and learning goals.

Time will be built into each unit to administer the CFA, conduct EAA, and provide a reteaching opportunity.

Teachers will be trained in math fact fluency games and assessment tools to support tier I instruction by emphasizing conceptual understanding and strategy-based learning instead of rote memorization and timed test. Through professional development, teachers will be taught engaging games, explicit strategy instruction, and number talks that promote fluency while reducing math anxiety. It also ensures equity by offering multiple entry points for diverse learners, aligning with standards-based instruction to support all students in developing strong mathematical foundations.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

To support English Language Learners, teachers will provide an increased opportunity for partner talk, productive struggle, anchor charts and CFU's. These engagement strategies will be monitored by a walkthrough form.

The Admin Team reviews Walkthrough Data monthly to see schoolwide trends, determine next walkthrough focus, and identify next steps including professional development and/or coaching.

ELLs will be a subgroup that will be analyzed during EAA to ensure they are making adequate progress.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in particular those in need of extra supports

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Data-Driven Student Grouping & Progress Monitoring:

- Use EAA model, benchmark assessments, and formative checks (e.g., exit tickets) to identify students needing Tier II support.
- Monitor student progress through weekly skill checks, formative assessments, and targeted reteaching cycles.
- Utilize ELPAC scores and math diagnostic results to tailor instruction for ELs and students with disabilities.

Targeted Small-Group Instruction (3–5 students per group, 3 times per week for 20–30 minutes) will be implemented schoolwide:

Groups will focus on:

- Number sense & foundational math skills (e.g., place value, fluency in operations).

- Word problem comprehension & mathematical reasoning, especially for ELs.
- Implement fluency-building activities (e.g., number talks, timed math fluency games) with peer support.
- Scaffolded multi-step problem-solving strategies for all students, with additional supports for SWD.
- Use hands-on manipulatives, math fact fluency games, math journals, and real-world problem-solving activities to reinforce skills.

Quarter 1: Teachers will identify a time in their schedule for small groups and teach small group expectations, routines, and procedures.

Quarter 2-4: Teachers will begin administering a CFU or exit ticket at the end of a lesson and pull back a small group of students who need support.

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

By the end of the year, 80% of teachers will demonstrate effective implementation of teacher clarity and student engagement strategies to enhance student learning across all content areas.

Teacher Clarity:

- Standards-Based Learning Objectives: Teachers will clearly communicate what students will be able to know, understand, or do by the end of the lesson.
- Learning goals will be stated at the beginning and end of the lesson.
- Students will be able to articulate the learning goal and its relevance.
- Success Criteria: Teachers will provide clear exemplars, process steps, or rubrics to define what successful mastery looks like.

Student Engagement:

- Frequent Checks for Understanding & Universal Response:
- Teachers will regularly assess student understanding through formative assessments, questioning techniques, and universal response strategies.
- Instruction will be adjusted in real time based on student responses, with a specific focus on English Learners and students with disabilities.

Structured Student Collaboration:

- Students will engage in peer discussions using clearly established academic discourse routines.
- Classroom dialogue will be focused on higher-order thinking questions, promoting critical thinking.

Monitoring & Progress Checks

-The Admin Team will conduct bi-weekly walkthroughs using a Google walkthrough form to document teacher clarity and student engagement strategies in action.

-Walkthrough data will be analyzed monthly by the Instructional Leadership Team (ILT) and Admin Team.

-Teachers will receive targeted coaching and professional development based on trends in walkthrough data.

Success will be measured by:

-80% of teachers consistently demonstrating teacher clarity and student engagement strategies.

-Student surveys reflecting improved understanding of learning goals and engagement.

Comprehensive Needs Assessment

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.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team, PBIS, SSC, ELAC, Teachers, Parents, and Students. During the assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the SWiFT FIA, PBIS TFI, and multiple surveys. Results were brought to ILT, PLC, ELAC, and SSC reviewing district and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: STAR Reading, STAR Math, SWiFT FIA, classroom walkthroughs, and Parent/Student Surveys.

Based on the 2024-2025 Walkthrough form, schoolwide, students are able to explain the topic they are learning about but not the skills needed to be successful and show that they have learned the concept.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Based upon past walkthrough forms, ELS training, and our work with Paul Bloomberg, a schoolwide focus on Teacher Clarity with implementation expectations and a system to monitor and support is needed.

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 |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Walkthrough Form | With the criteria of Know, Understand and Do, 50% were able to address that. Students were able to state the topic 50% of classrooms visited | Strong examples of teacher clarity will be observed in 80% of classrooms, based upon walkthrough forms. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Technology

Every teacher will provide access to core instruction for all students through up-to-date technology.

This is Highgate's fifth year, and the campus has the most up-to-date technology available. Every classroom has a Promethean board and doc camera, and each student has a new Chromebook. These devices can be used to explore the NGSS and access portions of the Amplify curriculum. Both the Prometheans and Chromebooks can be used to explore additional science resources online. There is no need to add additional devices for the 2025-2026 school year.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

Teachers will provide all students with access to extended learning opportunities and skill based practice through a variety of software platforms.

Students access a variety of software platforms on their Chromebooks. G-Suite, the Chrome browser, and YouTube are the free Google products that students use on a daily basis. There are other programs including Lexia, NextGen Math, and MyOn provided by the district. This software helps students improve in all content areas; specifically, these programs help integrate the science standards with literacy and math. Additional licenses such as Read Naturally Live, Mystery Science, and Scholastic may be purchased if Parent Club funds allow.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Teachers will provide all students with access to a variety of texts.

Highgate has recently ordered books in its library and a separate leveled library with an equal number of fiction and non-fiction texts. This also includes science texts that teachers can check out for their classrooms.

Parent Club may purchase books for the library if there are popular books students would like to read and if Parent Club funds allow.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Improving Science Education (STEM/STEAM)

The admin team will provide ongoing professional development for teachers on teacher clarity and student engagement strategies, with a specific focus on improving science education (STEM/STEAM) through inquiry-based instruction, hands-on exploration, and interdisciplinary learning. The quality of implementation will be monitored through walkthrough data and reviewed by the ILT.

1. PD - Clarity & Student Engagement with Monthly STEM/STEAM Focus:

- Communicate monthly focus area (e.g., inquiry-based learning, problem-solving, engineering design process).
- Provide success criteria for effective STEM instruction, including student inquiry, hands-on engagement, and integration of technology.
- Align STEM/STEAM strategies with teacher clarity and student engagement best practices.

2. Monthly Walkthroughs with STEM/STEAM Lens:

- Admin team will conduct walkthroughs, collecting data on teacher clarity, student engagement, and STEM instructional practices.
- Look for hands-on activities, collaborative problem-solving, and use of STEM-specific success criteria.

3. ILT Data Review & Next Steps:

- ILT will analyze walkthrough data, with a STEM/STEAM focus embedded in discussions.
- Identify areas of strength and areas for improvement in science instruction.
- Determine next steps for professional development (e.g., increasing hands-on learning, embedding engineering design thinking).

4. Repeat Steps 1-3 Monthly:

- Adjust walkthrough focus as needed.
- Ensure that STEM instructional strategies are continuously refined and strengthened.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

To support English Language Learners (ELLs), including Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students, teachers will implement strategies from professional development on teacher clarity and student engagement in both Designated (dELD) and Integrated (iELD) English Language Development.

Designated ELD (dELD) Focus & Monitoring:

- Teachers will implement explicit language instruction to build students' academic language skills.
- Walkthroughs will include a specific focus on dELD effectiveness, and data will be reviewed by the ILT to determine next steps for instructional improvement.

