



School Plan for Student Achievement (SPSA)

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Highland Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program The purpose of the SPSA is to coordinate all educational services at the school.

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

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Plan Description

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

This plan is being used by Highland Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school.

The Single Plan for Student Achievement is written to outline Highland Elementary school wide program for the 2025-2026 school year. This plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved, with the greatest focus on improving services/supports for the achievement groups identified in red and/or orange on the California Dashboard. Our student focus groups are African American, English Language Learners, Chronic Absenteeism, and Socioeconomically disadvantaged.

Highland's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP) and Title 1 funds. The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Highland's SPSA will also identify how the school site is using its categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at risk of not meeting standards and/or graduating.

Due to Highland's high student population of unduplicated students, Highland is allotted and additional LCFF.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA was designed in collaboration with parents, certificated staff, and classified staff. Meetings, surveys, and focus groups were the methods in which data was collected to revise the SPSA from the previous school year. Our initial meeting was held in September to discuss the role of School Site Council and inform the committee of the plan to spend LCAP and Title I funds for the school year. In addition Highland has worked in partnership with Solano County Of Education for Improvement Sciences. As principal I met quarterly with the Vallejo Unified Data analysis director to discuss data and set goals based on the LCAP.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following 2024 California Dashboard indicators for Highland Elementary were in the Red or Orange: Performance categories were: ELA, Math, Chronic Absenteeism, English Language Learners (MLL) and Suspension Rate.

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

The following student groups were below performance in two or more indicators: African American or our socioeconomically disadvantaged students had the highest number of suspensions as well as the highest amounts of absences.

Other Needs

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

Highland has one of the highest percentages of English Language Learners (MLL).

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.4%	0.81%	%	2	4	
African American	21.37%	20.98%	18.43%	106	103	94
Asian	2.42%	1.02%	0.98%	12	5	5
Filipino	3.23%	3.05%	2.94%	16	15	15
Hispanic/Latino	61.29%	61.71%	65.69%	304	303	335
Pacific Islander	1.01%	0.81%	0.98%	5	4	5
White	6.25%	6.31%	5.69%	31	31	29
Two or More Races	2.42%	4.07%	3.92%	12	20	20
Not Reported	1.61%	1.22%	1.37%	8		7
Total Enrollment				496	491	510

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	88	54	57
Grade 1	77	66	66
Grade 2	81	64	68
Grade 3	57	79	79
Grade 4	57	76	74
Grade 5	63	67	78
Grade 6	71	61	59
Grade 7	2		
Total Enrollment	496	491	504

Conclusions based on this data:

1. Hispanic/Latino students comprise over 50% of the student population.

2. African American students comprise almost 25% of student population.

3. Enrollment continues to decline over three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	219	203	206	44.2%	41.3%	40.4%
Fluent English Proficient (FEP)	26	25	24	5.2%	5.1%	4.7%
Reclassified Fluent English Proficient (RFEP)	20	17	15	8.4%	7.7%	6.8%

Conclusions based on this data:

1. English Learners are a significant subgroup and remains consistently growing over three years.
2. In 23-24 Highland's enrollment of English Language Learners has increased to 61%.
3. The number and percentage of RFEP students has decreased each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	59	59	87	57	58	82	57	58	82	96.6	98.3	94.3
Grade 4	63	56	83	55	54	79	55	54	79	87.3	96.4	95.2
Grade 5	77	67	73	73	66	69	73	66	69	94.8	98.5	94.5
Grade 6	79	68	64	73	66	57	70Grad	66	57	92.4	97.1	89.1
Grade 7		*			*			*				
All Grades	278	252	307	258	246	287	255	246	287	92.8	97.6	93.5

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	2326.	2326.	2300.	7.02	8.62	2.44	3.51	3.45	3.66	22.81	17.24	14.63	66.67	70.69	79.27
Grade 4	2345.	2334.	2338.	0.00	3.70	2.53	1.82	3.70	5.06	14.55	11.11	7.59	83.64	81.48	84.81
Grade 5	2426.	2407.	2365.	8.22	4.55	2.90	17.81	12.12	7.25	15.07	13.64	11.59	58.90	69.70	78.26
Grade 6	2420.	2460.	2446.	0.00	10.61	0.00	7.14	13.64	24.56	22.86	21.21	15.79	70.00	54.55	59.65
Grade 7		*			*			*			*			*	
All Grades	N/A	N/A	N/A	3.92	6.91	2.09	8.24	8.94	9.06	18.82	15.85	12.20	69.02	68.29	76.66

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	5.26	6.90	3.66	49.12	41.38	42.68	45.61	51.72	53.66
Grade 4	0.00	3.70	3.80	50.91	42.59	37.97	49.09	53.70	58.23
Grade 5	5.48	6.06	2.90	52.05	62.12	39.13	42.47	31.82	57.97
Grade 6	4.29	9.09	0.00	45.71	45.45	40.35	50.00	45.45	59.65
Grade 7		*			*			*	
All Grades	3.92	6.50	2.79	49.41	48.78	40.07	46.67	44.72	57.14

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	5.45	3.45	0.00	34.55	29.31	20.73	60.00	67.24	79.27
Grade 4	0.00	1.85	2.53	25.45	14.81	17.72	74.55	83.33	79.75
Grade 5	11.11	4.55	1.47	33.33	31.82	25.00	55.56	63.64	73.53
Grade 6	0.00	7.58	7.02	23.53	37.88	38.60	76.47	54.55	54.39
Grade 7		*			*			*	
All Grades	4.40	4.88	2.45	29.20	28.86	24.48	66.40	66.26	73.08

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	3.51	6.90	2.44	61.40	62.07	57.32	35.09	31.03	40.24
Grade 4	1.82	1.85	2.53	74.55	61.11	53.16	23.64	37.04	44.30
Grade 5	4.11	3.03	2.90	65.75	60.61	43.48	30.14	36.36	53.62
Grade 6	1.43	7.58	3.51	65.71	63.64	63.16	32.86	28.79	33.33
Grade 7		*			*			*	
All Grades	2.75	4.88	2.79	66.67	61.79	54.01	30.59	33.33	43.21

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	3.51	5.17	4.88	45.61	37.93	40.24	50.88	56.90	54.88
Grade 4	0.00	0.00	1.27	61.82	50.00	45.57	38.18	50.00	53.16
Grade 5	8.22	6.06	1.45	50.68	51.52	49.28	41.10	42.42	49.28
Grade 6	1.43	6.06	3.51	61.43	56.06	56.14	37.14	37.88	40.35
Grade 7		*			*			*	
All Grades	3.53	4.47	2.79	54.90	49.59	47.04	41.57	45.93	50.17

Conclusions based on this data:

1. Based on CAASPP scores, students are significantly below grade level in English Language Arts. Our third graders scored the lowest. A factor to consider and address was that it was the first time the students have taken the test.
2. 6th Grade had the lowest % of below grade level students. One factor to consider is they have had more experience taking the test.
3. On the CAASPP for ELA the Overall Participation for All Students is within 90% in most grades except for fourth grade which was 87.3%. The goal is to increase this percentage to reach the district 95% threshold.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	59	59	87	57	57	85	57	57	85	96.6	96.6	97.7
Grade 4	63	56	83	55	54	82	55	54	82	87.3	96.4	98.8
Grade 5	77	67	73	73	66	70	72	66	70	94.8	98.5	95.9
Grade 6	79	68	64	71	67	62	71	67	62	89.9	98.5	96.9
Grade 7		*			*			*				
All Grades	278	252	307	256	246	299	255	246	299	92.1	97.6	97.4

* 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	2339.	2325.	2322.	0.00	3.51	0.00	8.77	10.53	5.88	22.81	19.30	16.47	68.42	66.67	77.65
Grade 4	2362.	2351.	2339.	0.00	0.00	0.00	5.45	1.85	3.66	12.73	20.37	8.54	81.82	77.78	87.80
Grade 5	2432.	2395.	2379.	6.94	1.52	1.43	8.33	3.03	1.43	16.67	18.18	12.86	68.06	77.27	84.29
Grade 6	2406.	2428.	2422.	1.41	5.97	3.23	1.41	4.48	6.45	21.13	20.90	25.81	76.06	68.66	64.52
Grade 7		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A	2.35	2.85	1.00	5.88	4.88	4.35	18.43	19.92	15.38	73.33	72.36	79.26

Concepts & Procedures Applying mathematical concepts and procedures									
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	1.75	5.26	0.00	35.09	29.82	27.06	63.16	64.91	72.94
Grade 4	0.00	0.00	0.00	16.36	14.81	14.63	83.64	85.19	85.37
Grade 5	8.33	3.03	1.43	29.17	19.70	15.71	62.50	77.27	82.86
Grade 6	1.41	4.48	1.61	21.13	25.37	30.65	77.46	70.15	67.74
Grade 7		*			*			*	
Grade 11									
All Grades	3.14	3.25	0.67	25.49	22.76	21.74	71.37	73.98	77.59

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	1.75	7.02	2.35	29.82	24.56	21.18	68.42	68.42	76.47
Grade 4	1.82	0.00	1.22	27.27	20.37	18.29	70.91	79.63	80.49
Grade 5	5.56	1.52	0.00	40.28	33.33	31.43	54.17	65.15	68.57
Grade 6	1.41	2.99	3.23	28.17	40.30	33.87	70.42	56.72	62.90
Grade 7		*			*			*	
All Grades	2.75	2.85	1.67	31.76	30.89	25.42	65.49	66.26	72.91

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	3.51	1.75	0.00	49.12	42.11	44.71	47.37	56.14	55.29
Grade 4	0.00	0.00	1.22	45.45	37.04	21.95	54.55	62.96	76.83
Grade 5	4.17	3.03	0.00	47.22	46.97	37.14	48.61	50.00	62.86
Grade 6	0.00	5.97	3.23	50.70	47.76	50.00	49.30	46.27	46.77
Grade 7		*			*			*	
All Grades	1.96	2.85	1.00	48.24	44.31	37.79	49.80	52.85	61.20

Conclusions based on this data:

1. All grades scored were the highest percentage below grade level in math.
2. More support will need to be addressed to support the gap in math.
3. On the CAASPP for Math the Overall Participation for All Students is within 90% in most grades except for fourth and sixth grades which were in the 80 percentile. The goal is to increase this percentage to reach the district 95% threshold.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1404.9	1370.2	1346.2	1414.3	1381.5	1355.4	1382.8	1343.7	1324.7	36	45	43
1	1408.9	1413.8	1387.0	1425.0	1428.8	1419.1	1392.2	1398.2	1354.2	38	29	46
2	1463.7	1430.6	1413.4	1477.2	1442.9	1435.7	1449.7	1417.7	1390.8	22	41	27
3	1447.2	1452.8	1432.1	1447.7	1440.4	1423.1	1446.1	1464.7	1440.5	25	21	45
4	1487.8	1460.3	1462.8	1485.7	1448.3	1461.8	1489.4	1471.8	1463.3	25	24	28
5	1492.5	1500.2	1458.1	1474.3	1498.0	1460.5	1510.3	1501.8	1455.1	31	20	26
6	1498.8	1504.6	1487.8	1484.5	1498.9	1476.4	1512.6	1509.8	1498.9	24	31	20
All Grades										201	211	235

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	8.33	6.67	2.33	36.11	13.33	6.98	36.11	33.33	39.53	19.44	46.67	51.16	36	45	43
1	2.63	0.00	0.00	10.53	20.69	6.52	34.21	37.93	32.61	52.63	41.38	60.87	38	29	46
2	27.27	2.44	3.70	13.64	14.63	11.11	27.27	36.59	40.74	31.82	46.34	44.44	22	41	27
3	0.00	0.00	2.22	12.00	14.29	6.67	36.00	42.86	28.89	52.00	42.86	62.22	25	21	45
4	4.00	0.00	3.57	40.00	12.50	21.43	24.00	41.67	28.57	32.00	45.83	46.43	25	24	28
5	6.45	15.00	0.00	22.58	25.00	7.69	48.39	35.00	38.46	22.58	25.00	53.85	31	20	26
6	0.00	12.90	10.00	43.48	32.26	30.00	34.78	29.03	20.00	21.74	25.81	40.00	23	31	20
All Grades	6.50	5.21	2.55	25.00	18.48	11.06	35.00	36.02	33.19	33.50	40.28	53.19	200	211	235

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	11.11	8.89	4.65	36.11	15.56	9.30	38.89	28.89	37.21	13.89	46.67	48.84	36	45	43
1	13.16	3.45	6.52	15.79	24.14	26.09	36.84	44.83	26.09	34.21	27.59	41.30	38	29	46
2	36.36	12.20	7.41	22.73	36.59	44.44	18.18	17.07	14.81	22.73	34.15	33.33	22	41	27
3	4.00	4.76	4.44	24.00	47.62	24.44	36.00	19.05	22.22	36.00	28.57	48.89	25	21	45
4	20.00	8.33	21.43	36.00	16.67	32.14	32.00	37.50	17.86	12.00	37.50	28.57	25	24	28
5	6.45	25.00	3.85	54.84	45.00	38.46	22.58	15.00	30.77	16.13	15.00	26.92	31	20	26
6	17.39	29.03	25.00	43.48	32.26	35.00	26.09	19.35	5.00	13.04	19.35	35.00	23	31	20
All Grades	14.50	12.80	8.94	33.00	29.38	27.66	31.00	26.07	23.83	21.50	31.75	39.57	200	211	235

