

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	11/14/2022	12/15/2022

School Vision and Mission

Highland Ranch Elementary School

Mission Statement

Our intention is to prepare students for their future. Highland Ranch is a school with motivated students, enthusiastic teachers, and engaged parents who come together to prepare Stallions for their future.

Highland Ranch Elementary Vision

Highland Ranch students own their learning, they are self-directed, critical thinkers, and creative learners who see the endless possibilities for their future.

Highland Ranch Elementary Values

We value the principles of Character Counts. Our code of ethics includes adherence to these six principles:

- Be Trustworthy
- Be Respectful
- Be Responsible
- Be Fair
- Be Caring
- Be a Good Citizen

Highland Ranch Guiding Principles

We, the staff, pledge to support the implementation of the district vision in concert with our mission and vision to ensure rigor, relevance, and relationships in all that we do. These are our guiding principles:

Rigor

- We believe all children can learn at high levels and it is our responsibility to ensure that they do.
- We ensure students demonstrate their understanding of concepts through multiple pathways such as technology, visual learning, use of kinesthetic materials, and creative problem solving.
- We believe a strong foundation in reading, writing, and math is critical to student success and strive for high academic and behavioral expectations for students and staff.
- We maintain a safe school environment that values respect and the individual gifts of our students.
- We continually seek innovative technology to create challenging classroom learning experiences resulting in differentiated, self-paced, multi-modality instruction.

Relevance

- We embrace the responsibility of preparing our students to become creative problem solvers who can be flexible and adapt to a changing world.

- Along with the California State Standards, we provide interactive, collaborative STEAM activities for students which develop strong problem solving life skills.
- We ensure academic support is in place for students with special needs in an inclusive environment.
- We provide opportunities to engage in enrichment activities to support all students and learning.
- With the integration of technology and personalized learning, we ensure the 21st century student develops the necessary skills to be college and career ready.

Relationships

- To ensure strong lines of communication are built throughout our organization, we foster positive relationships among staff, students, parents, and the community.
- Staff work collaboratively as a community of active learners through teamwork and professional learning.
- We foster leadership within our learning community among both staff and students.
- Through trusting and collaborative relationships with PTA and Foundation, we ensure programs are implemented to support the development of the whole child.
- We embrace the unique and diverse culture of our school community and foster opportunities to promote tolerance and understanding inclusiveness.
- We value the relationship our parents and staff feel between each other and our school community.

School Profile

We are a school proud to serve 617 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 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 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. As we continue with our No Place for Hate initiative, our students are the true leaders in this program. With the guidance of the principal and school counselor, they will develop activities that are purposeful and thoughtfully address acceptance for all.

We continue our monthly Character Counts book club and home activities. We feel the pillars of Good Character are the foundation for every aspect of our school.

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. district performance tasks for writing and math, CAASPP Interim Assessments, grade level common assessments)
- research based programs for intervention groups
- ongoing Professional Development for staff to ensure all are using best practices (e.g. Equity and Inclusion, Positive Behavior Supports, Social Thinking, Heggerty Phonics, Orton-Gillingham Foundational Skills, 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 their particular strengths
- provide counseling services to address specific social/emotional needs

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Highland Ranch's School Site Council is a group of teachers, parents, and classified employees who work with the principal to develop, review and evaluate school improvement programs and school budgets. The School Site Council (SSC) 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 Council is also responsible for making decisions about safety and positive behavior supports. Our SSC committee reviews and approves the school single site plan and the school improvement program activities. SSC 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 six times a year 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, both have 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	%	0	1	
African American	0.89%	1.3%	1.62%	6	8	10
Asian	26.04%	28.5%	28.69%	176	179	177
Filipino	4.59%	5.4%	6.65%	31	34	41
Hispanic/Latino	19.38%	17.7%	17.34%	131	111	107
Pacific Islander	0.3%	%	%	2		
White	35.06%	35.1%	32.90%	237	221	203
Multiple/No Response	11.24%	11.9%	12.80%	76	75	79
	Total Enrollment			676	629	617

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	153	115	120
Grade 1	105	116	87
Grade 2	101	91	120
Grade 3	120	92	88
Grade 4	101	115	88
Grade 5	96	100	114
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	676	629	617

Conclusions based on this data:

1. Our enrollment is holding steady in the 600's range.

2. Our demographic group percentages have been largely consistent.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	130	116	84	19.0%	17.2%	13.40%
Fluent English Proficient (FEP)	86	99	100	12.6%	14.6%	15.90%
Reclassified Fluent English Proficient (RFEP)	16	30	25	10.3%	23.1%	21.60%

Conclusions based on this data:

1. Over the past three years, our English Learner demographic group has declined.
2. Over the past three years, our number of Fluent English Proficient students has increased.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87			83			83			95.4		
Grade 4	91			89			89			97.8		
Grade 5	114			112			112			98.2		
Grade 11												
All Grades	292			284			284			97.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.			28.92			30.12			22.89			18.07		
Grade 4	2536.			49.44			30.34			17.98			2.25		
Grade 5	2554.			39.29			33.93			18.75			8.04		
Grade 11															
All Grades	N/A	N/A	N/A	39.44			31.69			19.72			9.15		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.69			65.06			13.25		
Grade 4	37.08			61.80			1.12		
Grade 5	37.50			58.93			3.57		
Grade 11									
All Grades	32.75			61.62			5.63		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.07			61.45			20.48		
Grade 4	33.71			59.55			6.74		
Grade 5	33.04			58.04			8.93		
Grade 11									
All Grades	28.87			59.51			11.62		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.46			74.70			10.84		
Grade 4	17.98			78.65			3.37		
Grade 5	20.54			73.21			6.25		
Grade 11									
All Grades	17.96			75.35			6.69		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.48			63.86			15.66		
Grade 4	29.21			69.66			1.12		
Grade 5	29.46			58.04			12.50		
Grade 11									
All Grades	26.76			63.38			9.86		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	395	210	53.2	413	259	62.7
African-American	3	*	*	3	*	*
Asian	104	69	66.3	113	80	70.8
Caucasian						

Filipino	21	6	28.6	23	13	56.5
Hispanic	77	36	46.8	79	46	58.2
Other	70	34	48.6	71	42	59.2
English Learners	46	5	10.9	51	12	23.5
Students with Disabilities	52	12	23.1	57	15	26.3
Socioeconomically Disadvantaged	60	20	33.3	61	28	45.9
Foster Youth						
Homeless Youth	5	*	*	5	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	119	46	38.7	123	59	48
African-American						
Asian	35	20	57.1	36	23	63.9
Caucasian	34	14	41.2	35	15	42.9
Filipino	9	*	*	10	*	*
Hispanic	20	5	25	20	7	35
Other	21	6	28.6	22	10	45.5
English Learners	20	3	15	20	4	20
Students with Disabilities	15	3	20	16	3	18.8
Socioeconomically Disadvantaged	12	3	25	11	4	36.4
Foster Youth						
Homeless Youth						
Grade 3						
All Students	81	37	45.7	85	49	57.6
African-American	1	*	*	1	*	*
Asian	22	11	50	25	15	60
Caucasian	25	10	40	26	14	53.8
Filipino	5	*	*	5	*	*
Hispanic	16	9	56.3	16	8	50
Other	12	6	50	12	8	66.7
English Learners	9	*	*	11	2	18.2

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	15	5	33.3	16	5	31.3
Socioeconomically Disadvantaged	20	6	30	21	9	42.9
Foster Youth						
Homeless Youth	4	*	*	4	*	*
Grade 4						
All Students	83	49	59	90	65	72.2
African-American	1	*	*	1	*	*
Asian	18	16	88.9	22	18	81.8
Caucasian	25	13	52	26	19	73.1
Filipino	4	*	*	5	*	*
Hispanic	18	9	50	19	12	63.2
Other	17	8	47.1	17	11	64.7
English Learners	10	*	*	12	4	33.3
Students with Disabilities	12	2	16.7	15	4	26.7
Socioeconomically Disadvantaged	12	4	33.3	12	5	41.7
Foster Youth						
Homeless Youth						
Grade 5						
All Students	112	78	69.6	115	86	74.8
African-American	1	*	*	1	*	*
Asian	29	22	75.9	30	24	80
Caucasian	36	28	77.8	37	29	78.4
Filipino	3	*	*	3	*	*
Hispanic	23	13	56.5	24	19	79.2
Other	20	14	70	20	13	65
English Learners	7	*	*	8	*	*
Students with Disabilities	10	*	*	10	*	*
Socioeconomically Disadvantaged	16	7	43.8	17	10	58.8
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	82	10.98	30.49	7.32	51.22
African-American					
Asian	25	8	28	0	64
Caucasian	26	7.69	34.62	15.38	42.31
Filipino	4	25	50	0	25
Hispanic	16	18.75	25	0	56.25
Other	11	9.09	27.27	18.18	45.45
English Learners	11	18.18	72.73	0	9.09
Students with Disabilities	14	42.86	21.43	0	35.71
Socioeconomically Disadvantaged	18	16.67	50	0	33.33
Foster Youth					
Homeless Youth	4	25	25	0	50

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Highland Ranch exceeded the State's percent of students meeting or exceeding grade level standards as measured by CAASPP. (State average 47.06%; HRES 71.13%)
2. Hispanic students at Highland Ranch are achieving proficiency at 63%, and all students are achieving 72%
3. Three identified student groups have performed below school averages: Students with Disabilities (35%), EL (29%), and EDY (53%).

