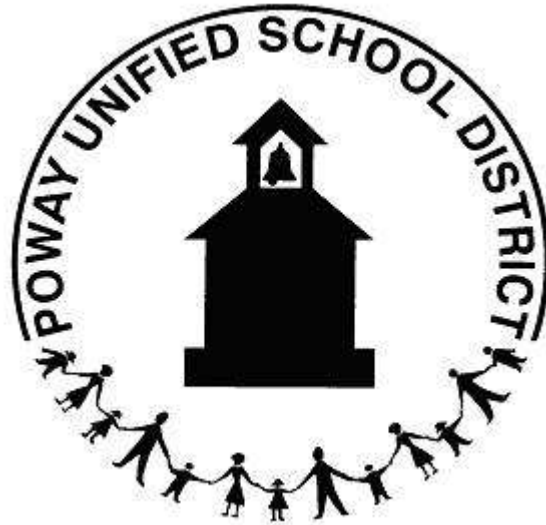


**Highland Ranch Elementary School
Single Plan for Student Achievement
2011-12**



**College Readiness for All –
Gateway to Our Students' Future**

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College Readiness for all – Gateway to our Students’ Future”

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

PUSD Culture

It is the goal of the HRES staff to model the behavioral expectations we have of our students, parents and all that are a part of our community. We focus on the six pillars of character with an emphasis on the trait respect. The expectation is we will all be respectful of ourselves, each other and our school property. We want our students to feel that their school is a place where they are safe to express themselves and to learn. We want every person to feel they are a valued part of our community and that their presence here is important. Each student has a responsibility to themselves to do their very best to prepare themselves for the continuing educational journey they have. Every day provides opportunities for success. We tell our students that it is their responsibility to themselves to learn *at least* on new thing every day!

Equitable Access to Rigorous and Engaging Learning Experiences

HRES is fortunate to have an extremely diverse student body with over 20 cultures represented. The diversity of our student body is also reflected in the learning styles and the ability levels of our students within the grade levels. Data gathered from MAPS testing done three times per year is used to inform staff and students about student strength and need areas. Informal assessment is used to monitor student progress on a more frequent basis. Our staff collaborates to discuss data results and to share ideas of how to best use methodologies, programs (Daily Five, Accelerated Math) and support from our resource teacher and our ELL instructional assistants to meet the needs of our students. Our Foundation and PTA also gear activities and fundraisers to promote our students' academics (Spell-A-Thons, Family Reading Nights). Small group classroom instruction as well as pull out instruction with our IMPACT teacher is used to reteach and supplement. Enrichment activities are shared and provided for students who are ready for instruction that is above grade level. It is the expectation that the needs of our students' will drive the instruction..

Capacity Building

HRES staff are focused on identifying our need areas and determining how we can support those needs. We access our talents "within" by utilizing staff to provide professional development during staff meetings. Information is brought back from TLC's and outside seminars such as MAPS goal setting, Math Expressions , writing instruction, Learning Point, techniques to use with ELL instruction and small group instruction. In addition to our focus on academic support for our students, we recognize and support the emotional health of our students. We are fortunate to have a counselor this year. She too provides professional development and support to staff and students. Techniques to enhance communication are shared during staff meetings and student assist team (SAT) meetings. She meets with students in small groups as well as conducts class lessons. She also "checks in" with students on a weekly basis. We understand that by addressing a child's emotional wellbeing we are supporting them academically also.

Multiple Pathways

Student needs are determined by formal and informal data analysis, parent communication and informal and formal observation of our students. All of the information learned from "getting to know our students" impacts how we communicate information to them. Not only do we take the students' academic performance into consideration, their emotional state is also a consideration. Large group, classroom instruction, reteaching, instruction utilizing technology, "in house" field trips, mobile science instruction, modified instruction, homework clubs, cross grade level and inter-grade level sharing of students are some of the instructional practices that are embedded in HRES. It is impossible to list all of the various pathways we use. We look at the challenges presented by a student and determine what will support the growth of that student. Utilizing different instructional styles to accommodate the diverse learning modalities is a part of our community.