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	0.00	4.44	2.33	13.64	8.89	6.98	40.91	31.11	37.21	45.45	55.56	53.49	22	45	43
1	6.25	0.00	0.00	37.50	10.34	0.00	18.75	34.48	17.39	37.50	55.17	82.61	16	29	46
2	0.00	2.44	0.00	27.27	9.76	11.11	13.64	26.83	18.52	59.09	60.98	70.37	22	41	27
3	0.00	0.00	0.00	11.76	9.52	4.44	11.76	42.86	6.67	76.47	47.62	88.89	17	21	45
4	0.00	0.00	0.00	10.71	4.17	7.14	35.71	33.33	21.43	53.57	62.50	71.43	28	24	28
5	8.70	5.00	0.00	0.00	20.00	0.00	56.52	25.00	19.23	34.78	50.00	80.77	23	20	26
6	0.00	3.23	5.00	17.39	16.13	10.00	52.17	32.26	35.00	30.43	48.39	50.00	23	31	20
All Grades	3.50	2.37	0.85	16.50	10.90	5.11	33.50	31.75	21.28	46.50	54.98	72.77	200	211	235

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	22.22	8.89	0.00	63.89	55.56	55.81	13.89	35.56	44.19	36	45	43
1	10.53	27.59	10.87	71.05	62.07	63.04	18.42	10.34	26.09	38	29	46
2	31.82	17.07	11.11	50.00	60.98	55.56	18.18	21.95	33.33	22	41	27
3	16.00	0.00	8.89	60.00	66.67	37.78	24.00	33.33	53.33	25	21	45
4	40.00	8.33	17.86	48.00	62.50	57.14	12.00	29.17	25.00	25	24	28
5	9.68	20.00	0.00	74.19	60.00	61.54	16.13	20.00	38.46	31	20	26
6	0.00	19.35	15.00	78.26	61.29	50.00	21.74	19.35	35.00	23	31	20
All Grades	18.00	14.69	8.51	64.50	60.66	54.04	17.50	24.64	37.45	200	211	235

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	11.11	13.33	4.65	61.11	33.33	37.21	27.78	53.33	58.14	36	45	43
1	7.89	3.45	4.35	42.11	55.17	52.17	50.00	41.38	43.48	38	29	46
2	40.91	24.39	22.22	36.36	36.59	51.85	22.73	39.02	25.93	22	41	27
3	12.50	9.52	6.67	45.83	61.90	44.44	41.67	28.57	48.89	24	21	45
4	16.00	8.33	25.00	64.00	50.00	39.29	20.00	41.67	35.71	25	24	28
5	9.68	50.00	23.08	61.29	35.00	42.31	29.03	15.00	34.62	31	20	26
6	39.13	41.94	45.00	47.83	29.03	20.00	13.04	29.03	35.00	23	31	20
All Grades	17.59	20.85	14.89	51.76	41.23	42.55	30.65	37.91	42.55	199	211	235

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	8.33	6.67	2.33	69.44	46.67	51.16	22.22	46.67	46.51	36	45	43
1	7.89	0.00	0.00	36.84	37.93	19.57	55.26	62.07	80.43	38	29	46
2	4.55	7.32	0.00	77.27	34.15	37.04	18.18	58.54	62.96	22	41	27
3	0.00	0.00	0.00	28.00	38.10	13.33	72.00	61.90	86.67	25	21	45
4	0.00	0.00	3.57	52.00	20.83	21.43	48.00	79.17	75.00	25	24	28
5	6.45	5.00	0.00	58.06	50.00	19.23	35.48	45.00	80.77	31	20	26
6	0.00	3.23	10.00	43.48	45.16	25.00	56.52	51.61	65.00	23	31	20
All Grades	4.50	3.79	1.70	52.00	39.34	26.81	43.50	56.87	71.49	200	211	235

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	25.00	11.11	6.98	41.67	35.56	30.23	33.33	53.33	62.79	36	45	43
1	0.00	0.00	0.00	23.68	48.28	17.39	76.32	51.72	82.61	38	29	46
2	9.09	4.88	0.00	36.36	36.59	37.04	54.55	58.54	62.96	22	41	27
3	0.00	0.00	0.00	52.00	80.95	40.00	48.00	19.05	60.00	25	21	45
4	8.00	0.00	0.00	44.00	62.50	50.00	48.00	37.50	50.00	25	24	28
5	6.45	15.00	0.00	67.74	50.00	30.77	25.81	35.00	69.23	31	20	26
6	4.35	6.45	5.00	82.61	67.74	65.00	13.04	25.81	30.00	23	31	20
All Grades	8.00	5.69	1.70	48.00	51.18	35.74	44.00	43.13	62.55	200	211	235

Conclusions based on this data:

1. Data will be monitored by the principal and the teacher leader for RFP students and newcomers.

2. After looking at the data students in Kindergarten improved by 11 points from 20-21 to 22-23, however 6th grade decreased by 3.1. As a result it is determined that our sixth graders need more support with our Bilingual Tutor. We also need to provide interventions to help students become RFPed when they are in the younger grades.

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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
491	87.4%	41.5%	0.2%
Total Number of Students enrolled in Highland Elementary.	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	204	41.5%
Foster Youth	1	0.2%
Homeless	22	4.5%
Socioeconomically Disadvantaged	429	87.4%
Students with Disabilities	49	10%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	103	21%
American Indian	4	0.8%
Asian	5	1%
Filipino	15	3.1%
Hispanic	303	61.7%
Two or More Races	20	4.1%
Pacific Islander	4	0.8%
White	31	6.3%

Conclusions based on this data:

1. The largest Highland Elementary subgroups are Hispanic (58.2%) and African American (24.7%).

2. 80% of our student population are socioeconomically disadvantaged.
3. 8% of our student populations are students with disabilities.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA and Math performance is very low.
2. Chronic absenteeism is very high .
3. Suspension rates 23-24 are very high and English Learner progress is very low.

School and Student Performance Data

Academic Performance English Language Arts

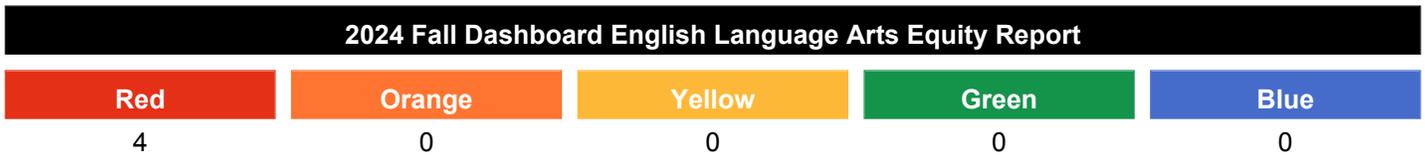
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This section provides number of student groups in each level.



