School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highland Grove Elementary	36-67843-01078888	May 26, 2026	July 21, 2026

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

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

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

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

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

Schoolwide Program

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 Grove Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Highland Grove's school goals are aligned with our district's LCAP goals. They are designed to help all students, including our English Language Learners, underperforming student groups, our at-promise students, and GATE students, to achieve academic and social-emotional success. Stakeholder groups participated in a comprehensive needs assessment where areas of focus were identified. The teams then completed root cause analysis protocols in which specific actions and services were outlined. In collaboration with district leadership, specific evidenced-based programs will be supported through our 2024-2025 School Plan that closely aligns with Highland Grove's MTSS/ SEB framework analysis, the district scope and sequence, and the common core standards. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan. The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, low Socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

Educational Partner Involvement

How, when, and with whom did Highland Grove 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

The School Site Council met throughout the 2025-2026 academic year to discuss and plan the proposed 2026-2027 budget, review and evaluate the 2025-2026 SPSA, and created the current 2026-2027 SPSA. The Council consisted of three teachers (a 2nd-grade teacher, a 2nd/3rd-grade combo teacher, a TK teacher, and one classified employee), five community partners/SSC members, and the site administrator. The Council intends to ensure that educational opportunities provided to Highland Grove students are determined through a joint effort of parents, teachers, administrators, and other school personnel whose common goal is the increased academic achievement and overall success of ALL students. Within the scheduled meeting times, council members participated in discussions, posed appropriate questions, and provided input to be informed in a manner needed to make decisions on these topics: Data Analysis, Budget Reviews and Approvals, Program Monitoring, Needs Assessments, Training on State Accountability and Site-Based Needs, Uniform Complaint Procedures, Program Evaluations, and Evaluations of Parent Involvement Activities.

The Council actively evaluated current SPSA goals and assisted with creating new goals based on shared data. The Council also prepared the program and parent involvement evaluations, which were submitted to the district office for final approval. Data Team meetings and presentations by staff assisted the committee in determining what to include in the current SPSA. The Council also participated in budget meetings in which funding was allocated to the goals within the SPSA. Spending was reviewed, revised, and monitored throughout the year. Council members discussed areas of need and asked for updates on technology, professional development, safety-security, and parent involvement. Council members consistently reviewed student achievement data, SWIS data, suspension data, attendance data, Kelvin data, and site needs. All members participated in the decision-making, and a record of each meeting was retained in the meeting minutes submitted to the district office.

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.

When looking at the dashboard the area that is in the red or orange for overall performance, Highland Grove was in the green or blue for EL progress, ELA and Science. Mathematics was in the yellow. Chronic Absenteeism and Suspension Rate overall were orange which were our lowest indicator. When breaking the target areas zero subgroups fell into the red area for any category.

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.

When looking at all categories: Our English Language Learners tested in the Orange category for ELA, which was two levels below the overall Green performance level. Highland Grove will need to continue to address the needs of these students.

Other Needs

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

To support our district's unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named "Exploration Experience". This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support .

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 Grove 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0.20%	0.20%	1	1	1
African American	4.47%	3.57%	4.60%	23	18	23
Asian	12.45%	11.51%	12.20%	64	58	61
Filipino	1.75%	1.39%	1.60%	9	7	8
Hispanic/Latino	61.28%	63.89%	61.40%	315	322	307
Pacific Islander	0.19%	0.60%	0.60%	1	3	3
White	14.20%	12.90%	11.40%	73	65	57
Two or More Races	5.25%	4.96%	5.40%	27	25	27
Not Reported	0.19%	0.99%	2.60%		5	13
			Total Enrollment	514	504	500

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	38	33	35
Kindergarten	69	58	66
Grade 1	82	82	67
Grade 2	75	84	86
Grade3	70	81	88
Grade 4	88	75	82
Grade 5	95	91	76
Total Enrollment	514		500

Conclusions based on this data:

1. Kindergarten enrollment has stabilized over the past several years because Highland Grove offers all full-day Kindergarten program, coupled with two transitions (TK) programs providing outstanding "step-up" for those students whose fourth birthday occurs before September 1 of the current academic year (included in this number of Kindergarten students at Highland Grove existed 32 TK students.) This school year, our Kindergarten class enrollment was maintained. First-grade and 5th grade enrollment decreased, while 2nd-grade and 3rd-grade

maintained. Our 4th grade enrollment increased. This allows us to keep three teachers in a larger classroom setting. However, 1st grade had four teachers to provide the fundamentals of reading and math skills that are important for students' success. Next year, our first-grade team will be down to three teachers. Our fourth-grade enrollment remained at a high level, and we had two full classrooms of fourth-graders. Our fifth-grade class had maintained, and there were two 5th-grade classrooms. Additionally, we had a 2/3 combo and 4/5 combo.
Next year, we will have three 4th grade classes and three 5th grade classes. We have eliminated the combination classes. This will create smaller classroom settings for 4th and 5th grade, and larger classroom settings for our 2nd and 3rd grades. The FTEs will remain the same as last year. The goal is to maintain continuous enrollment numbers that support our current number of full-time educators (FTEs). It will be essential for Highland Grove to continue looking more intently at inter- and intra-district transfers for students in all grade levels and keep in mind the 20:1 ratio for TK through 3rd grade.