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87			86			86			98.9		
Grade 4	91			91			91			100.0		
Grade 5	114			113			113			99.1		
Grade 11												
All Grades	292			290			290			99.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2472.			36.05			32.56			23.26			8.14		
Grade 4	2530.			37.36			38.46			18.68			5.49		
Grade 5	2533.			27.43			22.12			34.51			15.93		
Grade 11															
All Grades	N/A	N/A	N/A	33.10			30.34			26.21			10.34		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.02			45.35			11.63		
Grade 4	45.05			47.25			7.69		
Grade 5	30.97			49.56			19.47		
Grade 11									
All Grades	38.97			47.59			13.45		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.02			47.67			9.30		
Grade 4	38.46			51.65			9.89		
Grade 5	27.43			58.41			14.16		
Grade 11									
All Grades	35.52			53.10			11.38		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.53			51.16			9.30		
Grade 4	39.56			56.04			4.40		
Grade 5	21.24			68.14			10.62		
Grade 11									
All Grades	32.41			59.31			8.28		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	394	147	37.3	413	202	48.9
African-American	3	*	*	3	*	*
Asian	103	60	58.3	113	79	69.9
Caucasian	120	35	29.2			
Filipino	21	4	19	22	8	36.4
Hispanic	77	19	24.7	79	23	29.1
Other	70	29	41.4	71	31	43.7
English Learners	45	7	15.6	51	9	17.6
Students with Disabilities	52	9	17.3	58	12	20.7
Socioeconomically Disadvantaged	59	9	15.3	61	16	26.2
Foster Youth						
Homeless Youth	5	*	*	5	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	118	43	36.4	122	58	47.5
African-American						
Asian	34	18	52.9	36	25	69.4
Caucasian	34	10	29.4	35	15	42.9
Filipino	9	*	*	9	*	*
Hispanic	20	4	20	20	5	25
Other	21	10	47.6	22	10	45.5
English Learners	19	4	21.1	20	4	20
Students with Disabilities	15	2	13.3	16	3	18.8
Socioeconomically Disadvantaged	11	1	9.1	11	2	18.2
Foster Youth						
Homeless Youth						
Grade 3						
All Students	81	31	38.3	86	39	45.3
African-American	1	*	*	1	*	*
Asian	22	14	63.6	25	16	64
Caucasian	25	4	16	27	10	37
Filipino	5	*	*	5	*	*
Hispanic	16	6	37.5	16	5	31.3
Other	12	6	50	12	6	50
English Learners	9	*	*	11	3	27.3
Students with Disabilities	15	5	33.3	17	4	23.5
Socioeconomically Disadvantaged	20	3	15	21	7	33.3
Foster Youth						
Homeless Youth	4	*	*	4	*	*
Grade 4						
All Students	83	24	28.9	90	45	50
African-American	1	*	*	1	*	*
Asian	18	9	50	22	17	77.3

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	25	8	32	26	14	53.8
Filipino	4	*	*	5	*	*
Hispanic	18	1	5.6	19	4	21.1
Other	17	5	29.4	17	8	47.1
English Learners	10	*	*	12	2	16.7
Students with Disabilities	12	1	8.3	15	3	20
Socioeconomically Disadvantaged	12	2	16.7	12	3	25
Foster Youth						
Homeless Youth						
Grade 5						
All Students	112	49	43.8	115	60	52.2
African-American	1	*	*	1	*	*
Asian	29	19	65.5	30	21	70
Caucasian	36	13	36.1	37	22	59.5
Filipino	3	*	*	3	*	*
Hispanic	23	8	34.8	24	9	37.5
Other	20	8	40	20	7	35
English Learners	7	*	*	8	*	*
Students with Disabilities	10	*	*	10	*	*
Socioeconomically Disadvantaged	16	3	18.8	17	4	23.5
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	28	10.71	46.43	17.86	25
African-American					
Asian	8	0	37.5	25	37.5
Caucasian	10	30	40	10	20
Filipino	2	0	100	0	0

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	4	0	50	0	50
Other	4	0	50	50	0
English Learners	2	50	50	0	0
Students with Disabilities	3	33.33	66.67	0	0
Socioeconomically Disadvantaged	6	16.67	83.33	0	0
Foster Youth					
Homeless Youth	2	50	50	0	0

Conclusions based on this data:

1. Highland Ranch exceeded the State's percent of students meeting or exceeding grade level standards as measured by CAASPP. (State average 33.38%; HRES 63.44%)
2. Three identified groups of students have performed below school averages: Students with Disabilities (30%), EL (37%), and EDY (38%).
3. Compared to the overall school average, there is a gap in achievement. Our Asian population at 79%, while our school wide average is 63.44%.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1461.5	1475.0	1451.5	1464.3	1466.6	1453.6	1454.7	1494.6	1446.4	21	19	26
1	1523.6	1491.9	1509.2	1526.9	1502.3	1491.8	1519.9	1481.2	1526.1	28	23	12
2	1520.2	1528.6	1508.6	1508.1	1513.1	1508.5	1531.8	1543.4	1508.2	17	14	20
3	1489.8	1540.3	1458.8	1494.9	1548.8	1464.9	1484.3	1531.3	1451.8	14	17	13
4	1531.0	1524.4	1532.5	1521.7	1543.2	1533.1	1539.9	1505.0	1531.4	15	12	11
5	*	*	*	*	*	*	*	*	*	9	9	8
All Grades										104	94	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.81	52.63	26.92	47.62	26.32	46.15	23.81	21.05	19.23	4.76	0.00	7.69	21	19	26
1	60.71	26.09	50.00	32.14	60.87	41.67	3.57	13.04	8.33	3.57	0.00	0.00	28	23	12
2	47.06	50.00	40.00	29.41	28.57	35.00	11.76	21.43	20.00	11.76	0.00	5.00	17	14	20
3	42.86	50.00	15.38	28.57	31.25	46.15	14.29	18.75	23.08	14.29	0.00	15.38	14	16	13
4	26.67	41.67	27.27	53.33	33.33	54.55	6.67	16.67	18.18	13.33	8.33	0.00	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.38	44.09	31.11	36.54	36.56	44.44	13.46	16.13	18.89	9.62	3.23	5.56	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	28.57	36.84	30.77	42.86	42.11	42.31	19.05	21.05	19.23	9.52	0.00	7.69	21	19	26
1	75.00	56.52	66.67	17.86	39.13	16.67	3.57	0.00	16.67	3.57	4.35	0.00	28	23	12
2	52.94	64.29	65.00	29.41	14.29	10.00	5.88	21.43	20.00	11.76	0.00	5.00	17	14	20
3	50.00	56.25	23.08	28.57	43.75	53.85	7.14	0.00	7.69	14.29	0.00	15.38	14	16	13
4	60.00	75.00	54.55	20.00	16.67	36.36	13.33	0.00	9.09	6.67	8.33	0.00	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.92	56.99	44.44	28.85	31.18	33.33	9.62	7.53	16.67	9.62	4.30	5.56	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	19.05	42.11	15.38	66.67	31.58	42.31	14.29	21.05	34.62	0.00	5.26	7.69	21	19	26
1	39.29	4.35	33.33	50.00	65.22	50.00	7.14	30.43	16.67	3.57	0.00	0.00	28	23	12
2	29.41	35.71	10.00	47.06	50.00	70.00	17.65	14.29	10.00	5.88	0.00	10.00	17	14	20
3	28.57	18.75	7.69	28.57	62.50	15.38	28.57	18.75	61.54	14.29	0.00	15.38	14	16	13
4	13.33	16.67	9.09	53.33	41.67	54.55	26.67	33.33	18.18	6.67	8.33	18.18	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	24.73	14.44	47.12	47.31	47.78	21.15	23.66	28.89	6.73	4.30	8.89	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.81	52.63	23.08	76.19	47.37	65.38	0.00	0.00	11.54	21	19	26
1	82.14	73.91	58.33	14.29	26.09	41.67	3.57	0.00	0.00	28	23	12
2	47.06	64.29	35.00	47.06	35.71	60.00	5.88	0.00	5.00	17	14	20
3	28.57	56.25	15.38	57.14	31.25	69.23	14.29	12.50	15.38	14	16	13
4	46.67	75.00	54.55	46.67	16.67	36.36	6.67	8.33	9.09	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	62.37	34.44	47.12	32.26	56.67	6.73	5.38	8.89	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	42.86	31.58	26.92	42.86	63.16	65.38	14.29	5.26	7.69	21	19	26
1	67.86	39.13	25.00	28.57	56.52	75.00	3.57	4.35	0.00	28	23	12
2	47.06	50.00	65.00	41.18	50.00	30.00	11.76	0.00	5.00	17	14	20
3	85.71	87.50	53.85	0.00	12.50	30.77	14.29	0.00	15.38	14	16	13
4	60.00	66.67	63.64	33.33	25.00	27.27	6.67	8.33	9.09	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.65	53.76	44.44	29.81	40.86	47.78	11.54	5.38	7.78	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.52	26.32	19.23	85.71	73.68	76.92	4.76	0.00	3.85	21	19	26
1	78.57	21.74	75.00	17.86	69.57	25.00	3.57	8.70	0.00	28	23	12
2	29.41	28.57	30.00	64.71	64.29	60.00	5.88	7.14	10.00	17	14	20
3	21.43	25.00	7.69	50.00	62.50	53.85	28.57	12.50	38.46	14	16	13
4	13.33	25.00	18.18	73.33	58.33	63.64	13.33	16.67	18.18	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.69	26.88	26.67	55.77	62.37	62.22	11.54	10.75	11.11	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	80.95	78.95	46.15	14.29	15.79	34.62	4.76	5.26	19.23	21	19	26
1	32.14	13.04	25.00	60.71	82.61	75.00	7.14	4.35	0.00	28	23	12
2	35.29	64.29	30.00	58.82	35.71	70.00	5.88	0.00	0.00	17	14	20
3	50.00	31.25	7.69	35.71	68.75	76.92	14.29	0.00	15.38	14	16	13
4	26.67	8.33	18.18	60.00	75.00	72.73	13.33	16.67	9.09	15	12	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.31	36.56	31.11	48.08	56.99	58.89	9.62	6.45	10.00	104	93	90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Alternative Metrics EL Students