Integrated ELD (iELD) Across Content Areas:

- Teachers will provide embedded language supports in all subject areas (e.g., sentence frames, structured conversations, visuals, and academic vocabulary development).
- Walkthroughs will include iELD observations to ensure that English learners are supported in math, science, and other disciplines.

LTEL Support & Monitoring:

-ILT and grade-level teams will identify at-risk LTELs using formative assessment data and provide targeted support, such as small-group interventions and academic vocabulary development.

-Professional development will include strategies for LTEL re-engagement and accelerated language development.

RFEP Monitoring & Support:

-RFEP students will be monitored for four years to ensure continued academic success.

-Grade-level teams will use EAA (Evidence-Analysis-Action) cycles to track RFEP students' progress and provide intervention when necessary.

Monitoring & Next Steps

-Walkthrough Data & ILT Review: ILT will analyze dELD, iELD, and student progress data to identify strengths and areas for improvement.

-EAA Model: Grade-level teams will use the Evidence-Analysis-Action (EAA) model to determine differentiated instructional needs for ELLs and RFEP students.

-Professional Development Adjustments: If walkthrough data shows gaps, ILT will recommend targeted PD to strengthen ELD strategies in all classrooms.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Preschool, TK, and Kindergarten Students

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

In August 2025 before school starts, teachers will host a “Meet and Greet” during which time all students and families will be able to visit classrooms. The TK and kindergarten classrooms will participate in this and help ease the transition from early childhood education programs to Highgate.

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

By the end of the year, Highgate will achieve and maintain an annual attendance rate of at least 96% through the implementation of attendance awareness strategies and early intervention. Targeted intervention will support students with disabilities, English Language Learners, and other at-risk populations, including Hispanic/Latino.

Goal 3 will be monitored using Synergy, Kern Integrated Data System (KiDS) reports, and discourse from bi-monthly MTSS meetings. Highgate's MTSS Team will analyze attendance trends, track chronic absenteeism, and determine if quarterly goals are being met. If the data is not on track, the MTSS Team will identify root causes and implement modified strategies, such as parent outreach, attendance contracts, and tiered interventions, to support student attendance and engagement.

Comprehensive Needs Assessment

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.

Our Comprehensive Needs Assessment was conducted by the Admin Team with feedback from all educational partners. During this meeting, our team reviewed the data sources and discussed implementation, observations, and gaps. The team reviewed and evaluated district and site initiatives for each item area making sure to note current status, upcoming initiatives, and they helped identify strategies to address the gaps. Strategies to strengthen and build our current system were identified and prioritized. A select number of new strategies were also identified.

Data reviewed for this goal included: Kern Integrated Data System Reports, fidelity of implementation of 2024-2025 SPSA Goal 3 strategies, and feedback from educational partners via surveys, and the School Site Council.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Kern Integrated Data Systems (KIDS) reported a 95.00% year-to-date attendance rate at the beginning of April, matching last year's rate and showing a 1% increase from two years ago. This data highlights the effectiveness of attendance awareness strategies and a multi-tiered approach in supporting student attendance. While these efforts have made a significant impact, continued growth is needed as this year's attendance goal was not met.

January had the lowest overall attendance, while August and October saw the highest rates. Since January, attendance has steadily increased, remaining above 94%. Unlike last year's steady attendance rates, this year's upward trend suggests that recent attendance awareness strategies—such as class rewards for perfect attendance, month-long class competitions, and weekly family communication—have been effective.

Synergy attendance data for chronically absent students shows an initial increase in attendance following a parent conference, followed by a gradual decline over time. This trend highlights the need for a progress monitoring tool and ongoing, consistent communication to sustain improved attendance.

According to KIDS data for April 2025, 13% of our students are chronically absent. This is an increase of 2% as compared to last year and the goal of having 8% chronically absent for the Spring of the 24-25 school year was not met. The subgroups with the lowest attendance percentage rates are: Homeless Youth (1 student, 53%), Students with Disabilities (111 students, 93%), American Indian (2 students, 94%), Hispanic/Latino (263 students, 94%), Socio-Economically Disadvantaged (331 students, 94%), English Learners (53 students, 95%), and African American (31 students, 95%).

The CA Dashboard shows that Overall Chronic Absenteeism Rate: 12.5% of all students are chronically absent, though this has declined by 4.3%. Despite improvement, more than 1 in 10 students are missing 10% or more of instructional days, which still needs targeted intervention. Our Highest-Need Subgroups:

-Students with Disabilities (23.6%) – Orange Performance Level. This is the highest subgroup rate and above the school average. Although it declined by 5.9%, additional intervention is needed.

-Socioeconomically Disadvantaged Students (19%) – Yellow Performance Level. A high percentage of students in this group are missing significant instructional time.

-Hispanic Students (17.3%) – Yellow Performance Level. Higher than the overall school average and requires focused intervention.

-English Learners (14.9%) – Yellow Performance Level. Chronic absenteeism among ELs remains a concern, though it has declined.

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 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Chronically Absent (Attend) | <p>14% of students are considered chronically absent as of April in the 24-25 school year. Therefore, not meeting the goal of 8%.</p> <p>11% of students were considered chronically absent during the 23-24 school year.</p> <p>19% of students were considered chronically absent during the 22-23 school year.</p> <p>25% of students were considered chronically absent during the 21-22 school year.</p> | By the Spring of the 25-26 school year, the chronically absent attendance rate for all students will decrease by 3% for a total of 11% chronically absent. |
| English Language Learners | <p>As of Spring 2025, the year-to-date attendance rate for English Language Learners (ELLs) is 95%, successfully meeting the goal.</p> <p>13% of ELLs (7 of 53) are chronically absent; therefore, meeting the goal of 15%.</p> | <p>By the Spring of the 25-26 school year, the average year to date attendance rate for ELL's will increase 1% resulting in an average year to date attendance rate for 96%.</p> <p>By the Spring of the 25-26 school year, the chronically absent attendance rate for ELL's will decrease by 2% for a total of 11% chronically absent.</p> |
| Students with disabilities | <p>28% chronically absent in this sub group in April of 2025. Therefore, the goal of less than 17% chronically absent was not met.</p> <p>21.05% chronically absent in this sub group in April of 2024.</p> | By the Spring of the 25-26 school year, the chronically absent attendance rate for students with disabilities will decrease by 7% for a total of 21% chronically absent. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 29.41% chronically absent in this sub group in March 2023. | |
| Hispanic/Latino | As of the Spring of 2024, 17.7% (48/271 students) of Hispanic/Latino students are chronically absent. | By the Spring of the 25-26 school year, the chronically absent attendance rate for Hispanic/Latino students will decrease by 3% for a total of 14% chronically absent. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

We conducted a Root Cause Analysis (RCA) around chronic absenteeism for English Language Learners, Students with Disabilities and Hispanic/Latino and determined that root causes included the following:

English Language Learners:

- Language Barriers & Family Communication Gaps- Parents may struggle to navigate attendance policies, school communications, or understand the impact of frequent absences.
- Transportation & Family Obligations- Some EL families may have inconsistent transportation or caretaking responsibilities that impact school attendance.
- Parental Fear of Illness Exposure- Families with medically fragile members may be hesitant to send students to school if they believe illness exposure is high.