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>Red</p> <p>123.6 points below standard</p> <p>Declined 27.1 points</p> <p>262 Students</p>	<p>English Learners</p> <p>Red</p> <p>140.3 points below standard</p> <p>Declined 12.7 points</p> <p>107 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>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>155.3 points below standard</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>127.7 points below standard</p> <p>Declined 28.4 points</p> <p>245 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>165.5 points below standard</p> <p>Declined 30.9 points</p> <p>21 Students</p>	<p>African American</p> <p> Red</p> <p>139.7 points below standard</p> <p>Declined 39.1 points</p> <p>63 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Hispanic</p> <p> Red</p> <p>123.0 points below standard</p> <p>Declined 14.0 points</p> <p>154 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>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>119.3 points below standard</p> <p>Declined 63.4 points</p> <p>16 Students</p>

Conclusions based on this data:

1. Our African American and Hispanic students are the highest % of way below students.

School and Student Performance Data

Academic Performance Mathematics

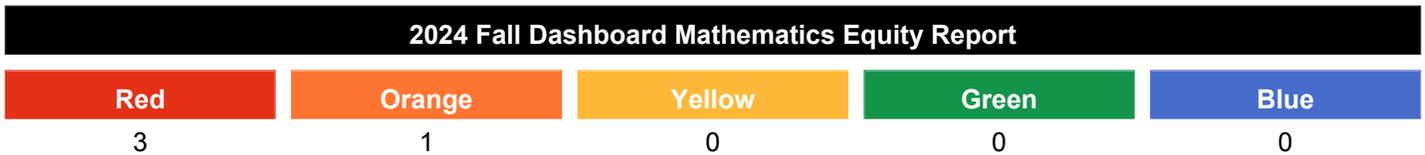
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>Red</p> <p>128.7 points below standard</p> <p>Declined 5.7 points</p> <p>261 Students</p>	<p>English Learners</p> <p>Orange</p> <p>136.8 points below standard</p> <p>Increased 6.1 points</p> <p>107 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>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>155.3 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>132.1 points below standard</p> <p>Declined 7.1 points</p> <p>244 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>174.8 points below standard</p> <p>Declined 6.1 points</p> <p>21 Students</p>	<p>African American</p>  <p>Red</p> <p>152.7 points below standard</p> <p>Declined 19.6 points</p> <p>63 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>128.3 points below standard</p> <p>Maintained 1.5 points</p> <p>153 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>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>111.0 points below standard</p> <p>Declined 33.4 points</p> <p>16 Students</p>

Conclusions based on this data:

1. Hispanic and African American students are significantly low in math performance.

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  Red 18.6% making progress. Number Students: 156 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 29.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 51.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 18.6%

Conclusions based on this data:

1. Targeted support for English learners is required to increase performance on ELPAC.
2. GLAD strategies, ELD instruction, and Imagine Learning will be utilized to further support English language acquisition.
3. More training for Bilingual tutor is needed to help support low performing students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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>45.5% Chronically Absent</p> <p>Declined 10</p> <p>574 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>47.1% Chronically Absent</p> <p>Declined 10</p> <p>257 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>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>62.7% Chronically Absent</p> <p>Increased 3.5</p> <p>59 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>47.5% Chronically Absent</p> <p>Declined 9.9</p> <p>522 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>49.2% Chronically Absent</p> <p>Declined 10.8</p> <p>61 Students</p>	<p>African American</p>  <p>Orange</p> <p>53% Chronically Absent</p> <p>Declined 4.1</p> <p>115 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>23.5% Chronically Absent</p> <p>Declined 23.5</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>46.5% Chronically Absent</p> <p>Declined 10.6</p> <p>357 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>40% Chronically Absent</p> <p>Declined 12.4</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>Orange</p> <p>27.3% Chronically Absent</p> <p>Declined 15.2</p> <p>33 Students</p>

Conclusions based on this data:

1. Chronic absenteeism remains to be a significant concern.
2. Incentive programs, parent awareness, truancy letters, and the SST process are strategies to address chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate 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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

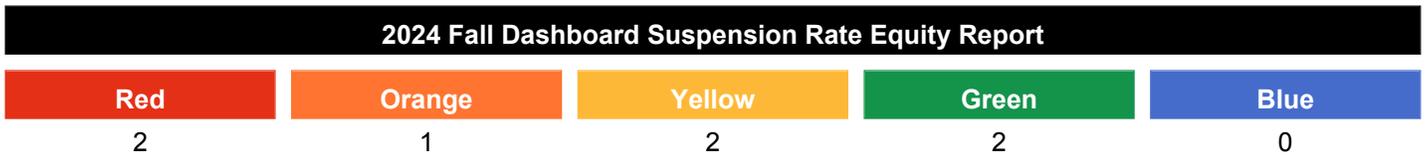
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5.2% suspended at least one day</p> <p>Declined 0.6%</p> <p>617 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.2% suspended at least one day</p> <p>Declined 1.4%</p> <p>268 Students</p>	<p>Long-Term English Learners</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>1 Student</p>	<p>Homeless</p> <p>Yellow</p> <p>3.1% suspended at least one day</p> <p>Declined 15.7%</p> <p>65 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Declined 0.6%</p> <p>554 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 1.4%</p> <p>66 Students</p>	<p>African American</p>  <p>Red</p> <p>14.6% suspended at least one day</p> <p>Increased 1.7%</p> <p>123 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 2.1%</p> <p>381 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>2.7% suspended at least one day</p> <p>Increased 2.7%</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Red</p> <p>7.5% suspended at least one day</p> <p>Increased 1.9%</p> <p>40 Students</p>

Conclusions based on this data:

1. High suspension rates continues to be of significant concern.
2. Of the students suspended 4.3% of the student are socioeconomically disadvantaged.
3. 5.6% of the students suspected were students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) - (Curriculum Enrichment) (Collaboration)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

Identified Need

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

Highland has had a significant number of teacher turn overs in the course of the last two years. With starting almost from scratch our goal is to retain and attract teachers by enhancing professional development and instructional support to ensure teachers are equipped to deliver highly effective classroom instruction aligned with the VCUSD priorities. In addition, in 2023-2024 Highland students were significantly below grade level in ELA (53.9%) and in Math (72%).