2. Based on the dashboard data, our school site needs to address the student groups that are in the red and orange categories. Our EL students are making consistent growth with their academic language and improving on the ELPAC however are not making consistent academic growth in the area of ELA and Mathematics. All subgroups need additional support to succeed academically and continue to grow.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	56	52	36	10.9%	10.3%	7.2%
Fluent English Proficient (FEP)	24	21	35	4.7%	4.2%	7.0%
Reclassified Fluent English Proficient (RFEP)	18	11	21	3.1%	2.2%	4.2%

Conclusions based on this data:

1. In 2025-2026, EL students took the ELPAC (English Language Proficiency Assessment) in person with targeted intervention to prepare for the formal assessment For the 25-26school year, there was an decrease in EL students at Highland Grove. We had more students reclassified in the 2023-24 school year, with a total of 8; in the 2022-23 school year, we had 9. This year school year we had 21 students reclassify. Over the past year, we have seen an decrease in EL students. It will be important for Highland Grove to continue supporting our EL student group in regular classroom instruction and with strategic support aligned to the ELPAC assessment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	71	82	86	71	82	86	71	82	98.9	100	100
Grade 4	98	91	76	98	91	75	98	91	75	100.0	100	98.7
Grade 5	89	97	88	89	97	87	89	97	87	100.0	100	98.9
All Grades	274	259	246	273	259	244	273	259	244	99.6	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2431.	2420.	2432.	25.58	23.94	26.83	24.42	28.17	21.95	26.74	14.08	28.05	23.26	33.80	23.17
Grade 4	2466.	2477.	2487.	22.45	29.67	28.00	28.57	21.98	33.33	23.47	20.88	22.67	25.51	27.47	16.00
Grade 5	2499.	2508.	2520.	16.85	22.68	26.44	31.46	28.87	31.03	23.60	24.74	20.69	28.09	23.71	21.84
All Grades	N/A	N/A	N/A	21.61	25.48	27.05	28.21	26.25	28.69	24.54	20.46	23.77	25.64	27.80	20.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.95	16.90	21.95	67.44	64.79	59.76	18.60	18.31	18.29
Grade 4	12.24	24.18	17.33	77.55	64.84	70.67	10.20	10.99	12.00
Grade 5	19.10	20.62	24.14	66.29	59.79	58.62	14.61	19.59	17.24
All Grades	15.02	20.85	21.31	70.70	62.93	62.70	14.29	16.22	15.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.77	16.90	14.63	55.81	47.89	59.76	24.42	35.21	25.61
Grade 4	7.14	10.99	17.33	66.33	65.93	72.00	26.53	23.08	10.67
Grade 5	11.24	10.31	14.94	68.54	70.10	68.97	20.22	19.59	16.09
All Grades	12.45	12.36	15.57	63.74	62.55	66.80	23.81	25.10	17.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.63	15.49	8.54	75.58	73.24	78.05	12.79	11.27	13.41
Grade 4	14.29	21.98	17.33	73.47	62.64	72.00	12.24	15.38	10.67
Grade 5	15.73	15.46	12.64	74.16	73.20	73.56	10.11	11.34	13.79
All Grades	13.92	17.76	12.70	74.36	69.50	74.59	11.72	12.74	12.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.09	12.68	15.85	66.28	70.42	70.73	11.63	16.90	13.41
Grade 4	18.37	17.58	16.00	66.33	62.64	76.00	15.31	19.78	8.00
Grade 5	13.48	16.49	19.54	69.66	71.13	67.82	16.85	12.37	12.64
All Grades	17.95	15.83	17.21	67.40	67.95	71.31	14.65	16.22	11.48

Conclusions based on this data:

1. The overall participation in the ELA CAASPP was 99.2%
Our overall improvement increased, as evidenced by higher mean scale scores across all grade levels, and a significant drop in students scoring "Not Met" on the overall standard. We also saw strong gains in Research/Inquiry, and Grade 4 showed massive improvement by reducing their "Below Standard" rate. Our 4th- and 5th-grade students improved their overall scores, with a higher percentage meeting or exceeding grade-level standards. However, while our 3rd-grade students increased their mean scale score, the percentage of students meeting the standard decreased. Furthermore, while 3rd grade saw a boost in foundational Reading, grade 4 experienced a sharp decline in Reading. Listening also remains a primary area of need, as the percentage of students scoring "Above Standard" in Listening dropped across every single grade level. All 3rd-5th grade student groups struggle with rigor and stamina and it will be essential to provide differentiated reading instruction in the classroom, as well as targeted interventions, to continue meeting the individualized needs of our students at a higher level.

2. Highland Grove's achievement in writing overall improved. The 3rd- 5th-grade teachers used the IABs (Interim Assessment Blocks) to help students structure their writing to respond to prompts. The team also utilized thinking maps and more directed instruction to support student growth in writing. As a result of this effort, the overall scores for writing have increased, with fewer students scoring below standard across all grades. The overall "Below Standard" rate dropped significantly from 25.10% to 17.62%. However, it is still important to utilize the CAASPP (California Assessment of Student Performance and Progress) resources consistently throughout the school year to continue to improve students' writing skills. It will be essential to continue to develop writing strategies for them and provide professional development for teachers with writing. The school will need to continue to focus on developing writing strategies for these students and providing professional development opportunities for teachers to improve their teaching of writing

