

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highland Ranch Elementary School	37682966110886	October 7, 2019	November 14, 2019

School Vision and Mission

Highland Ranch is a school with a mission to have motivated students, enthusiastic teachers, and engaged parents who come together to prepare Stallions for their future. As our enthusiasm as educators is a key factor in motivating our students, we reflect on our instructional practices. This year, our teachers are asking these important questions: If students are accountable for their learning, what can we, as educators, expect to see? If we want our students to be accountable, what will we have to provide to them?

We realize that our school environment must be one which lends itself to accountability for our actions, and our students responsibility for their actions. To this end, our Positive Behavior Support Team will provide strategies for our staff, resources for parents, and positive lessons for our students. We have three school rules: Be Safe, Be Kind, Be Responsible. Our Values are the Character Counts Pillars of Trustworthy, Respect, Responsible, Fairness, Caring and Citizenship. It is our expectation that all members of staff, students, and parents uphold these values.

School Profile

We are a school proud to serve 700 young learners from north San Diego County. As a primary school, we strive to support the growth of the whole child in building the social emotional and academic skills to prepare them for college, career and community. Our school improvement plan builds on the strong practices we have established over the past several years. We will continue to refine and develop reading lessons and instructional practices. Our goal is for each lesson to have a clear purpose with teacher modeling and questioning to support student access to grade level content. Our teams will continue to come together during Exploration days to collaborate and plan for literacy and math instruction using sound instructional practices.

Our entire staff is committed to working in partnership with our families and our school community, striving to be a school where all feel welcomed and valued. As a staff, we will remain focused on teaching with an equity lens and embracing the family diversity of our community. We believe all students will succeed when given tools, confidence, choice, access and support. We will include a focus on utilizing technology effectively to enhance student learning and creativity. As a Poway

Unified School District Voyager School, our teacher leaders will work with a District Voyager coach, and will be instrumental in developing lessons that engage students in learning experience to foster their current and future success.

Every person has a right to feel safe and engaged at Highland Ranch. We respect and affirm the cultures and differences that make up our school community. Everyone belongs at Highland Ranch Elementary School. In addition to our amazing students, the incredibly dedicated staff and families are what contribute to making our school thrive. As a school that serves students aged preschool to fifth grade, we are able to keep focused on the foundational skills students need to be successful throughout their lives. We have made great progress with our students' scores on standardized tests, and the continuation of meaningfully using this data to inform our school's direction.

PURPOSE AND DESCRIPTION:

Highland Ranch's school plan is based on student need, and aligned to the Poway Unified District Local Control and Accountability Plan (LCAP) goals. Our goal is to have each student continuing to grow as they work toward and beyond proficiency. Student data is regularly monitored and analyzed to ensure students' needs are met and progress in being made in all areas. Our school plan includes the following:

- formative assessments to guide instructional decisions (e.g. CORE, district performance tasks for writing and math, CAASPP Interim Assessments, grade level common assessments)
- targeted, flexible intervention groups taught by trained credentialed Impact Teachers to address specific needs in ELA and Math
- research based programs for intervention groups
- ongoing Professional Development for staff to ensure all are using best practices (e.g. Positive Behavior Supports, Social Thinking, Next Generation Science Standards, Benchmark, Voyager)
- Multi Tiered System of Supports to identify at-risk students and ensure appropriate interventions are in place
- personalizing learning for each student to allow for student voice and choice in how to learn and show learning
- creating flexible and innovative learning spaces to encourage students to learn in the very best environment for his/her particular strengths
- provide counseling services to address specific social/emotional needs (counselor on site 2 days a week)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Highland Ranch's school site council is a group of teachers, parents, and classified employees that works with the principal to develop, review and evaluate school improvement programs and school budgets. The site councils helps make decisions and advise the principal on the school budget and the academic or school improvement plan. In addition to academic planning, our site councils is also responsible for making decisions about parent engagement, safety and discipline. Our SSC committee reviews and approves the school single site plan and the school improvement program activities. School site council members don't just represent their own interests. They have an obligation to make decisions that will best serve the entire school community. Our School Site

Council meets monthly for one hour and meeting notices are in our weekly Ranch Round Up Newsletter.