Organizational Support Systems

HRES staff over the past year has been focused on renewing positive support for students, parents and staff. Our Leadership Team works closely with each grade level to communicate grade levels needs and focus our collaboration and decisions in support of those needs. More frequent communication through the use of weekly emails to community (Monday email) and monthly emails to staff (Stallion Scoop) keep everyone informed. Parents are also focused on this renewal. This is evident by the participation by a wider parent base. As well as changes that are being initiated by our new PTA Board. Our PTA board and our Leadership Team are focused on decreasing distractions to our instructional environment and focusing on providing an atmosphere for students and teachers that is conducive to optimum learning. The addition of a counselor to our staff as well as an IMPACT teacher assist in supporting staff and student needs. The site administrator requested and meets on a regular basis with District Office personnel for assistance on ways to stay focused on modeling and implementing positive ways to keep our focus on student learning while balancing this with ensuring parents feel HRES is a welcoming place.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

Districtwide (Required) Assessments/Reports

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades 2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

Site-Specific (Optional) Assessments/Reports

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPS	summative	assess individual and/or group achievement of standards and show growth over time	2nd-5th grades	fall; winter, spring	individual & class goal setting monitoring of progress
Running Records	formative	Diagnostic	students K-5th	as needed	determine individual student progress direction in determining appropriate reading material for students and placement in reading groups
IRI	formative	Diagnostic	students K-5th	as often as needed	determine individual student progress direction in determining appropriate reading material for students and placement in reading groups
District Writing Assessment	summative	Assess individual Student Progress	students K-5th	3 x's per year	determine individual student progress in writing content
HM Assessments	formative	Assess individual Student Progress	students in 1st-5th grades	as needed	determine individual student comprehension of material taught
Lightening Rod	summative	Assess comprehension of math facts	2nd grade	ongoing	determine individual student comprehension of material taught
Spelling Inventory	summative	Diagnostic	1st-5th grades	3 x's per year or as needed	determine individual student comprehension of material taught
Alphabet Knowledge or Phonics Skills	summative	Diagnostic	pre & early readers	as needed	determine individual student knowledge of beginning reading skills
Math Expressions Unit Quizzes & Tests	formative	Assess individual Student Progress	1st - 5th grades	Following each completion of concepts taught	Determine level of understanding of concepts taught and direct teaching/reteaching

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	As needed	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Individual Student Plans	individual report	To assess individual student progress	K-5	As needed	Determine individual student progress in a particular area for that student.
Parent Survey	Questionnaire	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
PTA Board Survey	informal Climate Assessment	Provide initial information from a small portion of our community	PTA Board	As deemed needed	Provides very limited information to give the building principal an initial "read" on the thoughts of the school community or a particular issue

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Highland Ranch Elementary School	District Name	Poway Unified
Principal	Anita Watson	Superintendent	John P. Collins, Ed.D
Street	14840 Waverley Downs	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92128	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-674-4707	Phone Number	858-521-2800
FAX Number	858-485-7642	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	awatson@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966110886	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Highland Ranch Elementary School

Demographic Summary
for 2011-12 School Year

Address: 14840 Waverley Downs
San Diego, CA 92128

Principal: Anita Watson

Year of Construction: 1992

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 st	2 nd	3 rd	4 th	5 th	Special Day Class
139	128	126	124	119	105	20

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
716	737	761

Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
25%	7%	12%	2%	48%	6%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
23%	12%

Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	0%	7%	0%	90%	3%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Highland Ranch Elementary**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
Schoolwide	443	100	100	100	100	100	99	78	77	79	82	82	83	903	906	905	Y	
African American	20	100	100	100	100	100	100	50	46	65	60	36	50			790		
American Indian	4	100	100	100	100	100	100											
Asian	126	100	100	99	99	100	98	88	89	89	93	95	93	950	965	955		
Filipino	43	100	100	100	100	100	100	71	77	72	74	83	84			891		
Hispanic	43	100	100	98	100	100	98	64	65	72	46	68	77			861		
Pacific Islander	4	100	100	100	100	100	100											
White	203	100	100	100	99	100	100	78	76	76	83	81	81	900	902	898		
English Learner	96	100	100	99	100	100	99	75	76	80	83	88	88		920	925		
Low Socio-Economic	49	100	100	100	100	100	100	65	56	59	60	61	63			822		
Special Ed	55	100	100	99	100	100	99	57	54	54	59	56	56		761	732		