Conclusions based on this data:

1. In the domain of Reading, students were consistent in their scores from 2021-2022.
2. In the domain of Listening, there was a significant decline from 2020-2021 to 2021-2022. This may be related to the two years spent in an asynchronous learning environment.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	10	11	9	1	3	*	10	27.27	*
American Indian or Alaskan		2			0			0	
Asian	190	186	193	7	2	26	3.68	1.08	13.47
Filipino	30	34	42	2	1	9	6.67	2.94	21.43
Hispanic or Latino	145	128	117	11	13	19	7.59	10.16	16.24
Did not Report									
Pacific Islander	2	4			0			0	
Two or More Races	84	86	88	5	1	20	5.95	1.16	22.73
White	253	241	223	14	5	37	5.53	2.07	16.59
Male									
Female									
English Learners	102	106	98	10	5	18	9.8	4.72	18.37
Students with Disabilities		73			12			16.44	
Socioeconomically		98	101		14	28		14.29	27.72
Total	717	692	672	42	25	115	5.86	3.61	17.11

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Due to the constraints of the COVID protocol, our Chronic Absenteeism rate increase.
2. Our EDY students have a higher rate of chronic absenteeism.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.14	0.14	0.3

* Date range August 21,2019 – March 15, 2020

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 slightly increased in 21-22 school year.
3. Professional Learning Community meetings have focused on equipping staff for interventions to be used prior to suspension.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

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. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 1: Mathematics

Based on the Spring 2023 iReady testing, 80% of all students in grades K, 1, 2, will meet or exceed grade-level standards in the area of mathematics.

Based on the Spring 2023 CAASPP testing, 80% of all students in grades 3, 4, 5 will meet or exceed grade-level standards in the area of mathematics.

Identified Need

Data from the 2021-2022 CAASPP report showing an overall baseline of 65% of all students in grades 3,4,5 meeting and exceeding standards for math will be utilized to identify needs.

Alternative Metrics

As derived from the Fall 2022 iReady math diagnostic assessments, the percentages displayed below denote the number of students in grades 2, 3, 4, 5 who currently are performing at grade level:

All Students: (grades 2-5) 66.9%

EL: 37.4%

EDY: 36%

Students with Disabilities: 30.2%

Hispanic:28.8%

African American: 0.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2023 iReady for all students.	Currently 66.9% of all students in grades 2,3,4,5 are meeting or exceeding standards for Mathematics as measured by Fall 2022 iReady.	By the end of the school year, 80% of all students in grades 2,3,4,5 will meet or exceed grade-level standards for Mathematics as measured by iReady.
English Learner Data from the Math portion of the Spring 2023 CAASPP for all ELL students..	37.4% of all ELL students in grades 3,4,5 are meeting or exceeding standards for Mathematics as measured by Spring 2022 CAASPP.	By the end of the school year, 50% of all ELL students ELL in grades 3,4,5 will meet or exceed grade-level standards for Mathematics as measured by Spring 2023 CAASPP.
EDY/Title I Data from the Math portion of the Spring 2023 iReady for all EDY students.	38% of all EDY students in grades 3,4,5 are meeting or exceeding standards for Mathematics as measured by Spring 2022 CAASPP.	By the end of the school year, 50% of all EDY students in grades 3,4,5 will meet or exceed grade-level standards for Mathematics as measured by Spring 2023 CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the Math portion of the Spring 2023 iReady for all students with disabilities.	30% of all Students with Disabilities in grades 3,4,5 are meeting or exceeding standards for Mathematics as measured by Spring 2022 CAASPP..	By the end of the school year, 40% of all students with disabilities in grades 3,4,5 will meet or exceed grade-level standards for Mathematics as measured by Spring 2023 CAASPP.
SCHOOL WIDE DATA Using placement definition as "Beginning of Year" on Fall 2022 iReady for grades K, 1, 2.	Current achievement level corresponding to the beginning of the year expectations as measured by iReady. These percentages represent "At or Above Grade Level": K - 100% 1 - 98% 2 - 95%	100% of students will meet their expected growth in grades K, 1, 2 as measured by Spring 2023 iReady.