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School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	71	82	87	71	82	87	71	82	100.0	100	100
Grade 4	98	91	76	98	91	75	98	91	75	100.0	100	98.7
Grade 5	89	97	88	89	97	87	89	97	87	100.0	100	98.9
All Grades	274	259	246	274	259	244	274	259	244	100.0	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2428.	2426.	2436.	18.39	15.49	17.07	31.03	33.80	32.93	19.54	21.13	29.27	31.03	29.58	20.73
Grade 4	2484.	2489.	2492.	18.37	21.98	29.33	34.69	31.87	26.67	33.67	27.47	29.33	13.27	18.68	14.67
Grade 5	2511.	2511.	2510.	26.97	23.71	21.84	19.10	28.87	21.84	29.21	22.68	27.59	24.72	24.74	28.74
Grade 11															
All Grades	N/A	N/A	N/A	21.17	20.85	22.54	28.47	31.27	27.05	27.74	23.94	28.69	22.63	23.94	21.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.69	19.72	23.17	62.07	59.15	57.32	17.24	21.13	19.51
Grade 4	32.65	32.97	32.00	46.94	49.45	48.00	20.41	17.58	20.00
Grade 5	30.34	25.77	22.99	48.31	48.45	47.13	21.35	25.77	29.89
Grade 11									
All Grades	28.10	26.64	25.82	52.19	51.74	50.82	19.71	21.62	23.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.99	21.13	30.49	48.28	47.89	46.34	28.74	30.99	23.17
Grade 4	20.41	20.88	20.00	61.22	49.45	61.33	18.37	29.67	18.67
Grade 5	15.73	17.53	22.99	58.43	58.76	52.87	25.84	23.71	24.14
All Grades	19.71	19.69	24.59	56.20	52.51	53.28	24.09	27.80	22.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.94	16.90	17.07	70.11	66.20	69.51	14.94	16.90	13.41
Grade 4	14.29	23.08	32.00	72.45	57.14	48.00	13.27	19.78	20.00
Grade 5	15.73	14.43	18.39	60.67	65.98	63.22	23.60	19.59	18.39
All Grades	14.96	18.15	22.13	67.88	62.93	60.66	17.15	18.92	17.21

Conclusions based on this data:

1. The overall participation in the Math CAASPP was 99.2%. Our overall achievement showed steady growth in the proportion of students exceeding standards, alongside a school-wide reduction in students who did not meet the overall standard. We saw strong school-wide improvements in two key domains: Problem Solving/Modeling and Communicating Reasoning. Grade 4, in particular, showed massive gains in these areas. Furthermore, the previous trend of 3rd grade decreasing has shifted; this year, 3rd grade actually increased their mean scale score and significantly reduced their "Not Met" rate. Instead, our 5th-grade students saw an overall decrease in achievement this year, with their mean scale score dropping and their "Not Met" rate rising. Finally, Concepts & Procedures remains a primary area of need across the school, as the overall "Below Standard" rate increased, heavily impacted by Grade 5's struggles in this domain.

2. To address these needs, our school provides targeted support through push-in assistance and dedicated intervention time added to the grade levels for small group support. The teachers are working to implement best practice strategies to help students gain number fluency, a strong number sense foundation, and a deep understanding of mathematical practices. While this focused support clearly helped drive Grade 4's significant growth, the recent decrease in Grade 5 scores indicates that we must evaluate and provide more strategic support for all grade-level students to strengthen their foundational math concepts. With new teachers coming on board, it will be important to continue teaching the math standards using the current successful strategies while adding additional targeted interventions to support math development across every grade level.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1428.9	1421.2	*	1424.7	1433.5	*	1438.5	1392.5	*	14	13	7
1	*	*	*	*	*	*	*	*	*	9	8	10
2	*	*	*	*	*	*	*	*	*	10	7	8
3	*	*	*	*	*	*	*	*	*	10	8	5
4	*	*	*	*	*	*	*	*	*	10	9	6
5	*	*	*	*	*	*	*	*	*	6	9	9
All Grades										59	54	45

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	7.69	*	42.86	46.15	*	28.57	38.46	*	14.29	7.69	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.86	22.22	26.67	45.76	38.89	33.33	28.81	27.78	28.89	13.56	11.11	11.11	59	54	45

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	15.38	*	35.71	38.46	*	35.71	30.77	*	14.29	15.38	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.90	38.89	44.44	35.59	33.33	24.44	20.34	18.52	22.22	10.17	9.26	8.89	59	54	45

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	7.69	*	*	30.77	*	*	38.46	*	*	23.08	*	*	13	*
1	9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*	*
2	26.67	*	*	46.67	*	*	13.33	*	*	13.33	*	*	15	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.08	12.96	8.89	32.20	31.48	44.44	28.81	33.33	26.67	33.90	22.22	20.00	59	54	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	7.69	*	64.29	76.92	*	14.29	15.38	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.20	37.04	33.33	57.63	55.56	60.00	10.17	7.41	6.67	59	54	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	23.08	*	64.29	53.85	*	21.43	23.08	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.59	46.30	48.89	47.46	42.59	37.78	16.95	11.11	13.33	59	54	45

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	7.69	*	64.29	76.92	*	14.29	15.38	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.17	14.81	13.33	55.93	59.26	60.00	33.90	25.93	26.67	59	54	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.71	30.77	*	42.86	38.46	*	21.43	30.77	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.03	20.37	22.22	57.63	61.11	64.44	20.34	18.52	13.33	59	54	45

Conclusions based on this data:

1. Highland Grove Elementary School has an EL population that has decreased over the last three years. Despite this smaller population, our data shows positive growth in overall language proficiency, with an increasing proportion of students reaching Level 4, as well as strong improvements in Oral Language and the Writing domain. However, in an effort to support our students and the District's LCAP goals—and to specifically address the need for continued growth in the Reading domain. Highland Grove will focus on providing teacher training on designated and integrated ELD to ensure students are receiving appropriate support to develop their language skills. Additionally,

we will provide small group interventions to support vocabulary and language development to continue to make growth on the ELPAC and CAASPP. The teachers are utilizing universal access time to address students' needs. With next year, it will be important to use all personnel to continue to support designated support time for our EL students.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
504	**65.1%**	**10.3%**	**1.4%**
Total Number of Students enrolled in Highland Grove 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	10.3%
Foster Youth	7	1.4%
Homeless	17	3.4%
Socioeconomically Disadvantaged	328	65.1%
Students with Disabilities	53	10.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	3.6%
American Indian	1	0.2%
Asian	58	11.5%
Filipino	7	1.4%
Hispanic	322	63.9%
Two or More Races	25	5%
Pacific Islander	3	0.6%
White	65	12.9%

Conclusions based on this data:

1. Total enrollment numbers have remained relatively stable over the past academic years. Kindergarten enrollment has been maintained with three full classrooms because Highland Grove offers a full-day Kindergarten program.