Students with Disabilities:

- Medical & Health-Related Absences- Many SWD require frequent medical appointments, therapy, or specialized care that can disrupt consistent attendance.
- Anxiety, Sensory, or Behavioral Challenges- SWD may experience school-related anxiety, sensory sensitivities, or difficulty with transitions, leading to avoidant behavior.
- Some parents continue to be fearful of sending their student(s) to school with ill classmates due to medically fragile family members.
- Parental Fear of Illness Exposure-Families of students with disabilities may avoid sending children to school due to medically fragile household members or fear of school-wide illness spikes.

Hispanic/Latino Students:

- Family Work Obligations & Sibling Responsibilities- Older Hispanic/Latino students may be expected to care for younger siblings or help with family responsibilities, impacting attendance.
- Seasonal Illness Spikes (January & February)- Attendance drops significantly in winter months due to flu season, RSV, and COVID spikes, with parents keeping children home longer out of caution.

As a result, we will implement the Evidence-Based Interventions outlined in the following Strategy/Activity section and track data for all participating students, disaggregated by student group. Our primary goal is to reduce chronic absenteeism among English Language Learners, Students with Disabilities, and Hispanic/Latino students. However, research indicates that these interventions will lead to overall improvements in attendance for all students.

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

For the 2024-25 school year, the Admin Team will implement the following attendance initiatives for all students:

Attendance Incentives & Recognition

Monthly Recognition for Attendance:

- Extra 15-minute recess at the end of each month for students with strong attendance.
- Interclass competition, with a certificate awarded to the class with the best monthly attendance.
- Semester Recognition: Students with 96% or greater attendance will be recognized at the end of each semester.
- Ongoing Communication: Attendance rates will continue to be shared in the Family Bulletin and on ParentSquare.
- Random Incentives: Students will be randomly rewarded for being present at school.
- Independent Study Awareness: Information on Independent Study options will be shared at Back to School Night.
- Class Incentives: Rewards will be given to classes with consistent perfect attendance.
- Data-Driven Adjustments: Monthly attendance trends over the past three years will be reviewed during Climate and Culture Team (CCT) meetings to determine if additional strategies, such as new incentives or increased family communication, need to be implemented.

Attendance Monitoring & Support

In PBVUSD, school attendance is a priority. Teachers are required to take daily attendance in Synergy, which provides real-time data for the Front Office staff to identify students who need follow-up calls, verify reasons for absences, and clear absences when possible.

In addition to Synergy, PBVUSD uses Attention to Attendance (Attend) as an early warning and intervention system. Attend provides:

- Attendance tracking and analysis.
- Automated conferencing management.
- Six levels of attendance intervention letters that are generated and mailed to families.
- Additional features designed to increase attendance awareness and encourage school attendance.
- Assistant Principals regularly review Attend data and schedule conferences with families as needed.

PBIS & Attendance Awareness

At Highgate, PBIS expectations—"Be Safe, Be Respectful, Be Responsible," also known as "The Husky Way"—include the responsibility of attending school daily and on time.

- Attendance reminders are reinforced in Husky Highlights, the school's daily announcements.
- Students demonstrating The Husky Way can earn Husky High Fives and be entered into the Husky High Five drawing as a positive reinforcement strategy.

These efforts aim to build a culture of consistent attendance, foster student accountability, and provide targeted interventions for at-risk students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities, Hispanic/Latino, English Language Learners, and Students Identified as Chronically Absent by Kern Integrated Data System (KIDs)

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

The High Flyer Team (MTSS Team) will implement the following strategies to support chronically absent students:

- Parent Conferences: Held monthly and monitored by the AP and MTSS Team to address lack of improvement.

- Barrier Identification: Work with families to understand and address obstacles preventing consistent attendance.
- Community Resource Support: Provide families with information on available community resources.
- Attendance Contracts: Offer structured agreements to encourage student and family commitment to improved attendance.
- Chronic Absenteeism Awareness: Educate families about the negative effects of chronic absenteeism on academic progress.
- Student Goal-Setting: Support students in setting personal attendance goals to increase motivation.

Teacher Involvement:

- Teachers will monitor students who are nearly or chronically absent on a monthly basis.
- Teachers will communicate with families of these students to provide support and encouragement.
- If attendance does not improve despite teacher communication, students will be referred to Tier II Attendance Goal Setting using the MTSS referral form.
- Monthly attendance goals will be set for referred students and tracked by the High Flyer Team.
- Interventions for students not meeting attendance goals may include parent contact, home visits, and regular phone calls.

Targeted Interventions for High-Need Subgroups:

Students with Disabilities (Monitored monthly by AP and MTSS Team)

- Monitor student attendance rates during Site SPED Meetings.
- Provide students with a visual daily attendance tracker to encourage accountability.
- Implement scripted calls home by support staff every other Wednesday to maintain family communication and reinforce the importance of attendance.

Hispanic/Latino Students (Monitored monthly by AP and MTSS Team)

- Conduct monthly attendance checks using KIDS data to identify students trending toward chronic absenteeism.
- Proactive family outreach when students begin showing patterns of chronic absenteeism.
- Increase family engagement by sharing opportunities for school activities and events, helping families feel more connected to the school community.

English Language Learners (ELLs) (Monitored monthly by AP and MTSS Team)

- Implement a personalized daily greeting at the school level to foster a sense of belonging.
- Conduct family outreach within the first two weeks of school to identify student interests and strengthen teacher-student relationships.
- Share students' interests with key staff members in different positions to build a stronger network of support and connection for ELL students.

By implementing these strategies, we aim to reduce chronic absenteeism and build a school culture that supports consistent attendance for all students.

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

By the end of the year, Highgate will increase family engagement by providing a minimum of twelve activities or events at a variety of times (morning or evening) for families during the school year. Events will be designed to promote student success, with targeted outreach to families of students with disabilities, English Learners, and socioeconomically disadvantaged students.

Highgate staff will intentionally remove barriers to participation, accommodate diverse family needs, and ensure engagement efforts are responsive to attendance and achievement data. Specific strategies will include:

- Parent education workshops focused on attendance awareness, literacy, and numeracy.
- Bilingual outreach and personalized invitations for families of ELs and students with chronic absenteeism.
- Flexible engagement options (virtual, in-person, community-based).

Goal 4 will be monitored quarterly. The Climate and Culture Team will track:

- Total number of events held and participation rates by student subgroup.
- Feedback from families on engagement activities to refine future events.
- Impact on attendance trends for families participating in engagement efforts.

Comprehensive Needs Assessment

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.

Our Comprehensive Needs Assessment was conducted by the Admin Team with feedback from all educational partners. During this meeting, our team reviewed the data sources and discussed implementation, observations, and gaps. The team reviewed and evaluated district and site initiatives for each item area making sure to note current status, upcoming initiatives, and they helped identify strategies to address the gaps. Strategies to strengthen and build our current system were identified and prioritized. A select number of new strategies were also identified.

Data reviewed for this goal included the following: Highgate's Family Survey and SWIFT-FIA.

A Family Survey was administered in February 2024.

The Admin Team analyzed and compared the 2023-24 and 2024-25 SWIFT-FIA responses, synthesizing key findings for the Instructional Leadership Team (ILT). Select ILT and Climate & Culture Team (CCT) members then shared this synthesized information with their grade-level teams, gathering feedback on Annual School Progress and proposed strategies for the upcoming school year.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

The February Highgate Family Survey 2024-25 and feedback from Parent Club meetings indicated that families would like increased activities for younger students and inclusion in their children’s school experience.