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 will participate in district approved instruction that will target their learning levels.

Strategy/Activity

All school wide and grade level activities will include the following activities:

- iReady available to students in all grades. The iReady program creates a unique learning path for each student. The teachers and administrators will monitor this instructional path to ensure that students are making progress. In addition, students will work with teachers in small groups to gain extra support. Learning target goals will be created for each student during collaboration. iReady assessments will be administered each trimester. Student progress will be monitored by classroom teacher and school administration.
- Direct Focused Instruction In Math using the Math Expressions Program
- Instruction in academic language
- iReady placement with individualized learning pathways grades K-5
- Math Talks
- Rich math tasks
- Goal setting and planning with students
- Math journals

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

No additional budget expenditures.
English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The strategies and activities put in place resulted in our school meeting its Mathematics goal.

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

There were no major differences to the 2021-2022 SPSA planned strategies.

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

We are unable to fund a Math Impact teacher in the 2022-2023 school year. We will expand our professional growth to staff through inclusive practices and math fluency presentations to staff.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Based on the Spring 2023 Lexia testing, 80% of all students in grades K, 1, 2, will meet or exceed grade-level standards in the area of Language Arts.

Based on the Spring 2023 CAASPP testing, 80% of all students in grades 3, 4, 5 will meet or exceed grade-level standards in the area of Language Arts.

Identified Need

Data from the 2021-2022 CAASPP report showing an overall baseline of 71% of all students in grades 3,4,5 meeting and exceeding standards for math will be utilized to identify needs.

Alternative Metrics

As derived from the Fall iReady 2021 reading diagnostic assessments, the percentages displayed below denote the number of students in grades 2, 3, 4, 5 who currently are performing at grade level:

All Students - (grades 2-5) 58.66%
 EL - 33.87%
 EDY - 53.61%
 Students with Disabilities - 21.62%
 Hispanic - 47.44%
 African American – 50.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2023 iReady for all students.	Currently 58.66% of all students in grades 2,3,4,5 are meeting and exceeding standards for Language Arts as measured by Fall 2022 iReady.	By the end of the school year, 80% of all students in grades 3,4,5 will meet or exceed standards for reading as measured by CAASPP.
English Learner Data from the ELA portion of the Spring 2023 iReady for all students identified as English Learners.	30% of all ELL students in grades 3,4,5 are meeting or exceeding standards for Language Arts as measured by Spring 2022 CAASPP.	By the end of the school year, 44% of all EL students in grades 3,4,5 will meet or exceed standards for reading as measured by CAASPP.
EDY/Title I Data from the ELA portion of the Spring 2023 iReady for all students identified as EDY students.	53% of all EDY students in grades 3,4,5 are meeting or exceeding standards for Language Arts as measured by Spring 2022 CAASPP.	By the end of the school year, 60% of all EDY students in grades 3,4,5 will meet or exceed standards for reading as measured by CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the ELA portion of the Spring 2023 iReady for all students as Students with Disabilities.	36% of all Students with Disabilities in grades 3,4,5 are meeting or exceeding standards for Language Arts as measured by Spring 2022 CAASPP.	By the end of the school year, 45% of all students with disabilities in grades 3,4,5 will meet or exceed standards for reading as measured by CAASPP.
SCHOOL WIDE DATA Using placement definition as "Beginning of Year" on Fall 2022 iReady for grades 3, 4, 5. Using placement data for grades K, 1, and 2 on Lexia.	Current achievement level corresponding to the beginning of the year expectations. These percentages represent "At or Above Grade Level": 2 - 87% 3 - 83% 4 - 91% 5 - 87%	100% of students will meet their expected growth in grades K, 1, 2 as measured by Spring 2023 Lexia scores.

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 not meeting benchmarks on the reading portion of iReady in grades 2,3, 4 and 5, and students not meeting grade level standards in reading for grades TK-5.

Strategy/Activity

Trained certificated staff will help targeted learners on specific literacy skills approximately 2 days per week from September- 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: Barton and Phonics for Reading.