This is coupled with having two TK programs to offer an outstanding "step-up" for students whose fourth birthday occurs before September 1. To maintain enrollment numbers from Kindergarten through grade 5 that support our current number of full-time educators (FTEs), it will be essential for Highland Grove to closely monitor inter- and intra-district transfers for students enrolled in grades 2 through 5. To accommodate next year's enrollment, Highland Grove will remove our 4/5 combo and a 2/3 combo, and instead have 3 classes across all grades to keep a 24:1 ratio.

2. Highland Grove school's population is predominantly Hispanic at 63.9%. 65.1% are socioeconomically disadvantaged. These statistics do not match the teaching staff and/or support staff on our campus as our teaching staff is predominately white. The Hispanic student group on our campus presents a need for staff to have regular conversations as well as professional development with regard to cultural proficiency in order to address the specific needs of our student population and ensure an equitable academic and social environment.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The total number of suspensions for the 2025-2026 academic year was 1, decreasing the number from 12 during the 2024-2025 school year. Highland Grove is committed to ensuring that other means of correction are implemented prior to suspension. Highland Grove has also joined the RUSD MTSS/RCSS team and is working to implement MTSS. Social, Emotional, and behavioral supports are an area of focus for Highland Grove.

2. Attendance is an area where Highland Grove will continue to require consistent monitoring to ensure that chronic absenteeism does not increase. Our current dashboard data show that 12.9% of Highland Grove's students are chronically absent, an increase of 1.7%. Throughout the school year, the site has worked diligently with families to improve. Highland Grove will continue to monitor attendance on a bi-weekly basis. In response to the data, we will continue to implement rewards and incentives for students and support those who demonstrate attendance difficulties. Highland Grove's half-time school counselor will be integral to monitoring and improving attendance by supporting students and families. For the 2026-2027 school year, we continue developing programs with parents and students to increase attendance, home visits, and school-wide attendance challenges.

3. Highland Grove continues to improve achievement in both ELA and math. In the area of ELA, Highland Grove is 12.1 points above the state standard, with an increase of 9.3 points. We will closely monitor students' reading achievement through multiple measures and support students who are achieving below grade level with interventions. In math, Highland Grove remained its yellow classification with our students 3.8 points below standard. The ELOP will be an opportunity to utilize the certificated staff to support students in small group instruction for ELA and Math to continue to provide targeted interventions.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Orange	
12.1 points above standard	19.9 points below standard	
Increased 9.3 points	Maintained -2.4 points	
235 Students	33 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	31 points below standard	2.6 points above standard
3 Students	Declined 33.5 points	Increased 10.1 points
	13 Students	168 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
35.3 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 39.1 points	7 Students	
29 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
50.8 points above standard	Fewer than 11 students - No Data for Privacy	0.5 points above standard
Maintained 0.5 points	4 Students	Increased 11.7 points
28 Students		155 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.2 points above standard
4 Students	2 Students	Maintained -2.5 points
		33 Students

Conclusions based on this data:

1. Highland Grove continues to improve achievement in ELA. In the area of ELA, Highland Grove is now 12.1 points above the state standard, with an increase of 9.3 points. We will closely monitor students' reading achievement through multiple measures and support students who are achieving below grade level with interventions. This is due to the focused efforts for data monitoring and collaborative grade-level planning. The ELOP will be an opportunity to utilize the certificated staff to support students in small group instruction for ELA to continue to improve our scores."

2. The underperforming groups in ELA are Students with Disabilities (SWD), Homeless youth, and English Learners. Although SWD increased by 39.1 points, they are still 35.3 points below standard. The team will target data and plan for more intentional instruction to help close the achievement gap. Both the Hispanic and Socioeconomically Disadvantaged (SES) groups have improved significantly and are now scoring above standard however they will need continue to receive small group instruction to build on their ELA skills.

School and Student Performance Data

Academic Performance
Mathematics

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

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
3.8 points below standard	43.3 points below standard	
Maintained -0.1 points	Declined 17.6 points	
235 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	46.2 points below standard	11.5 points below standard
3 Students	Declined 31.8 points	Maintained 2.7 points
	13 Students	168 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
48.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 14.9 points	7 Students	
29 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
34.3 points above standard	Fewer than 11 students - No Data for Privacy	14.5 points below standard
Maintained -2.2 points	4 Students	Increased 6 points
28 Students		155 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.6 points above standard
4 Students	2 Students	Declined 9.2 points
		33 Students

Conclusions based on this data:

1. Mathematics scores for all students are 3.8 points below standard. This past year, our overall performance was maintained with a slight decline of 0.1 points. In order to continue to increase math scores, Highland Grove will continue to focus on professional development, data review and monitoring, small group instruction and teacher collaboration to plan for best first instruction.

2. Although Highland Grove's overall math scores were maintained, students with disabilities are 48.9 points below standard and English Learners are by 43.3 points with a decline of 17.6 points from the previous year. It will be important to ensure that all teachers know who their SWD and EL students are, what their current ability level is and area of concern to provide direct instruction to improve the overall score.