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
Distance Points From Standard in English Language Arts (ELA) -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged	Distance Points From Standard in English Language Arts (ELA) -All Students -123.6 -African American -139.7 -English Learners -140.3 -Hispanic -123 -Socioeconomically Disadvantaged -127.7	Distance Points From Standard in English Language Arts (ELA) -All Students -120.6 -African American -136.7 -English Learners -137.3 -Hispanic -120 -Socioeconomically Disadvantaged -124.7
Distance Points From Standard in Math -All Students -African American -Hispanic -Socioeconomically Disadvantaged	Distance Points From Standard in Math -All Students -128.7 -African American -152.7 -Hispanic -128.3 -Socioeconomically Disadvantaged -132.1	Distance Points From Standard in Math -All Students -125.7 -African American -149.7 -Hispanic -124.3 -Socioeconomically Disadvantaged -129.1
Source: CA School Dashboard, English Language Arts (ELA), Mathematics	School Year 2023-2024	School Year 2024-2025
CAASPP English Language Arts (ELA) % Met/Exceeded Standards	CAASPP English Language Arts (ELA) % Met/Exceeded Standards	CAASPP English Language Arts (ELA) % Met/Exceeded Standards

<p>-All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged</p> <p>CAASPP Math % Met/Exceeded Standards -All Students -African American -Hispanic -Socioeconomically Disadvantaged</p> <p>CAASPP Science % Met/Exceeded Standards -All Students</p> <p>Source: DataQuest, CAASPP Test Results</p>	<p>-All Students 11.15% -African American 7.04% -English Learners 1.92% -Hispanic 9.64% -Socioeconomically Disadvantaged 10.15%</p> <p>CAASPP Math % Met/Exceeded Standards -All Students 5.35% -African American 1.41% -Hispanic 7.34% -Socioeconomically Disadvantaged 4.76%</p> <p>CAASPP Science % Met/Exceeded Standards -All Students 5.88%</p> <p>School Year 2023-2024</p>	<p>-All Students 14.15% -African American 10.04% -English Learners 4.92% -Hispanic 12.64% -Socioeconomically Disadvantaged 13.15%</p> <p>CAASPP Math % Met/Exceeded Standards -All Students 8.35% -African American 4.41% -Hispanic 10.34% -Socioeconomically Disadvantaged 7.76%</p> <p>CAASPP Science % Met/Exceeded Standards -All Students 8.88%</p> <p>School Year 2024-2025</p>
<p>% NWEA Projected Proficiency Reading -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged</p> <p>% NWEA Projected Proficiency Math -All Students -African American -Hispanic -Socioeconomically Disadvantaged</p> <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading -All Students 14.43% -African American 8% -English Learners 3.7% -Hispanic 15.81% -Socioeconomically Disadvantaged 14.17%</p> <p>% NWEA Projected Proficiency Math -All Students 5.59% -African American 12.2% (Nearly Met) -Hispanic 7.26% -Socioeconomically Disadvantaged 6.1%</p> <p>Midyear Assessment, School Year 2024-2025</p>	<p>% NWEA Projected Proficiency Reading -All Students 17.43% -African American 11% -English Learners 7.7% -Hispanic 18.81% -Socioeconomically Disadvantaged 17.17%</p> <p>% NWEA Projected Proficiency Math -All Students 8.59% -African American 15.2% (Nearly Met) -Hispanic 10.26% -Socioeconomically Disadvantaged 9.1%</p> <p>Midyear Assessment, School Year 2025-2026</p>
<p>% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>% of Kindergarten students that score P on assessments A</p> <p>% of Kindergarten students that score P on assessments B</p> <p>% of Kindergarten students that score P on assessments C</p> <p>% of Kindergarten students that score P on assessments D</p> <p>% of 1st graders that score P in 1st grade fluency passage</p> <p>% of 2nd graders that score P 2nd grade fluency passage</p>	<p>17.39% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>50% of Kindergarten students that score P on assessments A</p> <p>36.54% of Kindergarten students that score P on assessments B</p> <p>38.46% of Kindergarten students that score P on assessments C</p> <p>36.54% of Kindergarten students that score P on assessments D</p> <p>21.05% of 1st graders that score P in 1st grade fluency passage</p> <p>32.56% of 2nd graders that score P 2nd grade fluency passage</p>	<p>25% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>75% of Kindergarten students that score P on assessments A</p> <p>40% of Kindergarten students that score P on assessments B</p> <p>40% of Kindergarten students that score P on assessments C</p> <p>40% of Kindergarten students that score P on assessments D</p> <p>25% of 1st graders that score P in 1st grade fluency passage</p> <p>35% of 2nd graders that score P 2nd grade fluency passage</p>

Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025	Trimester 2, Midyear Assessment, School Year 2025-2026
Based on Student Analytics Lab: Highland's NWEA Projected Proficiency goal was 27.9% for ELA	Highland did not meet our proficiency goal. Spring 2024 Target 25%	Spring 2024 actual 12.4% which is 12.6% from the projected goal Teacher efficiency and positive student learning outcomes
Based on Student Analytics Lab: Highland's NWEA Projected Proficiency goal was and 26.8% in Math	Highland did not meet our proficiency goal. Spring 2024 Target 25%	Spring 2024 actual 16.3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Collaboration Meetings (to name a few however not limited to) w/teacher leader, grade level, Provide new teachers with support by offering extra hours to to help them practice English and feel confident teaching phonics as well as check in, meetings with the principal outside duty day, any form of collaboration where teachers are either providing professional development or attending professional development after duty day. Meetings with Principal and Teacher Leader	All Students	4,420 LCAP Escape Goal 1726 LCAP and Title 1
1.2	Highland will allocate up to 5 hours per teacher or two days of release time pending availability of substitute teachers for grade level or department collaboration.		10,000 Title I Subs for Release LCAP and Title 1
1.3	Hiring additional Teacher Assistants (2) to support classroom instruction in primary grades.	(Kindergarten- Second Grade)	District Funded Additional LCAP
1.4	Additional Bilingual Tutor	MLL/Newcomers	District Funded
1.5	Bilingual Parent Liaison /Community Liaison	All Students	District Funded LCFF
1.6	At Highland Elementary School we believe that every student should receive a quality arts education that includes both Visual and Performing Arts instruction. With that in mind we have established ongoing visual art lessons throughout the year. These lessons are standards based and taught under the direction of the classroom teacher with	All	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>the support of an Arts Attack curriculum and a VAPA Instructional Aid. In order to broaden the Arts experiences of our students we bring teaching artists to provide music, theatre and dance lessons for 10-weeks with students showcasing their learning through a performance for friends and family.</p> <p>Expenditure Plan for 25/26 (FTE: VAPA Assistant/ TBD) & (Teaching Artist for 19 classes)</p>		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. This year we focused on consistent walkthroughs and providing feedback. During these walkthroughs the teacher leader and I were intentional about the type of instruction we wanted to see based on our data. We were able to obtain subs and did not have to parcel as much as previous years, which gave us the opportunity to meet with teachers/grade levels during the duty day. This year we reconstructed our bell schedule so that we would have staggered dismissals (helped with traffic) as well as provide extra time to meet with TK-3rd grade teachers without having to use subs. This freed us to use our subs for the upper grades during Pe or a different points in the day. Teacher leader and principal met weekly to discuss plan for the week and what supports we could provide for teachers.
2. We hired a parent liaison. (while she was not a bilingual liaison- she did speak Spanish which was a significant support when families came to the school and needed assistance)
3. We added two additional teacher assistants to provide classroom support to teachers K-3rd. The assistants were instrumental in providing extra intervention by working with small groups (letter identity and letter recognition, phonics)
4. To provide additional support to our Bilingual tutor, we hired an additional tutor to push into classes. The other tutor focused on SIPPS with newcomer students.