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)
5000	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
8845	English Learners 1000-1999: Certificated Personnel Salaries
1000	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures

247	Educationally Disadvantaged Youth 4000-4999: Books And Supplies
4000	English Learners 4000-4999: Books And Supplies
100	English Learners 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

To specifically help our English learners with English language development, we will be creating groups with a certificated teacher, as well as support with instructional aides.

Strategy/Activity

ELL students will have access to Imagine Learning which will help develop their literacy skills.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Our students continue to exceed State standards in CAASPP testing.

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

Our school's focus on Foundational Skills in 2021-2022 demonstrated significant growth. Our students scores in Phonological Awareness, school wide, were between 84% and 100% as measured by iReady data.

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.

Continued focus on foundational skills, school wide, in addition to grade level goals focused on Informational Comprehension (which was identified as an area of need per iReady assessments).

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 3: Socio-Emotional/Behavior

Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting they feel safe at school will continue to be 100% based on the California Healthy Kids Survey. This metric is based on students in fifth grade acknowledging that they feel safe some, often, or always at school. 90% of our students reported that they feel safe at school.

Identified Need

Increase the number of students to 100% who feel safe on campus.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data analysis from a Highland Ranch's California Healthy Kids Survey. Data analysis from a Highland Ranch State of Equity Report.	California Healthy Kids Survey indicated 90% of students feel safe at school. Here at Highland Ranch	Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting they feel safe will continue to be 100%.
English Learner ELL students will participate in school wide leadership activities lead by Character Ambassadors.	Percentage of ELL students participating in leadership opportunities will be similar to the percentage of ELL students in school or greater.	Students will be included in activities regardless of their ELL status.
EDY/Title I EDY students will participate in school wide leadership activities lead by Character Ambassadors.	Percentage of EDY students participating in leadership opportunities will be similar to the percentage of EDY students in school or greater.	Students will be included in activities regardless of their EDY status.
Student with Disabilities Students with Disabilities will be specifically recruited and provided opportunities to participate in Character Ambassador and Student Leadership opportunities.	All students who participate in the Character Ambassador leadership team will be allowed to choose how they participate and their talents will be recognized and developed through the choice of being an artist, presenter, writer, editor or speaker.	Students will continue with this program through the end of the school year. Currently 63 students in fourth and fifth grade have joined this team of students.

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

In every school and community, there are young people who suffer silently because they feel left out, alone, or invisible. Social isolation is a growing epidemic in our schools and across the United States. Young people who are isolated can become victims of bullying, violence, and/or depression. Many then pull further away from society, struggle with learning and social development, and/or choose to hurt themselves or others as a result. Highland Ranch is fortunate this year to have some of our previous students that were in the Non-Severely Handicapped classes return to our site. We believed that to make these students feel welcome and comfortable, we needed to have a school wide focus on kindness and acceptance of all students, with all abilities. We also realized that many students may have identified or unidentified emotional needs during this pandemic.

We brought Sandy Hook Promise's Start with Hello to our school on the first week in September for all grades. Start with Hello is an age-appropriate training that raises awareness and educates students about social isolation and how to create a connected and inclusive classroom, school, and community. This is only the first of many strategies Highland Ranch has in place. All staff commits to participating in, implementing, supporting, or communicating to parents the important programs at HRES. These are some of those commitments:

- Back to School Workshop for parents "Supporting Your Child's Emotional Needs" with our counselor, as well as other district wide counselors.
- Social thinking lessons (whole body listening, expected/unexpected behavior, size of the problem, zones of regulation, calming strategies, Simon's Hook, Inclusion).
- Presented by a teacher leader, each staff meeting begins with a MindUp strategy for teachers to implement in their classrooms.

- Each morning, an announcement begins the day with a lesson in good character from Project Wisdom. At the end of each announcement, there is a Mindful Moment which provides a statement for students to repeat if they're having a difficult time on the playground or classroom (i.e. I am a loving person who cares about others).
- Character Counts monthly activities sent home to families.
- 3 lessons to support work with the Anti-Defamation League's No Place For Hate program.
- Targeted behavior reminders weekly for campus expectations.
- Collaboration with our Student Services Assistant and School Counselor to support focused student groups and whole class lessons.
- Implementing common campus language to support positive behavior expectations through social thinking.
- Include affirmation messages in morning announcements related to our Character Counts Program.

- District wide Equity Committee team will work towards a shared understanding of equity. This group will identify opportunities for the whole staff. Their goal will be improving our capacity and commitment, provide a space for reflection, exploration, and personal and professional growth.

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

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The results of the 2020-2021 CA Healthy Kids Survey show that 100% of students taking the survey feel safe at school. We exceeded our goal.