School and Student Performance Data

Academic Performance
Science

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

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
57.3 science points	45.3 science points	0 Students
Increased 2.8 points	Declined 6.6 points	
87 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.5 science points
1 Student	8 Students	Maintained 0.8 points
		64 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
44.1 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.2 points	4 Students	
11 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0 Students	56.3 science points
8 Students		Increased 8 points
		61 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	61.5 science points
1 Student	1 Student	Maintained 0.2 points
		11 Students

Conclusions based on this data:

1. Overall science achievement at Highland Grove is improving, with all students increasing by 2.8 points and notable gains seen among our Hispanic students and Students with Disabilities. However, our English Learner population experienced a decline of 6.6 points in science this year. To address this gap, it will be essential to implement targeted interventions that integrate language development support directly into our science instruction.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
60.6 making progress.	making progress.
Number Students: 33 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.2%	24.2%	0%	60.6%

Conclusions based on this data:

1. Dashboard data reveals that 60.6% of our English Language Learners are making progress as measured by the ELPAC. Highland Grove has a percentage of students who have maintained (24.2%) or decreased (15.2%) at their current level. It will be essential to prioritize our English Language Learners in our day-to-day instruction through both integrated and designated instruction to have our students progress to the next level. Additional data analysis reveals that 5 students of Highland Grove's English Language Learners decreased levels of achievement on the ELPAC, and 20 progressed at least 1 level. This data also indicates the need to focus on English Language Learners and best instructional practices to support their progress

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
12.9% Chronically Absent	18.5% Chronically Absent	
Increased 1.7	Increased 8.3	
527 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	15% Chronically Absent	15.8% Chronically Absent
8 Students	Declined 1.7	Increased 2.7
	20 Students	374 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
11.9% Chronically Absent	5.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 2.3	Declined 10.7	1 Student
67 Students	19 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	13.1% Chronically Absent
Increased 5.2	7 Students	Increased 0.6
60 Students		335 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
16.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	13% Chronically Absent
Increased 9	5 Students	Increased 2.2
31 Students		69 Students

Conclusions based on this data:

1. Our overall chronic absenteeism rate is now 12.9%, which represents an increase of 1.7%. Despite this overall increase, we saw positive shifts in several student groups. Our Students with Disabilities (SWD) showed improvement in attendance, dropping below the school average to an 11.9% chronic absenteeism rate with a decline of 2.3%. Additionally, our homeless youth saw a decline in absenteeism of 1.7%, African American students saw a significant decline of 10.7%, and our foster youth remains a small group that continues to maintain itself. However, our half-time elementary counselor and assistant principal will need to work closely with our student groups struggling with rising chronic absenteeism, particularly our English Learners (who saw a significant increase of 8.3% to reach 18.5%) and Socioeconomically Disadvantaged students (who increased by 2.7% to reach 15.8%). It will be important to target these rising and at-risk groups and find strategies to support the students coming to school consistently. Weekly monitoring by our elementary counselor, school clerk, and assistant principal to encourage students to be on time and present is something we are focusing on. It will also be necessary for our counselor to work with our families, sharing the importance of attendance and offering support as needed.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
1.9% suspended at least one day	1.8% suspended at least one day	
Increased 1.5%	Increased 1.8%	
534 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	2.1% suspended at least one day
8 Students	Maintained 0%	Increased 1.9%
	20 Students	376 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 3%	Maintained 0%	1 Student
67 Students	20 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
1.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.1% suspended at least one day
Increased 1.6%	7 Students	Increased 1.8%
61 Students		337 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
6.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Increased 2.5%	5 Students	Maintained 0%
33 Students		70 Students

Conclusions based on this data:

1. Please note that our current site data does not match the Dashboard data. According to our current internal records measured up to May 1st, Highland Grove's overall suspension rates have actually decreased significantly this school year, dropping from 1.4% down to just 0.2%. Because we want to maintain this positive decrease, it will be necessary for Highland Grove staff to continue working on building up appropriate proactive, positive strategies in dealing with student discipline so we can continue a positive trend with student behavior. Tiered support, getting RCSS involved, and getting the support from counselors and paraprofessionals to help with increasing positive behavior and strategies remains highly important to support our students

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.

Positive School Climate
Highland Grove will fosters a safe, inclusive, and highly engaging school climate that emphasizes student well-being and positive behavior through a robust Multi-Tiered System of Supports (MTSS), resulting in decreased chronic absenteeism and reduced suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School Attendance is necessary for student success. Chronically absent students will not be able to succeed academically as they are missing best first instruction. Highland Grove is committed to improving overall student attendance by decreasing chronic absenteeism. The more students attend school, the more they are connected and part of the community, contributing to academic success.

The MTSS team will continue to develop support systems for students by following expectations and improving student behavior on campus by creating multiple-tiered support systems to address students' needs. With the expectation in place, the use of 2nd Step lessons in the classroom, building systems of support, and providing social and emotional support will build connectedness with the school site and the community. The team will determine the additional tier 2 and tier 3 support for students in need. The data showed that students connected with the school's favorability at 79%, which is a decrease from the previous year. 87% of students feel safe on campus. 84% know how to get help with homework assignments. 75% feel that what they learn will help them in the future. 86% of the students feel that communication regarding the rules and expectations is clear. 82% feel they get rewarded for good behavior. 79% are encouraged or recognized when making positive choices. It will be paramount for Highland Grove to continue their work through MTSS to provide clear standards for behavior expectations and tiered support for social and emotional learning to support our students and families' needs. Establishing clear expectations, tiered support, and positive behavior interventions will support our efforts to maintain favorable responses from students, parents, and staff with regard to social and emotional well-being, a positive school climate, and school safety. Building the tiered system and social-emotional awareness will allow students to feel connected and improve attendance rates.

On the TFI, we had a positive increase in connectedness. This year, our school will qualify for the platinum level for PBIS, an increase from gold the previous year. The students were aware of the expectations, and new monitoring systems have continued to build a positive site and culture, and our tier 3 systems have been strengthened by our staff participating in SST professional development.

Highland Grove will work on improving attendance, suspension rate, and chronic absenteeism by developing a robust counseling program, providing tiered supports, incentives for engagement, and building connectivity (rewards, programs, and assemblies) so that students are engaged and attend school on a regular basis.