Our school is fortunate to have two non-profit organizations working on behalf of our children: the HRES PTA and the Highland Ranch Educational Foundation. Cooperation between the PTA and the Foundation has never been stronger. Through this partnership, these two groups are more aligned with the vision of our parents, teachers, and principal. Both groups welcome parent input and look forward to participation in meetings and events throughout the school year. Our Foundation and PTA meet monthly, with their meeting notices in our weekly Ranch Round Up Newsletter.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	0.15%			1
African American	2.8%	1.83%	1.46%	20	13	10
Asian	24.6%	25.95%	26.79%	175	184	183
Filipino	6.5%	5.22%	4.83%	46	37	33
Hispanic/Latino	14.8%	16.36%	16.84%	105	116	115
Pacific Islander	0.3%	0.28%	0.15%	2	2	1
White	42.1%	40.34%	39.53%	299	286	270
Multiple/No Response	0.6%	0.56%	1.02%	4	4	7
Total Enrollment				711	709	683

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	136	147	128
Grade 1	98	119	109
Grade 2	107	97	113
Grade3	126	114	103
Grade 4	115	117	110
Grade 5	129	115	120
Total Enrollment	711	709	683

Conclusions based on this data:

1. Over the past three years, our enrollment has slightly decreased.
2. Over the past three years, our demographic group percentages have been consistent.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	157	156	130	22.1%	22.0%	19.0%
Fluent English Proficient (FEP)	68	75	86	9.6%	10.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	25	26	16	14.7%	16.6%	10.3%

Conclusions based on this data:

1. Over the past three years, our English Learner demographic group has slightly declined.
2. Over the past three years, our number of Fluent English Proficient students have increased.
3. Over the past three years, our number of reclassified fluent English Proficient students have decreased.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	115	99	113	111	97	113	111	97	95	96.5	98
Grade 4	113	110	108	112	106	105	111	106	105	99.1	96.4	97.2
Grade 5	134	112	116	133	108	113	133	108	113	99.3	96.4	97.4
All	366	337	323	358	325	315	357	325	315	97.8	96.4	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2458.	2452.	2470.	35.40	36.94	44.33	30.97	25.23	26.80	19.47	21.62	15.46	14.16	16.22	13.40
Grade 4	2479.	2507.	2513.	26.13	39.62	40.00	30.63	27.36	33.33	19.82	19.81	11.43	23.42	13.21	15.24
Grade 5	2526.	2516.	2556.	30.08	23.15	39.82	33.83	36.11	37.17	16.54	24.07	14.16	19.55	16.67	8.85
All Grades	N/A	N/A	N/A	30.53	33.23	41.27	31.93	29.54	32.70	18.49	21.85	13.65	19.05	15.38	12.38

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	36.61	32.43	41.24	45.54	45.05	46.39	17.86	22.52	12.37	
Grade 4	35.14	37.74	40.95	50.45	50.00	49.52	14.41	12.26	9.52	
Grade 5	32.33	28.97	42.48	48.12	50.47	46.90	19.55	20.56	10.62	
All Grades	34.55	33.02	41.59	48.03	48.46	47.62	17.42	18.52	10.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.82	29.09	36.08	48.67	52.73	51.55	11.50	18.18	12.37
Grade 4	18.92	31.13	34.29	60.36	59.43	53.33	20.72	9.43	12.38
Grade 5	45.11	35.51	42.48	38.35	46.73	45.13	16.54	17.76	12.39
All Grades	35.29	31.89	37.78	48.46	52.94	49.84	16.25	15.17	12.38

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.14	28.83	38.14	58.93	63.96	55.67	8.93	7.21	6.19
Grade 4	18.02	33.02	36.19	58.56	59.43	54.29	23.42	7.55	9.52
Grade 5	21.05	12.15	35.40	67.67	69.16	56.64	11.28	18.69	7.96
All Grades	23.60	24.69	36.51	62.08	64.20	55.56	14.33	11.11	7.94

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.82	35.45	32.99	50.00	51.82	53.61	15.18	12.73	13.40
Grade 4	18.92	36.79	33.33	63.06	51.89	49.52	18.02	11.32	17.14
Grade 5	36.09	32.71	43.36	42.11	53.27	46.90	21.80	14.02	9.73
All Grades	30.34	34.98	36.83	51.12	52.32	49.84	18.54	12.69	13.33

Conclusions based on this data:

1. Student achievement increased due to the school-wide implementation of Benchmark language arts curriculum.
2. Professional Learning Communities targeted EL student performance and provided best practices for each developmental level.
3. Use of IMPACT teachers to create targeted intervention groups based on multiple data measures.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	115	99	113	112	98	113	112	98	95	97.4	99
Grade 4	113	110	108	111	106	105	111	106	105	98.2	96.4	97.2
Grade 5	134	112	116	132	107	114	132	107	114	98.5	95.5	98.3
All	366	337	323	356	325	317	356	325	317	97.3	96.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2449.	2464.	24.78	22.32	32.65	34.51	35.71	32.65	27.43	25.89	23.47	13.27	16.07	11.22
Grade 4	2480.	2500.	2526.	19.82	30.19	42.86	28.83	25.47	25.71	35.14	34.91	27.62	16.22	9.43	3.81
Grade 5	2520.	2506.	2555.	30.30	19.63	39.47	18.18	21.50	22.81	26.52	33.64	26.32	25.00	25.23	11.40
All Grades	N/A	N/A	N/A	25.28	24.00	38.49	26.69	27.69	26.81	29.49	31.38	25.87	18.54	16.92	8.83

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	44.25	35.71	43.88	30.09	42.86	37.76	25.66	21.43	18.37	
Grade 4	30.63	38.68	57.14	38.74	40.57	33.33	30.63	20.75	9.52	
Grade 5	34.09	23.36	48.25	30.30	33.64	32.46	35.61	42.99	19.30	
All Grades	36.24	32.62	49.84	32.87	39.08	34.38	30.90	28.31	15.77	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.28	37.50	46.94	51.33	46.43	42.86	12.39	16.07	10.20
Grade 4	22.52	33.02	47.62	54.05	48.11	39.05	23.42	18.87	13.33
Grade 5	32.58	21.50	44.74	38.64	50.47	36.84	28.79	28.04	18.42
All Grades	30.62	30.77	46.37	47.47	48.31	39.43	21.91	20.92	14.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.28	26.79	32.65	53.10	52.68	52.04	10.62	20.54	15.31
Grade 4	24.32	33.02	42.86	45.95	46.23	46.67	29.73	20.75	10.48
Grade 5	34.09	20.56	33.33	40.91	49.53	53.51	25.00	29.91	13.16
All Grades	31.74	26.77	36.28	46.35	49.54	50.79	21.91	23.69	12.93

Conclusions based on this data:

1. Student achievement increased due to the school-wide implementation of Math Expressions curriculum.
2. Professional Learning Communities targeted Interim Assessment Blocks (IABs) at grades 3-5, decreasing test anxiety and building familiarity with the assessment tools. IABs also built teacher capacity in understanding the core standards assessed by the CAASPP.
3. Use of IMPACT teachers to create targeted intervention groups based on multiple data measures.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1460.8		1454.4		1475.5		44	
Grade 1	1495.5		1500.0		1490.5		26	
Grade 2	1557.5		1570.1		1544.3		20	
Grade 3	1479.2		1484.2		1473.7		18	
Grade 4	1520.3		1530.7		1509.2		18	
Grade 5	1545.3		1525.9		1564.1		17	
All Grades							143	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.64	*	*	*	*	*	*	*	44	21
1	69.23	60.71	*	*	*	*	*	*	26	28
2	90.00	*	*	*	*	*	*	*	20	17
3	*	*	*	*	*	*	*	*	18	14
4	61.11	*	*	*	*	*	*	*	18	15
5	76.47	*	*	*	*	*	*	*	17	*
All Grades	65.03		19.58		*		12.59		143	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.64	*	*	*	*	*	*	*	44	21
1	80.77	75	*	*	*	*	*	*	26	28
2	95.00	*	*	*	*	*	*	*	20	17
3	*	*	*	*	*	*	*	*	18	14
4	72.22	*	*	*	*	*	*	*	18	15
5	82.35	*	*	*	*	*	*	*	17	*
All Grades	73.43		11.19		*		11.89		143	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.55	*	*	66.67	*	*	*		44	21
1	61.54	39.29	*	50	*	*	*	*	26	28
2	80.00	*	*	*	*	*		*	20	17
3	*	*	*	*	*	*	*	*	18	14
4	*	*	*	*	*	*	*	*	18	15
5	*		*	*	*	*	*	*	17	*
All Grades	52.45		21.68		13.99		11.89		143	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	77.27	*	*	76.19	*		44	21
1	80.77	82.14	*	*	*	*	26	28
2	95.00	*	*	*		*	20	17
3	*	*	*	*	*	*	18	14
4	61.11	*	*	*	*	*	18	15
5	64.71	*	*	*	*	*	17	*
All Grades	72.03		19.58		8.39		143	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.45	*	38.64	*	*	*	44	21
1	76.92	67.86	*	*	*	*	26	28
2	100.00	*		*		*	20	17
3	66.67	85.71	*		*	*	18	14
4	83.33	*	*	*	*	*	18	15
5	70.59	*	*	*	*	*	17	*
All Grades	69.23		18.18		12.59		143	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	*	36.36	85.71	*	*	44	21
1	73.08	78.57	*	*	*	*	26	28
2	90.00	*	*	64.71		*	20	17
3	*	*	*	*	*	*	18	14
4	*	*	*	73.33	*	*	18	15
5	*		*	*	*	*	17	*
All Grades	53.85		31.47		14.69		143	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.45	80.95	*	*	*	*	44	21
1	*	*	57.69	60.71	*	*	26	28
2	65.00	*	*	*		*	20	17
3	*	*	*	*	*	*	18	14
4	*	*	*	*	*	*	18	15
5	76.47	*	*	*	*	*	17	*
All Grades	55.94		34.27		9.79		143	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. We had a large decrease in students who took the ELPAC, from 143 in 2017-18 to 104 in 2018-19.
2. With our cohort of students who were in kindergarten in 2017-18, 77.28% of them were moderately developed or well developed. By 2018-19, when they were in first grade, 92.85% of them were moderately developed or well developed.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	23	15	11	2	3	3	8.7	21.4	25
American Indian or Alaskan			*			*			*
Asian	186	192	187	12	16	25	6.5	8.5	13
Filipino	49	40	32	1	5	8	2.0	12.8	11
Hispanic or Latino	109	124	122	5	28	35	4.6	23.1	28
Did not Report	*	*	*	1	1	*	*	*	*
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	64	71	69	3	5	8	4.7	7.2	11
White	317	299	286	25	30	39	7.9	10.2	14
Male	382	368		25	49		6.5	13.6	
Female	378	382		24	41		6.3	11.1	
English Learners	167	170	130	15	24	18	9.0	14.6	16
Students with Disabilities	90	82		12	21	23	13.3	25.9	26
Socioeconomically	103	124	91	10	23	34	9.7	19.3	29
Migrant									
Foster	*			1			*		
Homeless	*	*		1	1		*	*	
Kindergarten	146	153		17	24		11.6	15.9	
Grades 1-3	354	356		15	42		4.2	12.2	
Grades 4-6	260	241		17	24		6.5	10.1	
Grades 7-8									
Grades K-8	760	750		49	90		6.4	12.3	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	760	750	717	49	90	122	6.4	12.3	17