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

We made an intentional goal to spend all of our Title 1 funds to provide for our collaboration times. The original plan was that once this was depleted we would use our LCAP for addition funding. We were able to spend all Title 1 funds, unfortunately the LCAP funds were paused at the district level and we were unable to spend the money.

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

We will continue with collaboration and walkthroughs. In addition we will remain with the plan to use Title 1 and LCAP funding to support our efforts (with the intent that funding will be provided and not frozen). All of the above implementations were successful and did improve student outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Safe and Supportive Learning Environments (VCUSD Pillar 2) - Student Engagement and Recognition

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

Identified Need

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

According to our California dashboard and data, Highland has a high suspension rate and chronic absenteeism. Many of our students Highland have high trauma needs. In addition, Highland has a high population of MLL (multi language learners). We want our students to feel safe, recognized and to increase student engagement. In addition our goal is to keep our site clean, organized and in good repair.

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
% of Students chronically absent- CA School Dashboard -All Students	% of Students chronically absent- CA School Dashboard -All Students 45.5%	% of Students chronically absent- CA School Dashboard -All Students 40%
% of Students chronically absent- Student Analytics Lab -All Students Source: CA School Dashboard, Student Analytics Lab	School Year 2023-2024 % of Students chronically absent- Student Analytics Lab -All Students 43.7% Trimester 2, School Year 2024-2025	School Year 2024-2025 % of Students chronically absent- Student Analytics Lab -All Students 40% Trimester 2, School Year 2025-2026
% Average daily attendance -All Students Source: Student Analytics Lab	% Average daily attendance -All Students 88.8% Trimester 2, School Year 2024-2025	% Average daily attendance -All Students 90% Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students -African American	% of students suspended once or more -All Students 5.2% -African American 14.6%	% of students suspended once or more -All Students 5% -African American 11%

-White Source: CA Dashboard, Suspensions	-White 7.5% School Year 2023-2024	-White 7.69% School Year 2024-2025
% Students suspended -All Students -African American -White Source: Student Analytics Lab, Suspension rate Dashboard	% Students suspended -All Students 4.54% -African American 10.31% -White 7.69% Trimester 2, School Year 2024-2025	% Students suspended -All Students 5.31% -African American 5.31% -White 5.31% Trimester 2, School Year 2025-2026
Student expulsion rate Source: DataQuest Expulsion and Suspension Rate	Student expulsion rate 0% School Year 2023-2024	Student expulsion rate 0% School Year 2024-2025
% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'. Source: California Healthy Kids Survey data	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'. School Year 2023-2024	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'. School Year 2024-2025
% of SST Referrals Source: AERIES Intervention Dashboard	6.5% of SST Referrals Trimester 2, School Year 2024-2025	6.5% of SST Referrals Trimester 2, School Year 2025-2026
"Classroom Instructional Climate" score from: Kimochis Source: Kimochi's	"Classroom Instructional Climate" score from: Kimochis: As of Trimester 2, School Year 2024-2025	"Classroom Instructional Climate" score from: Kimochis: As of Trimester 2, School Year 2025-2026
% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey Source: Panorama	% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey As of Trimester 2, School Year 2023-2024	% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey As of Trimester 2, School Year 2024-2025
Student Analytics Lab: Chronic Absence: Chronically Absent	Chronic Absence actual outcomes:	Chronic Absence expected outcomes: Staff will consistently use PAX and PBIS strategies to promote a shared vision

		Students will be excited to attend school and feel safe while being there (chronic absenteeism reduced) Adherence to MTTSS Framework Shared Vision Improvement in Systems
Student Analytics Lab: Suspension Rate	Suspension Rate:	Suspension Rate expected outcomes: Staff will consistently use PAX and PBIS strategies to promote a shared vision Student suspensions will reduce significantly as staff use restorative discipline as an alternative to suspension. Adherence to MTTSS Framework Shared Vision Improvement in Systems

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>This action supports student engagement through clubs, extracurricular activities, and student recognition.</p> <p>Student recognition- funds are allotted to sites for student recognition for attendance, positive behavior academic achievement, and other site determined focus areas.</p> <p>Some activities (however not limited to)</p> <p>a. Promoting positive behavior interventions to align with Highland's vision of a safe, clean, positive school. (PBIS/ School Culture/increase and celebrate school spirit) (student engagement)</p> <p>b. Provide prizes/incentives which can be used to promote attendance, the student of the week/month, (This is inclusive of however not limited to class parties for competitions, and school swag) see 2.1h (Student Engagement)</p> <p>c. PBIS will continue to be supported. Students will be able to collect rewards, and redeem for prizes from the Student Dolphin Dollar Store. Items to be purchased through district vendors including however not limited to Amazon, and Oriental Trading. \$3,000 total (student engagement- Amazon, Oriental Trading)</p> <p>d. Promote SEL and engage students in leadership roles (recycling team, peer mediation, site leadership team)</p> <p>e. Promote School Spirit (to name a few but not limited to banners, posters, spirit gear and materials) (student engagement)</p>	Targeted Students	14,190 LCAP Escape Goal 1776

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	f. Principal Prizes (student engagement) g. Prizes for student store (Wellness Center)		
2.2	Site Safety to ensure extra supervision for students and staff.	All	District Funded Additional LCAP
2.3	Recruit noon duty supervisors and provide ongoing training for noon duties and staff responsible for monitoring students.	All	District Funded
2.4	Full Time Social Worker	Specific students	District Funded Additional LCAP
2.5	School Psychologist	Specific students	District Funded
2.6	Mental Health Specialist	All	District Funded
2.7	Expanded Learning and Enrichment	All	District Funded
2.8	Hire Full time PE Teacher	All	Additional LCAP
2.9	Purchase PE Equipment (use funds from curriculum enrichment)	All	
2.11			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. We implemented a school-wide student recognition system- Each week teachers submitted a Student of The Week, Students names were announced on the loud speaker each Friday and students participated in a dance party with the principal and received a prize. Students pictures were taken and displayed in the hallway bulletin board.
2. Site Safety provided additional supervision along with noon duties. (With the added adults on campus providing supervision, Highland saw a significant drop in suspensions.