*** Includes only students in significant subgroups



Highland Ranch Elementary School
STAR Test by Proficiency Level for ELA
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	100	115	126	119	125	98	124	130	97	131	108	114	93	103	130	104
Total % Proficient and Advanced	72	70	75	81	74	64	63	70	88	87	81	82	74	82	87	79
% Advanced	41	37	55	51	34	34	35	35	64	69	64	54	30	53	57	47
% Proficient	31	33	21	29	39	31	28	35	24	18	17	27	44	28	30	32
% Basic	19	23	14	13	18	22	28	22	11	11	14	13	20	13	10	13
% Below Basic	7	6	9	6	4	10	6	6	1	2	3	5	2	4	2	7
% Far Below Basic	2	1	2	1	4	3	2	2	0	1	3	0	3	2	1	1

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Highland Ranch Elementary School
STAR Test by Proficiency Level for Math
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	100	115	126	119	125	98	124	130	97	131	108	113	93	103	130	104
Total % Proficient and Advanced	83	87	86	82	83	81	79	88	88	82	81	81	61	76	76	75
% Advanced	57	55	63	51	57	54	54	62	47	56	53	52	30	42	41	42
% Proficient	26	32	23	30	26	27	25	25	40	25	29	28	31	34	35	33
% Basic	11	8	10	11	10	14	13	8	10	16	15	12	25	12	12	16
% Below Basic	5	4	3	8	6	4	8	4	2	2	4	5	13	10	11	7
% Far Below Basic	1	1	1	0	1	1	0	0	0	0	0	3	1	3	1	2

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Highland Ranch Elementary School
STAR Test by Proficiency Level for Grade 5 Science
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	92	103	130	104
Total % Proficient and Advanced	68	72	86	78
% Advanced	28	25	47	35
% Proficient	40	47	39	43
% Basic	22	18	11	14
% Below Basic	5	7	3	5
% Far Below Basic	4	3	0	3

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab

Highland Ranch Elementary

School Year: 2010-2011

Grade 1

MAP Term: Spring

Reading

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
80	65

District

% Meeting Typical Growth	% Meeting Optimal Growth
78	51

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	167	219	167	169	168	166	165	167
Winter	178	268	177	177	178	180	179	180
Spring	187	368	189	190	184	186	187	187
Growth	20	149	22	21	16	20	22	20

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	156		152	156	163	153		

Language Usage

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth

District

% Meeting Typical Growth	% Meeting Optimal Growth

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications	Mechanics	Grammar Usage			

			& Genre					
Fall	172	165	182	178	165			

Mathematics

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
80	45

District

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	163	166	158	174	164	158	161	

Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Fall	170	168	170	177	168	169	168	
Winter	180	181	181	185	176	177	181	
Spring	189	188	187	196	187	186	193	
Growth	19	20	17	19	19	17	25	

Highland Ranch Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
70	34

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Winter	171	84	160	171	184	167	176	172

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	183	361	181	182	182	185		
Winter	192	495	192	191	191	194		
Spring	197	563	196	197	196	198		
Growth	14	202	15	15	14	13		

Language Usage

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
58	28

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	39

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications	Mechanics	Grammar Usage			
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			& Genre					
Fall	189	188	189	189	189			
Winter	195	195	194	196	196			
Spring	199	197	198	200	199			
Growth	10	9	9	11	10			

Mathematics

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	184	181	184	183	186	185	184	
Winter	193	189	196	194	196	193	193	
Spring	199	198	202	200	201	199	198	
Growth	15	17	18	17	15	14	14	

Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Winter	179	175	186	186	171	176	182	

Highland Ranch Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
49	29

District

% Meeting Typical Growth	% Meeting Optimal Growth
60	36

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	198	595	197	197	197	200		
Winter	201	642	201	201	200	203		
Spring	204	693	203	203	204	206		
Growth	6	98	6	6	7	6		

Language Usage

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
55	27

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	201	200	199	202	201			
Winter	205	203	205	207	206			
Spring	207	206	206	209	208			
Growth	6	6	7	7	7			

Mathematics

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	33

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	200	198	201	200	200	200	200	
Winter	206	203	208	205	210	206	205	
Spring	211	209	213	212	214	208	212	
Growth	11	11	12	12	14	8	12	

Highland Ranch Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	47

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	50

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	204	691	204	204	205	205		
Winter	210	786	210	210	209	212		
Spring	213	836	212	212	212	216		
Growth	9	145	8	8	7	11		