SWIFT-FIA data indicated that the site was Implementing in area 9.1 (Family Engagement Opportunities) and 9.2 (Partnerships with Families). This data indicated a need for room parents and more diverse celebrations. This suggests that while family engagement exists, there may be a lack of consistent parent volunteers or structured roles for parents to participate in classrooms and school activities. Strengthening this aspect could enhance communication and collaboration between families and teachers. In addition, this indicates that Highgate may need to expand cultural representation in its events and activities, ensuring that all students and families feel seen and valued. This could involve celebrating a wider range of cultural traditions, holidays, and community events that reflect the student population.

The Climate and Culture Team will monitor family participation and review its continuous improvement. We will use surveys, meetings, or focus groups to gather input from families about how they want to be involved and what celebrations or traditions matter to them. Highgate staff in conjunction with parent club offered the following events in the 24-25: Harvest Festival, Veterans' Day Assembly, One Big Thankful Family, Kinder November Event, Monthly Awards Assemblies, Spring Family Dance, Math Game Night, Rocky’s Rockin’ Run, Back to School Night, various dining nights and Open House.

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 |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| February Highgate Family Survey: Families & Community-Parent and Family Engagement Opportunities | 50% of families participated in at least one engagement activity | Quarterly, Highgate will offer at least three Parent and Family Engagement opportunities at a variety of times (morning or evening) . |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>By the End of the year, increase participation by 20% through targeted outreach and room parent involvement. Highgate will offer at least twelve activities or events at a variety of times (morning or evening) during the school year.</p> |
| <p>SWiFT FIA: Fidelity Integrity Assessment</p> | <p>Implementing in area 9.1 (Family Engagement Opportunities) and 9.2 (Partnerships with Families)</p> | <p>Quarterly, Highgate's CCT team will monitor family partnerships and review for continuous improvement using a Google Form.</p> <p>By the End of the year, Highgate's CCT team will monitor quality, frequency and use of community and family partnerships and review the results for continuous improvement using a Google Form. Advancing through additional strategies such as room parent recruitment and enhanced communication efforts.</p> |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

The Admin Team will communicate regularly with families about parent/family engagement opportunities on campus. The Admin Team will work with committees to provide consistent, inclusive, and culturally responsive activities at various times of the day to support family involvement.

Planned Events Include (but are not limited to):

-Quarterly Morning Family Meetings (in-person/Zoom)

-Parent Club Events (Fall, Winter, & Spring)

-Veterans Day Assembly

-Celebrity Reader

-Family Picnic Day

-Monthly Awards Assemblies

-Grade Level Specific Events

-Culturally Inclusive Celebrations (e.g., Hispanic Heritage Month, Lunar New Year, Diwali, Indigenous Peoples' Day, additional celebrations based on student demographics)

Collect feedback during Parent Club Meetings and surveys.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

The Admin Team and EL Support Staff will implement targeted strategies to increase family engagement among English Learner (EL) families by removing language barriers, providing culturally responsive opportunities, and fostering meaningful connections between families and the school community.

Planned Activities & Strategies:

Bilingual Outreach & Personalized Invitations – EL families will receive translated communication and personal outreach (phone calls, text messages, or in-person invitations) to encourage participation in school events and engagement activities.

Quarterly EL Family Meetings (In-Person/Zoom) – Meetings will provide updates on language development programs, school resources, and strategies to support student learning at home. These sessions will also offer a space for EL families to share feedback and ask questions in their preferred language.

Parent Education Workshops Focused on EL Success – Workshops will cover topics such as:

- Supporting literacy and numeracy at home
- Understanding language acquisition and school expectations
- Navigating school systems (grading, attendance, assessments)
- Community resources and family advocacy

Flexible Engagement Options – Recognizing that EL families may face work or transportation barriers, events and meetings will be offered in:

- Multiple formats (in-person, virtual, community-based)
- At varied times (morning, evening, and weekend options)

Continuous Feedback & Data Monitoring

- EL family participation rates will be tracked and disaggregated to ensure equitable engagement.
- Surveys & focus groups will be conducted with EL families to refine engagement strategies based on their needs and experiences.

During parent/family engagement events:

- Provide interpreters available for families if requested
 - Provide differentiated centers/activities for families and students
- Recruit more parent participation at ELAC meetings
- Reach out to families at the beginning of the year
 - Provide incentives for families of EL students

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

By the end of the year, the following Tier I Strategies will be implemented:

80% of teachers will successfully implement Tier I strategies provided in the following trainings:

- Teacher clarity and student engagement
- DII & Checking for Understanding
- Unpacking math and ELA unit maps and district-adopted curriculum
- Math Fact Fluency Instruction (TK-6)
- Evidence-based strategies to support number sense, conceptual understanding, and fluency
- Progress monitoring tools to track student growth

80% of teachers will successfully implement D-ELD lessons provided in the following trainings:

- 4 Pane Lesson Plan Template
- Language protocols/norms

For our low-performing subgroups (students with disabilities and English Language Learners), we will analyze formative assessment data to ensure that they are making equitable growth compared to other populations of students. When progress is not sufficient, specific misconceptions will be identified and addressed through targeted instruction.

Goal 5 will be monitored by the Admin Team throughout the school year using:

- Walkthrough data to track implementation
- Surveys to ensure teachers are receiving training and support

- Quarterly ILT data analysis to assess the percentage of staff meeting the goal
- Identification of professional development needs based on data trends
- Action planning for gaps, developed by the ILT and Admin Team

Educational Partner Involvement:

- ELAC will make recommendations for schoolwide actions, strategies, and parent support for English Learners.
- SSC will review and approve professional development strategies based on identified needs.

Comprehensive Needs Assessment

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.

The Admin Team selected the data sources, consolidated the data, and summarized the findings for the Annual School Review. The summary was shared with the ILT, SSC, and MTSS teams. The teams provided feedback to the Admin Team.

The Admin reviewed feedback from the Annual School Review and previous ILT meetings.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

All District Benchmark data shows a gap in Tier I instruction. Notes from ILT meetings reflect a lack of vertical articulation regarding grade level learning goals and a need to increase fidelity to District Adopted Curriculum. This indicates gaps in staff professional development and accountability measures.

Admin team will partner with District to provide professional development opportunities for teachers to refine their instructional practice.

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

Highgate Observation & Feedback Rubric

Baseline data will be collected at the beginning of the 25-26 school year using Highgate’s Observation & Feedback Rubric while conducting teacher

By the end of the year, 80% of teachers will be performing deep execution with Standard and Objective, Instructional design, and student engagement.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|------------------------------------------------------------|------------------|
| | walkthroughs and observations by academic coach and admin. | |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Admin team in conjunction with Instructional Services will provide all teachers with professional development at monthly staff meetings to build their capacity in teacher clarity, student engagement, DII, checking for understanding, unpacking math and ELA units, utilizing District Curriculum Maps, and district adopted curriculum.

PLCS:

All teachers participate with their grade level in weekly PLC. They are given 90 minutes to backwards map instruction and analyze data using the EAA protocol. Teachers also have the opportunity to attend PBVU courses for professional development.