EL=English learners, FY= foster youth, HY= homeless youth, LI= Low income, SWD= students with disabilities, AA=African American, A=Asian, H/L= Hispanic/Latin X, W=White.

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
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 All 95.4% African American -- 97% American Indian or Alaskan Native -- 100% Asian --96.8% Filipino -- 97.7% Hispanic --95.1% Pacific Islander --94.7% White --95.4% Two or More Races -- 94.9% Low Income - 95.2% English Learner --94.85 Foster Youth --100% Homeless Youth --94.65 Students with Disabilities --95.3%	Improvement of Attendance by 1% for all demographics
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: District Analysis	2025 California Dashboard ALL | 12.9% African American 5.3% Asian | 8.3% Hispanic | 13.1% White | 13 % English Learner | 18.5% Homeless Youth | 15% Socioeconomically Disadvantaged | 15.8% Students with Disabilities | 11.9% 2+ 16.1%	Decreasing by 2% for all demographics
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 California Dashboard ALL | 1.9% Asian | 1.6% Hispanic 1.8% White | 0% English Learner | 1.8% Homeless Youth | 0% Socioeconomically Disadvantaged | 1.9% Students with Disabilities | 3%	To maintain or drop the overall suspension rate
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	Overall Percent Favorable 79 % Participation Rate: 58%	Improving in all areas by 10% Allowing families and students to feel connected.
1E SEL/Positive Behavior Systems TFI Data Information and SWISS Source: Local Survey	TFI 4/2026 Total 91% Tier 1-93% In Place Tier 2 -100% In Place Tier 3 82% In place	TFI increase percentage by 2% on implementation and evaluation for tier 1 and 3. Tier 2 supports to maintain 100% implementation. Decrease the percentage of students receiving a second referral through tier 1 and 2 supports by 10%.

	22% of students have received 1 or more referrals with 47.8% not receiving a second.	

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	1.1 Highland Grove will implement a schoolwide Social Emotional Learning (SEL) strategy integrated with a Multi-Tiered System of Supports (MTSS) to enhance student achievement, attendance, and school connectedness. This approach focuses on building students' SEL competencies—such as self-awareness, self-management, and responsible decision-making—while promoting a safe, inclusive, and positive school climate. Key components include: Tiered SEL Supports (Tiers 1–3): Proactive behavioral interventions and SEL instruction across all settings (classroom, playground, campus). Supplemental Resources: SEL-aligned curriculum, materials, and visual supports to reinforce expectations and positive behavior. Recognition Systems: Incentives, rewards, and assemblies to promote community, attendance, and student engagement. Professional Development: Training and compensated planning time for staff to build competency in SEL and behavioral supports and cultural proficiency to foster a more equitable environment. Extended Support Opportunities: Funded staff hours for SEL-focused student support during lunch, after school, and weekends. This strategy aims to improve academic outcomes by fostering a connected, emotionally supportive learning environment for all students, especially those in unduplicated student groups.	All students	10,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 10,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.2	1.2 Highland Grove will strengthen family and community engagement to support student success by fostering meaningful partnerships with parents and guardians. This strategy aims to increase student attendance and parent participation in school decision-making processes. The effectiveness of this action will be measured	All students	3,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 2000 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	by improved attendance rates and increased parent involvement. Key Actions and Services: Family and Community Events: Host events that promote school connectedness and collaboration, supported by refreshments, materials, guest speakers, and vendors. Communication Tools: Develop and distribute newsletters materials to inform and engage families. Supplemental Event Support: Provide materials and supplies for School Site Council meetings, principal-led activities, safety committee meetings, and other parent-focused events. Kindergarten Orientation: Facilitate early engagement and smooth transitions for incoming families. Staffing Support: Fund additional hours for paraprofessionals and staff supporting school community activities. Childcare Services: Offer childcare during family meetings to remove barriers to participation. Workshops and Training: Provide opportunities for parents and staff to attend workshops and events that build capacity for partnership, including covering fees and lodging when necessary. Translation Services: Ensure language access through translators and the use of the language line services to support communication with all families . This strategy supports a welcoming school environment where families are valued partners in student learning and school improvement.		Personnel (1000-3999) 700.00 Title I Parent Involvement Non-Personnel (4000-7439)
1.3	Highland Grove will enhance student learning through innovation, STEAM (Science, Technology, Engineering, Arts, and Mathematics), and hands-on experiences that promote college and career readiness. This strategy is designed to promote connectedness and support all students, especially unduplicated and at-promise groups, by increasing access to engaging, technology-rich learning opportunities. These items will be brought in as enrichment opportunities to help combat our chronic absenteeism rates. Key components include: Supplemental Materials and Curriculum: Purchase robotics kits, coding tools, maker space supplies,	All students	3,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	digital storytelling resources, and STEAM-aligned curriculum to support hands-on, inquiry-based learning. Clubs and Enrichment Activities: Provide hourly pay for staff to lead innovation-focused clubs and student engagement opportunities that build 21st-century skills. Field Trips and Assemblies: Offer real-world learning experiences that connect classroom instruction to STEAM careers and college pathways. Professional Development: Support staff with training in instructional technology, STEAM integration, and innovative teaching practices (including fees and lodging). Digital Media Lab and Studio: Supplemental materials for student-led projects such as morning announcements, digital storytelling, and academic demonstrations. This strategy aims to increase student connectedness, attendance, and future readiness by fostering creativity, collaboration, and critical thinking through innovative learning experiences.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

The overall implementation and effectiveness for these strategies will be determine throughout the school year by looking at the data (attendance, surveys and Kelvin) with implementing new and additional material to enhance our lab and classrooms with more hands on learning that support the curriculum and connectiveness of student engagement. Looking at additional data that classroom are providing 2nd step lesson, Swiss data and tiered II support data from small group and individual counseling.