Language Usage

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
55	37

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	208	207	208	209	208			
Winter	212	212	211	213	211			
Spring	214	213	214	215	214			
Growth	6	6	6	6	6			

Mathematics

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
58	26

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	210	206	212	210	211	208	211	
Winter	215	212	220	214	216	212	214	
Spring	219	219	221	218	221	220	218	
Growth	9	13	9	8	10	12	7	

Highland Ranch Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	55

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	49

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	211	807	210	212	212	212		
Winter	216	892	214	215	216	217		
Spring	221	972	218	221	220	224		
Growth	10	165	8	9	8	12		

Language Usage

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
67	45

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	48

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	213	213	212	215	213			
Winter	217	216	217	217	218			
Spring	218	219	219	218	218			
Growth	5	6	7	3	5			

Mathematics

Growth Targets

Highland Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
69	40

District

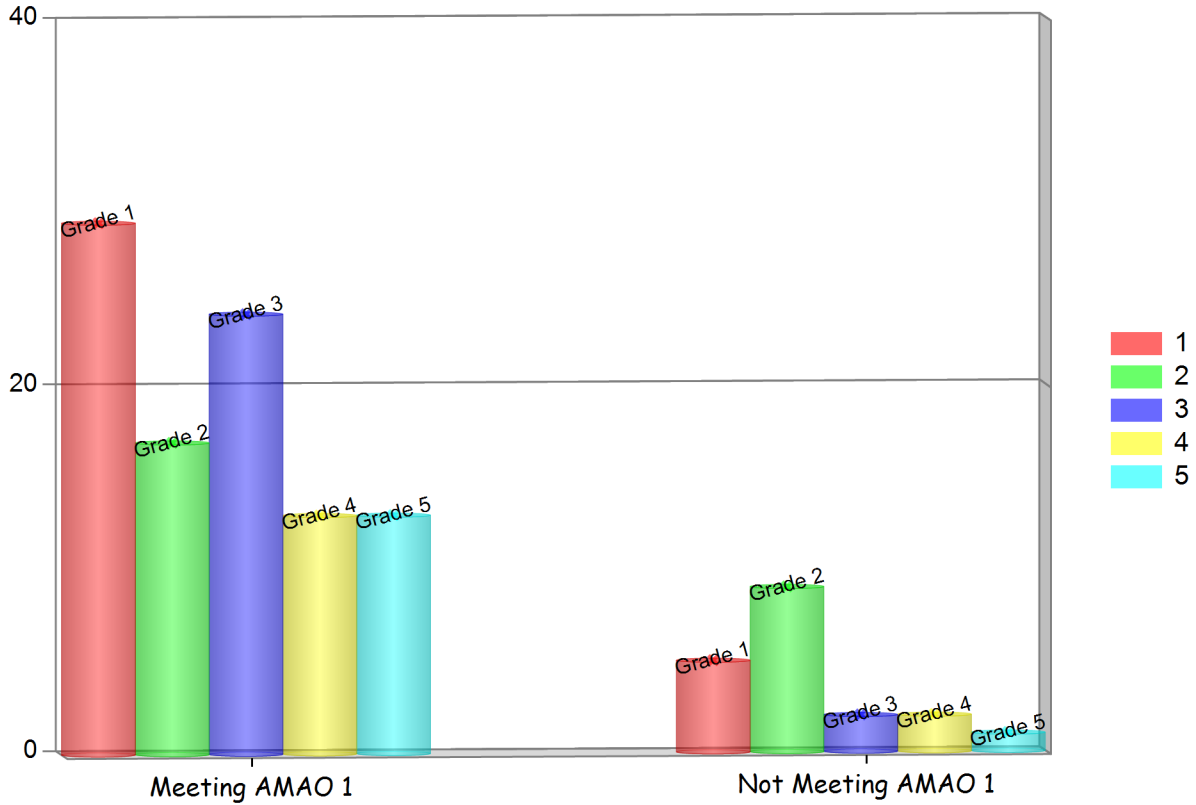
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	219	218	222	218	221	216	218	
Winter	226	226	228	225	225	228	225	
Spring	230	231	233	231	228	229	225	
Growth	11	13	11	13	7	13	7	