During PLC, teachers, including support staff, instructional aides and leadership create rigorous assessments that provide meaningful data, participate in data talks, curriculum development, and lesson design in ELA, Math, and ELD with the integration of other subjects, and create action plans for reteaching and small group instruction to meet the needs of students. PLC has a focus on analyzing data and improving instruction. Capacity building with the instructional leadership team includes providing opportunities to be released to observe classrooms, participate in professional learning, and receive extra duty pay for meeting beyond the school day monthly to make school decisions based on data. Supplemental/additional strategies currently in place are:

Release Time/Extra Duty for Grade Level Collaboration:

Provide release time and/or extra duty opportunities for grade-level teams, including SPED teams, to analyze, review, and prioritize the content standards, pacing guides, EL achievement data and strategies, and benchmark assessments to improve instruction and address the needs of our Students with Disabilities subgroup. Collaborate to improve differentiated instruction, small group

instruction(DIGS), intervention, and technology training on how to provide high-quality instruction. Grade level staff will be given 1 full days/per quarter of release time to conduct this activity. Collaborative groups will submit an agenda or summary of work performed and a sign-in sheet to the principal. Based upon the review of the summaries by grade level, the principal may determine that additional release times are necessary. Additional release time may be granted based on the availability of funding.

Release Time/Extra Duty for Instructional Leadership Team Collaboration and Professional Learning:

Provide release time and/or extra duty opportunities for the Instructional Leadership Team to meet monthly to develop leadership capacity as well as to make school decisions based on data. The Instructional Leadership Team will receive extra duty pay for meetings beyond the school day. At times, the Instructional Leadership Team will also be released from duty to observe classrooms, participate in professional learning and develop plans for leading grade level teams as funds allow.

Observations:

Allow opportunities for teachers to observe other teachers engaging students in effective standards-aligned instruction with the whole group, small group (DIGS), guided reading groups, interventions, math tasks, and cooperative/collaboration learning using District adopted/approved curriculum to help teachers better align classroom instruction to grade-level content standards, school, district, and state benchmarks to improve student learning. Provide co-planning, co-teaching, and modeling of lessons followed by reflection and planning to improve remediation and intervention.

Book Studies:

Purchase books for professional development to be used as book studies to provide research-based strategies to improve core instruction, small group instruction, guided reading groups, mathematical discourse, Math Thinking Classroom, CRA model, Thinking Classrooms, science instruction, EL and SEL strategies, and intervention to improve student achievement.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

Admin Team and Jill Hamilton Bunch will provide all teachers professional development on the four pane lesson plan, Benchmark Designated ELD curriculum, and student collaboration norms/protocols to provide increased access for English Language Learners.

ELD:

Provide professional development to enhance EL instruction in Write from the Beginning, Path to Proficiency for English Language Learners to address EL educational needs in the classroom. Provide staff professional development in the area of best ELD instructional practices for both designated and integrated ELD. As funds allow, bring in consultants, such as Jill Hamilton Bunch, or attend professional development from an ELD expert, to guide teachers in how to effectively develop and implement ELD strategies and the 4 pane ELD lesson plan.

Math:

Provide professional development on how to deliver effective Tier I instruction by using the Thinking Classroom, mathematical discourse, Number Talks, Math Tasks, CRA model, utilizing manipulatives, and differentiated math groups, with a focus on addressing the needs of our students with disabilities and EL subgroups.

Reading:

Provide professional development on how to administer CBMs and running records. Staff training on guided reading and small differentiated group instruction, with a focus on students with disabilities.

Writing:

Professional development for TK-Kindergarten staff to attend Emergent Writing and all staff to attend Write from the Beginning and Thinking Maps training to improve writing instruction.

Science:

Professional Development on science through KCSOS and NGSS Conferences/Seminars. Professional development on Amplify district-adopted curriculum for K-6th grade.

Lesson Design:

Provide professional development on student engagement and effective DII lesson design to address the needs of all students, including our Students with Disabilities subgroup.

KCSOS Seminars

Data-Driven Instruction:

Provide professional development on the overview of Evidence, Analysis and Action.

If travel and conferences are allowable in 2025-2026 school year, have staff attend professional development to increase student achievement, address the needs of students with disabilities, and how to mitigate learning loss and address educational needs in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Goal 6 Staffing and Duties

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be place on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

| COMPLETED BY FISCAL SERVICES | | | | | | COMPLETED BY SCHOOL | | |
|------------------------------|-------------------------------|----------------|-------------|----------------|-----------|---------------------|----------------------|--------------------------------------------|
| # of positions | FTE (for each funding source) | Position Title | Base Salary | Funding Source | Obj. code | Identified need | SPSA Goals Supported | Description of Duties and Responsibilities |

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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:

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

| | | |
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| English Learner Advisory Committee | Date(s) | 4/10/25 |
| Title I Review Committee | Date(s) | |
| Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i> | | |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan and the local control accountability plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

| | Member Name | Term | | Role | Signature |
|-----|-------------------|-----------|-----------|-------------------|-----------|
| | | Begin | End | | |
| 1. | Morgan Hicks | N/A | N/A | Principal | |
| 2. | Christina Barnett | Fall 2023 | Fall 2025 | Classroom Teacher | |
| 3. | Shannon Hilton | Fall 2023 | Fall 2025 | Classroom Teacher | |
| 4. | Lauren Oliver | Fall 2023 | Fall 2025 | Classroom Teacher | |
| 5. | Andrew Tibbetts | Fall 2024 | Fall 2026 | Other Staff | |
| 6. | Melissa Capilla | Fall 2023 | Fall 2025 | Parent | |
| 7. | Karla Ochoa | Fall 2023 | Fall 2025 | Parent | |
| 8. | Mira Patel | Fall 2023 | Fall 2025 | Parent | |
| 9. | Preethi Pullari | Fall 2023 | Fall 2025 | Parent | |
| 10. | Ashley Santos | Fall 2023 | Fall 2025 | Parent | |

The SPSA was adopted by the SSC at a public meeting on: 5/13/25

SPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
3. 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.

Goal 1A, English Language Arts/Literacy/ELD

| Strategy/Action # | Analysis | Budgeted Expenditures | Actual Expenditures |
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| <p>During PLCs, Highgate teachers will use the District Curriculum Maps and resources from professional development with Impact Teams to determine focus ELA standards, essential question(s) and deconstruct standards to create unit success criteria to empower all learners to be able to answer where am I going and why (Goal, Purpose, and Relevance), How am I going (Success Criteria), and where to next (What and How). Highgate teams will use adopted District materials for first instruction.</p> <p>Grade levels will use the Evidence-Analysis-Action model to identify classroom trends and student misconceptions to plan instructional next steps with a focus on student feedback. Supplemental materials approved by the principal may be used for reteach and small group instruction to support mastery learning.</p> | <p>It was fully implemented through a systematic approach to curriculum planning, data-driven instruction, differentiated support, and administrative monitoring. Evidence from PLC meetings, walkthrough data, ILT discussions, and instructional practices confirmed that Highgate successfully executed its ELA instructional strategy as planned. The consistent use of District Curriculum Maps, Impact Teams resources, and the Evidence-Analysis-Action model ensured alignment with standards and effective instructional decision-making. Additionally, monthly walkthroughs and ILT meetings provided ongoing feedback, guided professional development, and supported continuous improvement.</p> | | |

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| <p>All classes have an hour of Differentiated Instructional Grouping (DIGs). Students below grade level receive guided reading instruction weekly.</p> <p>Admin Team will monitor through Walkthrough Data monthly to see schoolwide trends, determine next walkthrough focus, and identify next steps including professional development and/or coaching.</p> <p>ILT meetings will be held monthly to provide feedback to the Admin team and for the Admin team to provide expectations, clarity for PLC's, and review walkthrough data. ILT meetings set school level goals, monitor those goals, and provide feedback on the SPSA.</p> | | |
| <p>Teachers will utilize the district adopted curriculum in core instruction and D-ELD to support English Language Learners. -During I-ELD, teachers will increase English Learner student success with embedded language supports and appropriate scaffolds including building background knowledge, sentence frames, Frayer models, and explicitly taught conversation norms and protocols. Teachers will utilize universal response and strategic calling to check for understanding</p> | <p>While foundational structures were implemented, additional support is needed to fully embed language scaffolds and differentiation for English Learners. Strengthening teacher capacity in embedding explicit language supports, analyzing EL subgroup progress, and applying differentiated scaffolds will ensure full implementation and improved student outcomes.</p> | |