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

The intended implementations are to continue to support tiered support with behavior and improving the attendance rate and improve overall behavior outcomes (minor vs. major). The school needs to continue to build the on the current systems and structure to support students to help with the attendance, SEL, overall connectiveness and chronic absenteeism.

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.

When looking at the data from this past year. We have seen an improvement with attendance and tired supports (MTSS). The team will continue to analyze the data and make changes if needed to support students. The need for additional support will be implemented due to the change from a full time counselor and assistant principal to half time.

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.

Tiered Academic Support
Highland Grove administration, teachers and staff will provide data-driven, differentiated instruction alongside targeted Tier 2 and Tier 3 interventions to accelerate academic growth, ensuring all students, particularly English Learners, Students with Disabilities, and Homeless Youth, meet or exceed state standards in ELA and Mathematics

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

In order to support our students in their academic growth, each school site must ensure that all students participate in a high-quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed their grade-level standards as measured by RUSD metrics as well as the California Assessment of Student Performance and Progress (CAASPP). STAR reading is currently at 55.3% of all students meeting the state benchmark, and STAR math is at 52.9% of all students meeting the benchmark. The overall goal is to reach 60% for all students in reading and improve the percentage by 5% for all students in math. On the CAASPP assessment, the team would like to see improvement in 3rd-5th grade on both ELA and Math, with an increased point score of 5.Highland Grove must continue supporting our English Learner (EL) students; while 60.6% are making progress towards proficiency on the ELPAC, they are still scoring 43.3 points below standard in math and 19.9 points below standard in ELA. Our data also reveals significant performance gaps for other subgroups that require targeted support. Students with Disabilities (SWD) showed massive gains in ELA and positive growth in Science, yet they remain 35.3 points below standard in ELA, and 48.9 points below standard in Math. Our Homeless Youth are 46.2 points below standard in math and 31 points below standard in ELA. Our teachers need to be aware of who these students are in their classroom and provide intervention and additional support to develop their academics. The special education teacher will provide more targeted in-class and small-group instruction to close the gap.
.EL= English learner, FY= foster youth, HY= homeless youth, LI= low income, SWD= students with disabilities, AA= African American, A= Asian, H/L= Hispanic/ Latin X, W= white

Student performance data indicates a need to improve literacy outcomes through differentiated reading instruction, targeted intervention, and structured writing development. These supports are essential for all students, including unduplicated student groups and students with disabilities, to increase reading proficiency, writing skills, and overall academic achievement.

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
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL +12.1 Asian +50.8 Hispanic +0.5 White +7.2 English Learner -19.9 Homeless -31 Socioeconomically Disadvantaged +2.6 Students with Disabilities -35.3	Improve the overall score for students by 5 points.
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL -3.8 points below standard Hispanic -14.5 White +1.6 Asian +34.3 English Learner -43.3 Homeless Youth -46.2 Socioeconomically Disadvantaged -11.5 Students with Disabilities -48.9	Improve the overall score for students by 5 points
2C California Science Test (CAST) Total Science Points for CAST Grade 5 student group. Source: California School Dashboard	2025 CA School Dashboard CAST (Total Science Points) ALL 57.3 English Learner 45.3 Economically Disadvantaged 54.5 SWD 44.1 Hispanic 56.3 White 61.5	Improve the overall score for students by 10 points.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on	2025 CA School Dashboard (percent of students making progress) 60.6%	Improve the percentage by 5%

the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard		
2E STAR Assessment (English/Reading) Percent of students scoring at or above (Level 3 or 4) using the State Benchmark STAR Data Source: Internal District Reporting	STAR Reading Winter (February 2026) OVERALL – 55.3% African American – 58.3% American Indian – 0% Asian –61.4% Hispanic – 49.8% Pacific Islander – 85.8% Two or More Races – 66.7% White – 66.7% Other 75% SWD:41.8% EL 19.4% Foster/Homeless: 30.3% Economically Disadvantaged: 39.2%	All students at 60% at or above grade level
2F STAR Assessment (Mathematics) Percent of students scoring at or above the district benchmark proficiency level Source: Internal District Reporting	STAR Math Winter (February 2026) ALL – 52.9% African American – 63.7% American Indian – 100% Asian – 63.83% Hispanic – 49.8% Pacific Islander – 71.4% Two or More Races – 53.9% White – 54.5% SWD – 39.3% Other: 66.7% Foster/Homeless 63.65% Economically Disadvantaged 35.9% EL 19.4%	Improve percentage by 5% for all students