Conclusions based on this data:

1. Our 2018-19 chronic absenteeism data is incorrect and should show our chronic absentees falling from 90 in 2017-18 to 44 in 2018-19, per Learning Support Services reports.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.1	0.6

Conclusions based on this data:

1. Highland Ranch believes in Restorative Justice practices. We believe suspension should be used after all interventions have been exhausted.
2. Our suspension rate has decreased for three consecutive years.
3. Professional Learning Community meetings have focused on equipping staff for interventions to be used prior to suspension.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Highland Ranch Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based upon the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of Math will increase by 10%, and the percentage of students identified as being in the following specific groups will increase by 12%: English Learner, EDY/Title 1, and Students with Disabilities.

Identified Need

This need was identified by analysis of Highland Ranch's data from the Math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, EDY/Title 1, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 65% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10 points, from 65% in 2019 to 75% in 2020.
English Learner Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP Math test shows 39% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 12 points, from 39% in 2019 to 51% in 2020.
EDY/Title I Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title 1.	Data from the Spring 2019 CAASPP Math test shows 49% of Educationally Disadvantaged Students at "Standard Met" or "Standard Exceeded."	The percentage of EDY/Title 1 students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 12 points, from 49% in 2019 to 61% in 2020.
Student with Disabilities Data from the English Language Arts portion of the Spring 2020 California	Data from the Spring 2019 CAASPP Math test shows 16% of Students with Disabilities at	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	"Standard Met" or "Standard Exceeded."	will grow by 12 points, from 16% in 2019 to 28% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are below proficient in the area of Math (grades 1-5). Data analysis has shown weaknesses in specific math skills, but our students have been showing growth. Our students' improvement in 2018-2019 can be attributed to our teachers in grades three through five participating in a Teacher-Learning Cooperative focused on the CAASPP assessments and the specific skills and knowledge that are necessary to demonstrate their knowledge on this assessment. These IAB (Interim Assessments) also provided the teachers with problems that were higher level thinking skills, thus aligning with CAASPP and real world mathematics.