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| <p>of English Language Learners. -During D-ELD, teachers will continue to use the above strategies while supporting student understanding of how language works.</p> <p>These strategies will be monitored by walkthrough forms.</p> <p>ELL subgroups will be analyzed through EAA to ensure they are making adequate progress.</p> <p>Grade Level teams will use the EAA model by December to determine differentiated needs of ELL students. ELPAC scores or observational notes by domain can be used as evidence.</p> | | |
| <p>Teachers in K-2nd will administer STAR CBM's to all students to determine who needs to be administered a diagnostic assessment (PASI/PSI) to create intervention groups.</p> <p>Teachers will administer Star Reading during District and Site Assessment windows for all students in grades 3rd-6th to identify students "At Risk." The Tier II team will administer the oral reading fluency CBM to determine if a diagnostic assessment (PSI) needs to be administered to group students for intervention. Teachers will administer Running Records to students identified "At Risk" to</p> | <p>The comprehensive assessment system was effectively implemented schoolwide, ensuring that students were accurately identified, progress was monitored, and instructional adjustments were made based on data. The use of STAR CBMs, PASI/PSI diagnostics, and Running Records supported a structured and responsive intervention process, leading to targeted support for students needing additional reading interventions.</p> | |

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| <p>guide instruction during DIGs.</p> <p>Progress monitoring dates for "At Risk" will be calendared. At the meetings, running records & PASI/PSI data will be used as evidence to determine student needs and instructional next steps.</p> | | |
| Total Amounts: | | |

Goal 1B, Mathematics

| Strategy/Action # | Analysis | Budgeted Expenditures | Actual Expenditures |
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| <p>All Highgate grade levels use the District Curriculum Maps to determine priority standards by unit. Instruction supports and prioritizes conceptual understanding through use of the Concrete-Representational-Abstract (CRA) Model and purposeful academic conversation.</p> <p>The Admin Team will conduct observations utilizing a Walkthrough to determine the level of teacher clarity and student engagement in order to provide professional development for teachers.</p> <p>The Admin Team reviews Walkthrough Data monthly to see schoolwide trends, determine next walkthrough focus, and identify next steps including professional development and/or coaching.</p> <p>To increase teacher clarity the following will occur: Grade levels will utilize release days to deconstruct standards and identify learning goals for each unit. Grade levels will determine how much instructional time will be allotted to each learning goal. Grade levels will create 1-2 common formative assessments that are aligned to the instruction and learning goals.</p> | <p>All instructional strategies and assessment components were fully implemented, except for Reflex Math, which lacked fidelity due to student engagement challenges. Addressing program monitoring, teacher implementation support, and student motivation will ensure Reflex Math is used effectively as intended.</p> | | |

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| <p>Time will be built into each unit to administer the CFA, conduct EAA, and provide a reteaching opportunity.</p> <p>Reflex Math will be purchased for schoolwide use by the Parent Club if funds allow. Teachers will schedule at least 3 times weekly for students to engage with the program.</p> | | |
| <p>To support English Language Learners, teachers will provide an increased opportunity for partner talk, productive struggle, and CFU's. These engagement strategies will be monitored by a walkthrough form.</p> <p>The Admin Team reviews Walkthrough Data monthly to see schoolwide trends, determine next walkthrough focus, and identify next steps including professional development and/or coaching.</p> <p>ELLs will be a subgroup that will be analyzed during EAA to ensure they are making adequate progress.</p> | <p>The strategies to support English Language Learners were implemented, but there is a need for continued focus on deepening the impact of these engagement strategies and refining their application to ensure ELLs are consistently supported. Providing professional development, focused coaching, and tailored CFUs will enhance the effectiveness of these strategies for ELL student success.</p> | |
| <p>Teachers monitor Reflex Math data and set monthly goals with students "At Risk" based on Star Math Data.</p> <p>Small Group math instruction will be implemented schoolwide Quarter 1: Teachers will identify a time in their schedule for small groups and teach small group</p> | <p>The strategy for small group math instruction was fully implemented, but Reflex Math was partially implemented, as students did not engage with the program sufficiently to meet the required benchmarks. To achieve full implementation, more attention must be given to increasing student</p> | |

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| <p>expectations, routines, and procedures. Quarter 2-4: Teachers will begin administering a CFU or exit ticket at the end of a lesson and pull back a small group of students who need support.</p> | <p>engagement and ensuring consistent usage of Reflex Math.</p> | |
| Total Amounts: | | |

Goal 2, Comprehensive Educational Experience

| Strategy/Action # | Analysis | Budgeted Expenditures | Actual Expenditures |
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| <p>Every teacher will provide access to core instruction for all students through up-to-date technology.</p> <p>This is Highgate's fourth year, and the campus has the most up-to-date technology available. Every classroom has a Promethean board and doc camera, and each student has a new Chromebook. These devices can be used to explore the NGSS and access portions of the Amplify curriculum. Both the Prometheans and Chromebooks can be used to explore additional science resources online. There is no need to add additional devices for the 2024-2025 school year.</p> | <p>The strategy to provide access to core instruction through up-to-date technology was fully implemented. The campus is well-equipped with the necessary tools to support instruction, and these resources were consistently used to enhance student learning. The Promethean boards, document cameras, and Chromebooks provided the technology needed for both teacher-led and independent student activities.</p> | | |
| <p>Teachers will provide all students with access to extended learning opportunities and skill based practice through a variety of software platforms.</p> <p>Students access a variety of software platforms on their Chromebooks. G-Suite, the Chrome browser, and YouTube are the free Google products that students use on a daily basis. There are other programs including Lexia, NextGen Math, and MyOn provided by the district. This software helps students improve in all content areas; specifically, these programs help integrate</p> | <p>It was fully implemented as teachers successfully provided extended learning opportunities and skill-based practice through a variety of software platforms, ensuring that all students had access to a diverse range of digital tools to support their learning.</p> | | |

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| <p>the science standards with literacy and math. Additional licenses such as Read Naturally Live may be purchased if Parent Club funds allow.</p> | | |
| <p>Teachers will provide all students with access to a variety of texts.</p> <p>Highgate has recently ordered books in its library and a separate leveled library with an equal number of fiction and non-fiction texts. This also includes science texts that teachers can check out for their classrooms.</p> <p>Parent Club may purchase books for the library if there are popular books students would like to read and if Parent Club funds allow.</p> | <p>It was fully implemented as teachers successfully provided all students with access to a variety of texts, including both fiction and non-fiction options, ensuring that students have ample opportunities to engage with diverse reading materials.</p> | |
| <p>The admin team will provide professional development for teachers on teacher clarity and student engagement strategies. The quality of implementation will be monitored by walkthrough data.</p> <ol style="list-style-type: none"> 1. PD - Clarity & Student Engagement & communicate monthly focus with success criteria (walkthrough form) 2. Monthly Walkthroughs 3. Review data with ILT. ILT determines areas of strength and areas of improvement. ILT provides input on next steps for professional development for the staff and the next walkthrough focus. | <p>The strategy for improving teacher clarity and student engagement was implemented, but continued support is necessary to ensure these practices are consistently applied with high fidelity across all classrooms. Ongoing professional development, feedback from walkthroughs, and monitoring of student collaboration will ensure that these strategies continue to evolve and effectively enhance student learning and achievement. We will continue to provide ongoing PD focused on differentiating and scaffolding student engagement and teacher clarity strategies, ensuring that all staff members</p> | |