3. Hiring a full time social worker in addition to CEIS Social Worker and Mental Health created a mental health team. They provided social skills groups for students, strategies and techniques to help students self-regulate and resolve conflicts. The wellness center was a calming place for students to take a break or receive a check in.
4. Our PE teacher was used to provide PE support for 3rd-5th grade and was another person who was available to release teachers for meetings (IEPs, SSTs)
5. Through our Care Team meetings we were able to identify students who needed Tier 2 and 3 interventions

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

Funds were intentional concerning purchases, materials, programs that were aligned to positive student outcomes including the replenishment of prizes for students and the wellness center.

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

As a site with discovered that we needed to reduce suspension and make sure or disciplines were restorative discipline. It is proven by research that suspensions do not work in changing student behavior. Changes can be found in Goal 2.1

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1) (Content Intervention)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

LCFF Priority 2B, Priority 4E, Priority 4F, 7A, 7B, 7C

Identified Need

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

Highland's data indicates significantly low academic performance in ELA and MATH

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
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress	18.6% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	20% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	2.76% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	5% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient 5 Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	3.5% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	5% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025

% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: SAL, 1. District Enrollment, ExL Filter	86.3% of low-income 20.9% English Learner 43% Foster Youth students who participate in after-school programs As of Quarter 3/Trimester 2, School Year 2024-2025	89% of low-income 22% English Learner 46% Foster Youth students who participate in after-school programs As of Quarter 3/Trimester 2, School Year 2025-2026
% Proficiency in ELA NWEA test scores (Student Analytics Lab) CASSPP test scores (California Dashboard/DataQuest)	NWEA- # 25% (Spring 2024) CAASPP - # 11.40% (Spring 2023) Other Evidence: Hey Tutors/Sipps groups/Content Intervention Teachers Evidence of 6 steps phonics IXL Walk throughs and observations Evidence of Writing Increase in Structured Student Talk Lesson Plans Daily Schedules	NWEA- #+5% 29% (Spring 2024) CAASPP - 70% (Spring 2023) Improvement assessment scores in ELA and Math by 5% per grade level Students exiting out of SIPPS Improvement in Writing 100% classes incorporating structured student talk at least 3 times per hour daily
% Proficiency in Math NWEA test scores (Student Analytics Lab) CASSPP test scores (California Dashboard/DataQuest)	NWEA- # (Spring 2024) 5.2% CAASPP - # 6.3% (Spring 2023)	NWEA- 40% (Spring 2024) CAASPP - 13.9% (Spring 2023)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Purchase materials and supplies for Hey Tutors/Content Intervention Teachers	Specific Students (indicators may include MLL, Intensively low students as well as higher performing students)	10,000 Title I Materials and supplies
3.2	Site based Math and English Language Arts interventions -site-based intervention funding will be used to differentiate instruction in English Language Arts and mathematics and support the growth of all students, with a priority on students not yet meeting standards. Funds allocated for salaries, benefits, services and supplies. b. Content Intervention Teachers (includes 2 retired teachers- John Stevens and Lin'O Day) c. .6 Content Intervention Teacher to (work more days a week to provide additional support in SIPPS for students who are significantly below grade level in Reading. (Dana Murphy)	Specific Students (indicators may include MLL, Intensively low students as well as higher performing students)	14,190 LCAP Content Intervention Teachers Escape Goal 1719 LCAP and Title I 10,000 Title I Content Intervention Teachers LCAP and Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Hey Tutors (2) provide SIPPs with student groups who scored low on CORE inventory or who are struggling academically.	Students intensively below grade level in math and reading	District Funded
3.4	<p>e. Offer teachers the opportunity to provide before school and after school tutoring who are significantly below grade level in ELA and Math.</p> <p>f. To support our MLL students we would we will provide extra hours before school and afterschool for Bilingual Tutor to work specifically with newcomer students.</p>	Students intensively below grade level in math and reading; ML students	<p>49,092.54 Title I</p> <p>ESA's (Extra Service Agreements) for Teachers and Bilingual Tutor and contract services LCAP and Title 1</p> <p>LCAP</p> <p>Content Intervention - See 3.1 ESA's (Extra Service Agreements) for Teachers and Bilingual Tutor LCAP and Title 1</p>
3.5	Make sure students have updated technology and resources needed for students and classrooms (site technology reserve)	All	<p>LCAP</p> <p>Curriculum Enrichment</p>
3.6	Site Leadership Team (Design Team) Site Leadership will be in place at each site to assist the principal with developing and monitoring the instructional and social emotional learning programs. Funds will be available for extra service. (ESAs)	Leadership Team	<p>5,700 LCAP</p> <p>Escape Goal 1757</p>
3.7	<p>Site Based Curriculum Enrichment</p> <p>1. This action will support the implementation of site specific student enrichment programs and activities tied to school level themes and interest. Expenditures could include (however not limited to) salaries, benefits, materials and services.</p> <p>2. Funds allocated to support student enrichment activities aligned to the core curriculum including but not limited to classroom-based or student interest-based services, assemblies or other resources.</p> <p>3. Curriculum Enrichment Field Trips aligned to core, career readiness or college preparedness.</p> <p>Provide Enrichment Opportunities that goes beyond the basic school program for students such as (however not limited to)</p>	All students	<p>87,505 LCAP</p> <p>Curriculum Enrichment (budget transfer will be needed) Escape Goal 1777</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Examples (however not limited to)</p> <ul style="list-style-type: none"> a. Brick space (STEM) b. Field Trip Buses/ Entry c. IXL d. Assemblies e. Before and After school Tutoring- Pay ESAs for teachers to provide tutoring for students who are intensive in ELA and Math. f. Books and Materials g. Promoting student and staff well-being and addressing the needs of the whole child. (to name a few however not limited to social, mental, and emotional needs through Social Emotional Learning (SEL) and social skills/conflict resolution resources and materials. SEL Resources and Materials (such as however not limited to) Harmony class curriculum for grades Tk-5th grade as well other materials that are kimochois, PAX and PBIS related) h. Clubs (to name a few, however not limited to) girls on the run, choir, drama, spelling bee) i. Professional development for teachers/teacher leader to attend/facilitate/plan 		
3.8	<p>CORE READING Consultant Highland has seen significant growth in students in ELA, with intensive and intentional focus on phonics, explicit vocabulary and reading/writing strategies such as however not limited to say something, RACE, and QAR. Due to the progress we have seen, Highland would like to continue our partnership with CORE Reading.by adding an additional day. (total of 6 days in the year) Funds will cover the additional day and subs to release teachers to meet with consultant, principal and teacher leader.</p>	All Teachers and students	LCAP and Title 1
3.9	Math Intervention		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on 2024-2025 Winter NWEA data 67% of Highland students were below grade level in math and 62% in reading. Teachers were given the opportunity to provide extended day tutoring before and after school. (Kindergarten teachers and four other teachers provided these services to students and have seen great gains in student outcomes. All teachers worked with the principal and teacher leader to analyze data, create action plans and develop targeted small groups. Teachers met frequently to discuss data and discuss progress monitoring. Teacher leader met with students who were on the edge of moving to almost or at standard to encourage them. Teachers were provided training in UFLI, writing and Say Something strategies.