Strategy/Activity

Trained, credentialed Impact Teacher will work with targeted students on specific math skills 3 days a week (October-May). Groups will be flexible, and data monitored on an on-going basis. Research-based programs used for intervention instruction (e.g. Math Central resources, Math Expressions Interventions). This \$15,000 cost will be funded by our Highland Ranch Education Foundation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth None Specified
	English Learners

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Based upon the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of Language Arts will increase by 10%, and the percentage of students identified as being in the following specific groups will increase by 12%: English Learner, EDY/Title 1, and Students with Disabilities.

Identified Need

This need was identified by analysis of Highland Ranch's data from the ELA portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, EDY/Title 1, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP ELA test shows 74% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Language Arts portion will grow by 10 points, from 74% in 2019 to 84% in 2020.
English Learner Data from the ELA portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP Math test shows 29% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of EDY/Title 1 students with scores of "Standard Met" or "Standard Exceeded" on the Language Arts portion will grow by 12 points, from 29% in 2019 to 39% in 2020.
EDY/Title I Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title 1.	Data from the Spring 2019 CAASPP Math test shows 53% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of EDY/Title 1 students with scores of "Standard Met" or "Standard Exceeded" on the Language Arts portion will grow by 12 points, from 53% in 2019 to 65% in 2020.
Student with Disabilities Data from the English Language Arts portion of the Spring 2020 California	Data from the Spring 2019 CAASPP Math test shows 26% of Students with Disabilities at	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Language

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	"Standard Met" or "Standard Exceeded."	Arts portion will grow by 12 points, from 26% in 2019 to 36% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of growth in literacy skills, but our students have been showing growth. Our students' improvement in 2018-2019 can be attributed to our teachers in grades three through five developing students comprehension skills through adoption of the Benchmark Language Arts Program. The types of skills developed, including close reading and annotation, develop the specific skills and knowledge that are necessary to demonstrate student knowledge on this assessment. This curriculum also provided the teachers with text that is higher level thinking skills, thus aligning with CAASPP.

Strategy/Activity

Trained, certificated IMPACT teachers will support targeted learners on specific literacy skills approximately 3 days per week from October - May. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example: Phonics for Reading, SIPPS, Benchmark, CORE Sourcebook.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5120	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
10400	English Learners 1000-1999: Certificated Personnel Salaries

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By June 2020, student discipline referrals will decrease by 20%. Areas of need will be identified through analysis of Defined School Challenges from staff survey, and Synergy data.

Identified Need

This need was identified by analyzing results of the discipline summary by grade report through Synergy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Discipline Summary By Grade and Discipline Disposition List.	Last year, there were 269 discipline dispositions among the students at Highland Ranch. For some discipline incidents, there were multiple dispositions.	Using Restorative Justice practices and Positive Behavior Interventions and Support, this will decrease by 20%.
English Learner		
EDY/Title I		
Student with Disabilities Discipline Summary By Grade and Discipline Disposition List.	Students with an IEP (with and without a BIP or BSP) were an unusually high percentage of discipline dispositions - 24%.	By utilizing the District Behavior Support Team as well as using Restorative Justice practices and Positive Behavior Interventions and Support, this will decrease by 20%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counselor for 2 days per week to address student needs, and be a part of our Leadership Team, S3 Team, and PBIS team. This includes Tier 1 class lessons, as well as small group work (groups

would include social skills, regulation, attendance, attention and focus), one on one work sessions, conflict mediation, alternate recess plans, and staff development. Additional support including lunch game table, Tier 1 lessons, assemblies and PBIS supports provided by Student Support Specialist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

Educationally Disadvantaged Youth

--

English Learners

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$15,520.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$5,120.00
English Learners	\$10,400.00

Subtotal of state or local funds included for this school: \$15,520.00

Total of federal, state, and/or local funds for this school: \$15,520.00

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
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	5,120.00
English Learners	10,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,520.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,120.00
None Specified	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	English Learners	10,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	15,520.00

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
- 0 Secondary Students

Name of Members	Role	Date	Signature
Ana Smith	Classroom Teacher		
Amy Yamasaki	Other School Staff		
Kriscia Cabral	Classroom Teacher		
Agnes Deglon	Parent or Community		
Cindy Venolia	Principal		
Shona Wigley	Parent or Community		
Raquel Gonzalez	Parent or Community		
Shruti Dhamdhare	Parent or Community		
Linda Rasmussen	Classroom Teacher		
Stephanie Murray	Parent or Community		

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	Date	Committee or Advisory Group Name
		State Compensatory Education Advisory Committee
		English Learner Advisory Committee
		Special Education Advisory Committee
		Gifted and Talented Education Program 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 October 7, 2019.

Attested:

Principal, Cindy Venolia on

Instructions

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019