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| <p>4. Repeat Steps 1-3 monthly.</p> <p>Increase teacher clarity and student engagement to enhance student learning and achievement in all content areas. This includes:</p> <p>Teacher Clarity Clear Standards Based Learning Objectives: Teachers will clearly communicate what students will be able to know, understand, or do by the end of the lesson. Learning goals will be communicated at least at the beginning and end of the lesson. Students will be able to state what they will be able to know, understand, or do by the end of the lesson and why they are learning the concept.</p> <p>Success Criteria: Teachers will specify what successful mastery of each skill or concept looks like through exemplars, process steps, or rubrics.</p> <p>Student Engagement Frequent Checks for Understanding/Universal Response: Teachers will regularly check for student understanding throughout the lesson through formative assessments, questioning techniques, and other means, and adjust instruction as needed based on student responses and feedback.</p> <p>Student Collaboration - Students will be seen talking to one other with a clearly taught routine about higher level questions.</p> | <p>have the tools to implement these practices consistently.</p> | |
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| <p>To support English Language Learners, teachers will use the strategies provided from the professional development on teacher clarity and student engagement during dELD. Designated ELD will be a focus during Walkthroughs and the data will be reviewed by the ILT to determine next steps.</p> | <p>The strategy to support English Language Learners (ELLs) through the use of teacher clarity and student engagement strategies was partially implemented. While some steps were taken to apply the strategies in designated English Language Development (dELD) lessons, ongoing work is needed to ensure these practices are consistently applied and fully effective in supporting ELLs. Continued professional development, more targeted feedback from walkthroughs, and additional language scaffolds are essential to fully support ELLs in their language and academic development.</p> | | |
| <p>In August 2024 before school starts, teachers will host a “Meet and Greet” during which time all students and families will be able to visit classrooms. The TK and kindergarten classrooms will participate in this and help ease the transition from early childhood education programs to Highgate.</p> | <p>The event was fully implemented, no major revisions are necessary, but ongoing reflections and feedback from families could help refine future events.</p> | <p>LCFF- Base 1000</p> | |
| <p>Total Amounts:</p> | | | |

Goal 3, Student Engagement & Campus Climate

| Strategy/Action # | Analysis | Budgeted Expenditures | Actual Expenditures |
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| <p>For 24-25 school year, the Admin Team will be implement the following for all students:</p> <ul style="list-style-type: none"> -Monthly recognition for attendance: Extra 15 minute recess at the end of the month Interclass competition (certificate for class with the best monthly attendance) -Recognize students who have 96% or greater at the end of the semester. -Continue to share attendance rates in Family Bulletin and on ParentSquare -Continue to randomly award students for being at school. -Discuss Independent Study at Back to School Night. -Review monthly attendance trends over the past three years during CCT meetings to determine if additional strategies such as incentives or family communication need to be implemented. <p>In PBVUSD school attendance is a priority. Teachers are required to take daily attendance in Synergy. This information is then used by the Front Office staff to help determine which students will need a call home and identify the reason for an absence and to clear the absence if possible. In addition to using Synergy as a means to track</p> | <p>The attendance strategy for the 2024-2025 school year was fully implemented as planned. However, continued support is necessary as the school has not yet consistently met the 96% attendance goal. Additional efforts may be required to further reduce chronic absenteeism. Some families may need more personalized outreach, such as home visits or targeted interventions, to address barriers to attendance. The effectiveness of current rewards and recognition programs should be reviewed. Additional student and family input may help refine attendance incentives. We will continue monitoring data trends to adjust strategies based on root causes of absenteeism, and enhance student motivation by exploring additional rewards, peer accountability strategies, or classroom-based incentives.</p> | | |

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| <p>attendance, PBVUSD uses a system called Attention to Attendance (A2A) to track attendance even further. A2A is used as an early warning and intervention system. This system offers conferencing management and six different attendance intervention letters produced and mailed. A2A provides many other features to increase attendance awareness and encourage students and families to be at school. Assistant Principals at the school sites look at A2A data regularly and schedule conferences with families as needed.</p> <p>The schoolwide PBIS expectations are Be Safe, Be Respectful, Be Responsible, also known as “The Husky Way.” A part of being responsible and following “The Husky Way” is to come to school every day on time. Students are always reminded of the expectations of being responsible in the Husky Highlights, which our school uses for daily announcements. An additional strategy is students caught exemplifying the “Husky Way” receive Husky High Fives and are referred for the Husky High Five drawing.</p> | | |
| <p>For students who are chronically absent, the High Flyer Team (MTSS Team) will:</p> <ul style="list-style-type: none"> -Conference with parents (monitored monthly by AP | <p>The High Flyer Team (MTSS Team) successfully implemented targeted interventions for chronically absent students, ensuring that</p> | |

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| <p>and MTSS to address lack of improvement) -Identify barriers for attendance -Provide more information about community resources -Offer an attendance contract -Inform about negative effects of Chronic Absenteeism</p> <p>Teachers monitor students nearly and chronically absent monthly. Teachers communicate with families of nearly and chronically absent students. If communication does not increase attendance, teachers use the MTSS referral form to refer students for Tier II attendance goal setting.</p> <p>Monthly goals are set with referred students and monitored by the High Flyer team. Parent contact, home visits, and regular phone calls home will be utilized for students not meeting goals.</p> <p>For Specific Sub Groups who are Chronically Absent:</p> <p>Students with Disabilities (monitored monthly by AP and MTSS to address lack of improvement) -Monitor student attendance rates at Site SPED Meetings -Visually track daily attendance with students -Scripted calls home by support staff every other Wednesday</p> | <p>families received support and resources. However, continued refinements and improvements can further strengthen attendance outcomes. The AP and MTSS Team consistently held monthly conferences with parents of chronically absent students to address attendance concerns. The team identified obstacles to attendance and connected families with community resources to help address challenges. Families were offered attendance contracts and educated on the negative effects of chronic absenteeism. Next steps could include: Enhance personalized outreach efforts for families with ongoing attendance challenges.</p> <p>Increase student engagement strategies by incorporating peer support, incentives, or mentorship opportunities for at-risk students.</p> <p>Continue monitoring subgroup attendance trends and refine strategies based on individual student needs. Gather feedback from students and families to better understand attendance barriers and possible solutions.</p> | |
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| <p>ELL Students (monitored monthly by AP and MTSS to address lack of improvement)</p> <ul style="list-style-type: none"> -School Level-personalized daily greeting -Family outreach within first two weeks of school, identifying student interest to build teacher-student connection -Share student interest with key staff members in different positions | | |
| Total Amounts: | | |

Goal 4, Parent & Family Engagement

| Strategy/Action # | Analysis | Budgeted Expenditures | Actual Expenditures |
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| <p>Admin Team will communicate with families of all students regularly about parent/family engagement opportunities on campus. Admin team will work with committees on campus to provide regular activities at various times of day to support involvement on campus. Events include, but are not limited to:</p> <ul style="list-style-type: none"> • Quarterly Morning Family Meetings in-person/Zoom • Parent Club Events (Fall, Winter, & Spring) • Veterans Day Assembly • Celebrity Reader • Family Picnic Day • Quarterly Awards Assemblies • Grade Level Specific Events <p>Collect feedback during Parent Club Meetings and surveys.</p> | <p>The Admin Team successfully executed a comprehensive parent/family engagement plan, ensuring regular communication, diverse event offerings, and opportunities for feedback.</p> | | |
| <p>Admin team will communicate with EL families in their primary language regularly about parent/family engagement opportunities on campus. Admin team will provide regular activities at various times of day to support involvement on campus. Events include, but are not limited to:</p> | <p>The Admin Team took steps to communicate with EL families in their primary language and provide engagement opportunities, but the effectiveness of these efforts remains unclear. Next steps for improvement could include: Collect attendance records and feedback surveys from EL</p> | | |