Our content intervention teacher and Hey tutors ran SIPP groups all throughout the day, helped teachers with fluency, progressed monitored SIPP data and communicated progress with teachers, teacher leader and principal.

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

Site Leadership meetings were scheduled monthly however due to other meetings we did not always meet (we did not spend all the allotted resources)

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

SLT meetings were scheduled to follow after site staff professional development (rThis was not always an effective time, many members of the time had other obligations after the staff meetings. Will meet with team to vote on another option.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Community Centered Education (VCUSD Pillar 4) (Parent/Family/Community Involvement and Engagement)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.
LCFF Priority 3A, 3B, 3C

Identified Need

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

After the return of COVID and change in leadership, Highland has had challenges in partnering with parents and community members. Research shows that parent involvement positively impacts the success of the child in school. Highland believes in developing strong relationships with stakeholders within the school and the community.

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
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Source: LCAP survey	95% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2024-2025	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison	5 activities occurred beyond required Parent Engagement Opportunities Trimester 2, School Year 2024-2025	5 activities occurred beyond required Parent Engagement Opportunities Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	100% SSC meetings that met quorum Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred

Source: Calendar/ELAC meeting schedule	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
# of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided
# Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	80% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	80% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided
Source: Calendar/ELAC meeting schedule	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
Number of parents attending ELAC meetings Source: Sign in sheets	Sign in Sheets Agendas Slide Presentations	Increased Parental and Community Involvement Positive Student Outcomes Participation in SSC, ELAC and DELAC Parent Leadership
Percentage of SSC meetings with Quorum Source: Sign in sheets		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Promote Parent Engagement : Each site principal will direct these efforts at the level. Services and structures used at each site will vary based on the needs of families. Funding will be allocated to each site to coordinate and facilitate activities such as community partner engagement and parent education events.</p> <p>Some activities (however not limited to)</p> <ul style="list-style-type: none"> a. Purchase snacks/food from district approved vendors (which includes Smart and Final and outside catering) b. Communication through cyber communications, newsletter subscriptions, creating and printing flyers and other distributions (pay for if needed) Make sure all website and social media platforms are updated \$500 c. Purchase prizes/incentives for parents during events d. Provide childcare by paying noon duties or other staff during meetings (ESL Class, School Site Council, ELAC) e.. Pay staff to update our Google school to home Site f. . Pay vendors for workshops and staff who work past the duty day 	All	<p>7,095 LCAP: Parent Involvement</p> <p>Escape Goal 1786</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Teacher/Staff participation in planning/ set up/working and attending family events	All	LCAP: Parent Involvement ESA's see 4.1 for funds
4.3	Host regular School Site Council and ELAC meetings	All	LCAP: Parent Involvement See 4.1 - Provide snacks/food if meeting in person
4.4	Host meetings with the principal	All	LCAP: Parent Involvement See 4.1 - Provide snacks/food if meeting in person
4.5	Host community collaborative meetings and continue partnership with PIQE and AAPN (Parent Institute and African American Parent Network)	MLL and African American Students (all students)	
4.9	Purchase family engagement materials for school planned family events /materials families can use at home with students.	All students	2,428.95 Title I Part A: Parent Involvement
4.10	Host family nights and other school events (encourage parents and community members to participate) a. workshops (pay vendors b. Prizes and incentives for parents c. Food and snacks d. Extra Service hours for teachers/classified staff		See 4.1
4.11	Hired a full time Parent Liaison to communicate with families, assist families with any registration information and support any recruitment	All	District Funded additional LCAP
4.12	Hire Full Time Community Liaison (Full Service Community School Initiative)	All	As funding is available (grant)
4.13	Child Welfare Liaison (home to school connections)	Chronically Absent/truancy	District Funded
4.14	Purchase and replace current conference chairs in meeting rooms/additional furniture for other site purposes		General Fund General Funds and Donations
4.15	Parent and Family Engagement (Title 1) Family Engagement funds provide programs, activities and procedures that are planned and implemented with meaningful consultation with parents of participating children.		Title I Part A: Allocation See 4.9

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

With the support of our Parent Liaison we were able to increase our parent participation. Parents received information through distribution of flyers, personal phone calls, parentsquare and recruitment.

Highland hosted a hip hop performance event. This was the most parent presence. We combined our coffee with the principal with school site council meetings which also increased engagement,

The CWA worked closely with the ASP and secretary concerning chronic absenteeism concerns. Conducted home visits if we were unable to contact families and encouraged families to have students at school and on time.

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

Positions needed to provide interventions for our student population. (depending on funds)

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

There are no changes. We will continue to work to bridge home and school.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,621.49
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$79,092.54
Title I Part A: Parent Involvement	\$2,428.95

Subtotal of additional federal funds included for this school: \$81,521.49

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

State or Local Programs	Allocation (\$)
LCAP	\$126,005.00
LCAP: Parent Involvement	\$7,095.00

Subtotal of state or local funds included for this school: \$133,100.00

Total of federal, state, and/or local funds for this school: \$214,621.49

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCAP	126,005.00
LCAP: Parent Involvement	7,095.00
Title I	79,092.54
Title I Part A: Parent Involvement	2,428.95

Expenditures by Budget Reference

Budget Reference	Amount
	205,097.54

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	126,005.00
	LCAP: Parent Involvement	7,095.00
	Title I	79,092.54
	Title I Part A: Parent Involvement	2,428.95

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,420.00
Goal 2	14,190.00
Goal 3	176,487.54
Goal 4	9,523.95

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Denita Robbins	Principal
Persimmon Smith	Classroom Teacher
Susan Moritz	Classroom Teacher
Lisa Stevens	Classroom Teacher
Stephanie Cajina	Other School Staff
Dionna Perkins	Parent or Community Member
Annabella Aguilar	Parent or Community Member
Charles Perkins	Parent or Community Member
Clara Columbo	Parent or Community Member
John Guray	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

ON FILE

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/6/2025.

Attested:

ON FILE

Principal, Denita Robbins, Principal on June 6, 2025

ON FILE

SSC Chairperson, on June 6, 2025

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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