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

Teachers were able to implement all of the socially thinking lessons and create strategies for students to access. Staff focused on calming strategies to use both at school and at home. Character Counts continued to be a focus. Teachers and students also completed all three of the ADL - No Place for Hate lessons.

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

We have put a spotlight on creating a learning environment that is socially and intellectually safe for all students by building academic motivation, empowering student voice and continuing to nurture caring relationships.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, Highland Ranch students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

Identified Need

We are committed to work to address the racial, cultural and ethnic disparities in our school. Our State of Equity Report for grades 3 to 5 indicated the following:

Students are treated equally regardless of race or religion: 85% students said yes, 8% students said no
 Students feel we learn about different kinds of people while at school: 88% said yes, 2% said no

While this is a broad question, we believe that it shows our students feel that they belong. In fact, our California Healthy Kids Survey from 2021 indicated that 100% of our students said they were proud to belong to our school; and 98% said that students treat others with respect.

Our area of need would be to increase this to 100% of our students feel they are treated equally, and 100% of our students feeling that they learn about different kinds of people while at school.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Through our No Place for Hate/Character Ambassadors we will do three school-wide activities and do a survey gauging student engagement after each activity. These activities will then be reviewed by the leadership team to determine their efficacy through surveys, conversations with students and staff.	We will be conducting a No Place for Hate Survey in grades 3-5 in December 2022. Students will be resurveyed in June 2023.	Students will continue to feel safe and included at Highland Ranch.
English Learner Students will not be targeted, bullied, or mistreated in any way	We will review student discipline files and character violations to ensure that students are not	All students, regardless of race, will be treated equitably at Highland Ranch.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
due to their status as an ELL student.	disproportionally represented by their race.	
EDY/Title I		
Student with Disabilities		

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)

Our fourth and fifth grade students are leading the No Place for Hate committee at our school to create activities and presentations to all students in all grades at HRES.

Strategy/Activity

The committee is leading three school-wide activities to help treat everyone fairly, along with having each student sign the No Place for Hate pledge.

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
None Specified
No additional budgeted expenditures.

English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Our goal of creating a fully inclusive school for all students and parents, regardless of race, educational abilities, religion, and gender appears to be met both through review of our California Healthy Kids Survey and our Character Ambassador's survey.

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

We do not believe there were any major differences.

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

We will create a briefer survey with targeted questions in order to more easily extrapolate the results.

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. Foster and Maintain Positive Relationships with Parents and Community: Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences.

Goal 5: Chronic Absenteeism

Our goal is to have students in school each and every day.

Identified Need

Our Chronic Absenteeism is largely due to families who travel out of the country. These students are provided with class work to replicate 180 minutes of instruction for each school day they are absent. We are providing our students with a hybrid model for these absences. Students may either complete packets of work created by their teacher or utilize the district created slide-deck of activities (if the student has access to internet while off campus).

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Synergy absence reports	Enrollment: 692 Chronic Absenteeism Count: 25 students Chronic Absenteeism rates: 3.61	Decrease by 10%
English Learner Synergy absence reports	ELL Students: 106 Chronic Absenteeism Count: 5 students Chronic Absenteeism rates: 4.72	Decrease by 10%
EDY/Title I Synergy absence reports	EDY Students: 98 Chronic Absenteeism Count: 14 students Chronic Absenteeism rates: 14.29	Decrease by 10%
Student with Disabilities		

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 reach five or more absences.

Strategy/Activity

Principal direct contact with parents to provide OCIS information. OCIS contract accessible to parents. Parents without access to technology will be provided hard copies of student work.

Principal will be in direct contact (email, phone and/or letters) when students reach this threshold.

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who reach 10 absences.

Strategy/Activity

Students in this group will meet with principal and/or counselor to create a school contract/plan for improving their attendance.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Due to COVID pandemic and multiple changes to school environment (virtual, A/B modified schedule, full time schedule), it is difficult to determine the accuracy of the data.

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

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.

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	\$19,192.00

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	\$6,247.00
English Learners	\$12,945.00

Subtotal of state or local funds included for this school: \$19,192.00

Total of federal, state, and/or local funds for this school: \$19,192.00

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	6,247.00
English Learners	12,945.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,845.00
4000-4999: Books And Supplies	4,247.00
5000-5999: Services And Other Operating Expenditures	100.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	247.00
5800: Professional/Consulting Services And Operating Expenditures	Educationally Disadvantaged Youth	1,000.00
1000-1999: Certificated Personnel Salaries	English Learners	8,845.00
4000-4999: Books And Supplies	English Learners	4,000.00
5000-5999: Services And Other Operating Expenditures	English Learners	100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	19,192.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/>

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