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| <ul style="list-style-type: none"> • Quarterly Morning Family Meetings in-person/Zoom • Parent Club Events (Fall, Winter, & Spring) • Veterans Day Assembly • Celebrity Reader • Family Picnic Day • Quarterly Awards Assemblies • Grade Level Specific Events • During parent/family engagement events: <ul style="list-style-type: none"> • Provide interpreters available for families if requested • Provide differentiated centers/activities for families and students • Recruit more parent participation at ELAC meetings • Reach out to families at the beginning of the year • Provide incentives for families of EL students | <p>families to evaluate participation rates and experiences. Consider personalized invitations, direct phone calls, or home visits to increase ELAC membership and engagement. Introduce multicultural events and celebrations that resonate with EL families and make engagement more meaningful.</p> | |
| Total Amounts: | | |

Goal 5, Professional Learning/Professional Development

| Strategy/Action # | Analysis | Budgeted Expenditures | Actual Expenditures |
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| <p>Admin team in conjunction with Instructional Services will provide all teachers with professional development at monthly staff meetings to build their capacity in teacher clarity, student engagement, DII, checking for understanding, unpacking math and ELA units, utilizing District Curriculum Maps, and district adopted curriculum.</p> <p>PLCS: All teachers participate with their grade level in weekly PLC. They are given 90 minutes to backwards map instruction and analyze data using the EAA protocol. Teachers also have the opportunity to attend PBVU courses for professional development.</p> <p>During PLC, teachers, including support staff, instructional aides and leadership create rigorous assessments that provide meaningful data, participate in data talks, curriculum development, and lesson design in ELA, Math, and ELD with the integration of other subjects, and create action plans for reteaching and small group instruction to meet the needs of students. PLC has a focus on analyzing data and improving instruction. Capacity building with the instructional leadership</p> | <p>The Admin Team, in collaboration with Instructional Services, successfully provided professional development and structured PLC time to enhance teacher clarity, student engagement, data-driven instruction, and curriculum implementation. Teachers engaged in 90-minute weekly PLCs where they backwards mapped instruction, used the EAA protocol to analyze data, and developed assessments. PLCs integrated ELA, Math, and ELD into instructional planning with a focus on analyzing data and improving instruction. Next steps for continued growth include: Empower teachers to lead portions of professional development, sharing best practices and strategies that have worked in their classrooms.</p> | | |

team includes providing opportunities to be released to observe classrooms, participate in professional learning, and receive extra duty pay for meeting beyond the school day monthly to make school decisions based on data. Supplemental/additional strategies currently in place are:

Release Time/Extra Duty for Grade Level Collaboration:
Provide release time and/or extra duty opportunities for grade-level teams, including SPED teams, to analyze, review, and prioritize the content standards, pacing guides, EL achievement data and strategies, and benchmark assessments to improve instruction and address the needs of our Students with Disabilities subgroup. Collaborate to improve differentiated instruction, small group instruction(DIGS), intervention, and technology training on how to provide high-quality instruction. Grade level staff will be given 1 full days/per quarter of release time to conduct this activity. Collaborative groups will submit an agenda or summary of work performed and a sign-in sheet to the principal. Based upon the review of the summaries by grade level, the principal may determine that additional release times are necessary. Additional release time may be granted based on the availability of funding.

Release Time/Extra Duty for Instructional Leadership Team Collaboration and Professional Learning: Provide release time and/or extra duty opportunities for the Instructional Leadership Team to meet monthly to develop leadership capacity as well as to make school decisions based on data. The Instructional Leadership Team will receive extra duty pay for meetings beyond the school day. At times, the Instructional Leadership Team will also be released from duty to observe classrooms, participate in professional learning and develop plans for leading grade level teams as funds allow.

Observations: Allow opportunities for teachers to observe other teachers engaging students in effective standards-aligned instruction with the whole group, small group (DIGS), guided reading groups, interventions, and cooperative/collaboration learning using District adopted/approved curriculum to help teachers better align classroom instruction to grade-level content standards, school, district, and state benchmarks to improve student learning. Provide co-planning, co-teaching, and modeling of lessons followed by reflection and planning to improve remediation and intervention.

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| <p>Book Studies: Purchase books for professional development to be used as book studies to provide research-based strategies to improve core instruction, small group instruction, guided reading groups, mathematical discourse, Math Thinking Classroom, CRA model, Thinking Classrooms, science instruction, EL and SEL strategies, and intervention to improve student achievement.</p> | | |
| <p>Admin Team and Jill Hamilton Bunch will provide all teachers professional development on the four pane lesson plan, Benchmark Designated ELD curriculum, and student collaboration norms/protocols to provide increased access for English Language Learners.</p> <p>ELD: Provide professional development to enhance EL instruction in Write from the Beginning to address EL educational needs in the classroom. Provide staff professional development in the area of best ELD instructional practices for both designated and integrated ELD. As funds allow, bring in consultants, such as Jill Hamilton Bunch, or attend professional development from an ELD expert, to guide teachers in how to effectively</p> | <p>While professional development was successfully provided across multiple content areas (math, reading, writing, science, lesson design, and data-driven instruction), the focus on ELD training was not fully implemented. There were no structured PD sessions led by Jill Hamilton Bunch or another ELD expert to enhance EL instructional practices. Next steps would be to prioritize ELD professional development. Provide training on student collaboration norms and protocols to ensure EL students engage in meaningful academic discussions. Utilize Jill Hamilton Bunch or another ELD expert to guide teachers in best practices for both designated and integrated ELD instruction. Embed language objectives into math, reading, and writing instruction to ensure EL students receive</p> | |

develop and implement ELD strategies and the 4 pane ELD lesson plan.

Math:
Provide professional development on how to deliver effective Tier I instruction by using the Thinking Classroom, mathematical discourse, Number Talks, Math Tasks, CRA model, utilizing manipulatives, and differentiated math groups, with a focus on addressing the needs of our students with disabilities and EL subgroups.

Reading:
Provide professional development on how to administer CBMs and running records. Staff training on guided reading and small differentiated group instruction, with a focus on students with disabilities.

Writing:
Professional development for TK-Kindergarten staff to attend Emergent Writing and all staff to attend Write from the Beginning and Thinking Maps training to improve writing instruction.

Science:
Professional Development on science through KCSOS and NGSS Conferences/Seminars

Lesson Design:
Provide professional development on student engagement and effective DII lesson design to address the needs of all students, including our

structured language support. Provide training on scaffolding techniques to support EL students in academic discourse and writing.

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| <p>Students with Disabilities subgroup.</p> <p>KCSOS Seminars</p> <p>Data-Driven Instruction: Provide professional development on the overview of Evidence, Analysis and Action.</p> <p>If travel and conferences are allowable in 2024-2025 school year, have staff attend professional development to increase student achievement, address the needs of students with disabilities, and how to mitigate learning loss and address educational needs in the classroom.</p> | | |
| Total Amounts: | | |