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	2.1 Highland Grove will ensure that all students—including unduplicated student groups and students with disabilities—receive high-quality, differentiated instruction and targeted academic support across all content areas: ELA, math, science, social studies, writing, and physical education. Instruction will be guided by Universal Design for Learning (UDL) principles, providing multiple means of engagement, expression, and representation to meet the needs of diverse learners. Key components include: Supplemental Instructional Materials: Leveled readers, math manipulatives, science kits, software subscriptions (e.g., Renaissance), and writing tools to support core instruction and close achievement gaps.	All students	18,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 3,026.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 6,000.00 Title I Non-Personnel (4000-7439) 18,076.00 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Learning Environment Supports: Materials such as noise-canceling headphones, light diffusers, and special education supports to enhance accessibility and focus. Professional Development: On-site and off-site training for teachers and staff in instructional strategies, student engagement, classroom management, and cultural competency, including lodging, travel, and materials, to ensure our instructional practices meet the specific cultural and academic needs of our student demographics to foster a more equitable academic environment. Collaborative Planning and Release Time: Time for peer observations, PLCs, data analysis, and instructional planning to strengthen teaching practices. Innovative Learning Spaces: Flexible furniture and tools (e.g., write/wipe tabletops, mobile desks, collaborative seating) to support reciprocal teaching and 21st-century learning. Enrichment and Extension Opportunities: Standards-based assemblies, field trips, and Saturday learning experiences to deepen content understanding and engagement. Library Resources: Updated materials and supplies to support literacy and content-area learning. Assessment Support: Release time for staff to implement, monitor, and analyze assessments that inform instruction. Professional Learning Communities (PLCs) and Leadership Development: Professional development for classified and certificated staff to support PLCs and the guiding coalition, including accommodations, airfare, and event costs. Reprographics Support: Funding for reprographics orders to produce instructional materials and supplemental resources aligned with the core curriculum. This strategy is designed to increase student achievement in all academic areas, as measured by local assessments (e.g., STAR, Benchmark), classroom performance, and state assessments (CAASPP), through inclusive, engaging, and data-informed instruction.		
2.2	2.2 Highland Grove will increase educational opportunities and academic support for at-promise	At-promise groups	46,944.00 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students to help them meet or exceed grade-level standards in ELA, Math, Science, Social Studies, and Innovation. Using a tiered support system, the school will identify and address the needs of unduplicated student groups requiring Tier 2 interventions and individual students needing Tier 3 support. Progress will be monitored through a continuous cycle of assessment using STAR, Benchmark assessments, IABs, in-class assessments, and CAASPP data. Key components include: Instructional Support Personnel: Hourly support from certificated and classified staff (e.g., intervention teachers, general education paraprofessionals) to provide targeted tiered academic assistance in core subjects for students in grades TK–5. Supplemental Materials and Resources: Instructional tools and supplies to support intervention and enrichment activities aligned with grade-level standards. Tiered Intervention Opportunities: Academic support offered during the school day, before and after school, and during intersession through push-in and pull-out models. Focused Support for At-Promise Students: Supplemental programs, resources, and staffing dedicated to the academic development of students identified as at-promise, including our SWD and Homeless population ensuring equitable access to learning and achievement, utilizing tiered supports.		8,980.00 Title I Non-Personnel (4000-7439) 2,374 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
2.3	Highland Grove will expand educational opportunities and targeted academic support for English Learners (ELs) to help them meet or exceed grade-level standards in ELA, Math, and Writing. Using a tiered support system, the school will identify EL students in need of Tier 2 and Tier 3 interventions and monitor progress through a continuous assessment cycle using STAR, classroom data, and ELPAC performance. Key components include: Targeted Instructional Support: Hourly support for small group, 1:1, or boot camp-style instruction for EL students in grades TK–5 to address both language development and academic content. Supplemental Materials, EL Developmental Tools, and Student Supplies:	English Learners not at grade level in ELA and Math	1,500.00 Title I Non-Personnel (4000-7439) 6016 District Funded – Title III Non-Personnel (4000-7439) 20,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensation for EL representative and ELPAC assessment 604 Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Instructional resources such as vocabulary-building kits, sentence frames, visual aids, scaffolds, and digital tools to support English language development. General student supplies will also be provided to ensure equitable access to learning materials. ELPAC Support and Staffing: Funding for ELPAC test administration and a stipend for the EL representative to coordinate services, compliance, and instructional alignment. Progress Monitoring and Data Tools: Use of Ellevation Data Software to track student progress, identify needs, and guide instruction and intervention planning. Family and Staff Engagement: Workshops and training opportunities for parents, teachers, and students to strengthen EL support, language development strategies, and home-school collaboration. Classroom-Based EL Support: Supplemental supplies and materials to enhance instruction and language acquisition for ELs in both whole-class and small-group settings. This strategy is designed to accelerate English language development and academic achievement for EL students through targeted instruction, developmental tools, student supplies, data-driven interventions, and family engagement.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

The overall implementation is to close the achievement gap and to support students at multiple tiers of support to see growth in academics. The EL students will require additional supports to improve on CAASPP and to improve in all areas for reading, math and writing.

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

The differences from last year will be to target our underperforming groups and provide them with additional opportunities to help with improving their academics. Additional training will take place to create PLCs on campus to allow for more instructional support to target students.

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.

The team will continue to monitor the data for our underperforming groups and provide the students with intentional support to improve academics and language development. This year we will continue to use the ELOP program that will allow for more small group instructional and intervention along with an additional intervention times to support more of our Tier II students in small group math and reading instruction.

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	$160,720.00
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	$81,500.00
Title I Parent Involvement	$1,304.00

Subtotal of additional federal funds included for this school: $82,804.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$6,016.00
LCAP - Supplemental & Concentration Grant (LCAP)	$71,900.00

Subtotal of state or local funds included for this school: $77,916.00

Total of federal, state, and/or local funds for this school: $160,720.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded – Title III	6,016.00
LCAP - Supplemental & Concentration Grant (LCAP)	71,900.00
Title I	81,500.00
Title I Parent Involvement	1,304.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	60,674.00
Personnel (1000-3999)	100,046.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	6,016.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	36,874.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	35,026.00
Non-Personnel (4000-7439)	Title I	16,480.00
Personnel (1000-3999)	Title I	65,020.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,304.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,200.00
Goal 2	131,520.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristine Castro	Principal
Meghan Nafzgar	Classroom Teacher
Sabrina Gastel	Parent or Community Member
Anna Foshee	Parent or Community Member
Richard Foshee	Parent or Community Member
Jennifer Noe	Other School Staff
Kristina Van Noty	Classroom Teacher
Sarah Pomer	Parent or Community Member
Livia Pereira	Classroom Teacher
Melissa Negrete	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/2026.

Attested:

	Principal, Kristine Castro on 5/26/26
	SSC Chairperson, Jennifer Noe on 5/26/26