**Highland Ranch Elementary Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
1	29	5
2	17	9
3	24	2
4	13	2
5	13	1

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	30.7	35.6	26.8	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	36.2	35.1	37.1	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	40	40.7	39.1	42.7	45.0	40.5	25.2	26.2	24.3

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	School-wide SMART Goal: By fall of 2011 the number of students who score proficient in ELA and Math will increase by 3 points..	[]	[X]	There was an increase of two points in ELA and one point in Math.	Increased grade level collaboration to analyze assessment data and share strategies for increased student achievement. Increased cross grade level collaboration to discuss "what works and what doesn't work". Compare and contrast what is being taught at each grade level so "holes" in our instruction can be determined and corrected.
English Learners (required)	<ul style="list-style-type: none"> Increase ELL CST scores in ELA and Math by 3 points 	[X]	[X]	There was an increase of four points in ELA for ELL and a decrease of two points in Math.	Increased focus on utilizing Avenues curriculum in classrooms as well as reteaching and focus on trying to pull ELL students for small group instruction within the classroom whenever possible.
Students with Disabilities (required)	<ul style="list-style-type: none"> Increase Student with Disabilities' CST scores in ELA and Math by 3 points 	[]	[X]	Students with disabilities remained the same as the previous year in ELA and Math	Our resource teacher works closely with classroom teachers to support them by suggestions of strategies and techniques to use in the classroom to support our resource students. also whenever possible the resource teacher tries to support our resource students within the classroom with the assistance of her insurrectional assistants.
GATE (required)	<ul style="list-style-type: none"> Maintain CST scores for GATE students at 100% proficient in ELA and math 	[X]	[X]		Provide opportunity for students who demonstrate proficiency in grade level assignments the opportunity to expound on their learning through independent, and group projects that are not traditional. (such as the Knowledge Bowl)
Educationally Disadvantaged or Title I Students (required)	<ul style="list-style-type: none"> Low SES students will increase scores in ELA and Math by 3 percentage points. 	[X]	[X]	There was an increase of three points in ELA and an increase of two points for our economically disadvantaged students.	There is a focus site wide to place more emphasis on using frequent assessment and data analysis to determine students' weak areas and re-evaluate how

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>students should be instructed. We are not aware which of our students are classified as economically disadvantaged however we look at all of our students who are performing significantly below grade level and apply these strategies.</p>

III. TEACHING AND LEARNING

A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	School-wide SMART Goal: By fall of 2012 the percentage of students who score proficient in ELA and Math will increase by 3 points..	<p>Bi-monthly grade level collaboration to monitor progress of students identified as at risk</p> <p>Bi-monthly grade level collaboration to discuss instructional practices used within grade levels (what works)</p> <p>Ongoing monitoring of assessment results to plan instructional focus</p> <p>Use of reteaching, small group instruction, Daily Five, student goal setting, Accelerated Math,</p> <p>IMPACT teacher working with 1st-5th EL students performing below basic and far below basic and 1st-5th students identified as at risk who are also performing far below and below basic. The focus area is math determined by CST scores site wide. Students need areas are identified by the classroom teacher and the IMPACT teacher focuses instruction on that area.</p> <p>Instructional assistants provided for each grade level to assist with small group ELL instruction</p> <p>Avenues materials purchased to assist with research and planning of best practices for ELL instruction</p> <p>Work of Leadership Team with grade level teams to discuss where instructional focus should be for the grade level</p> <p>Work by kindergarten and 1st grade teams to incorporate MAPS as an assessment tool for their students</p> <p>Work by kindergarten and 1st grade teams to utilize MAPS results to plan instruction</p>	Formal & informal assessment data	classroom teacher IMPACT teacher EIA funds
In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	<ul style="list-style-type: none"> • Students identified as economically disadvantaged will increase scores in ELA and Math by 3 percentage points as measured by spring 2012 STAR tests 	<p>Student in grades 1st-5th help to identify what area they should work on and write an appropriate goal</p> <p>Small group instruction with the IMPACT teacher focusing on areas identified as need areas by the classroom teacher; instruction is then planned by classroom teacher and IMPACT teacher</p> <p>Ongoing grade level collaboration to discuss at risk students,</p>	MAPS data classroom assessment informal classroom assessment	Classroom Teacher IMPACT teacher EIA funds

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		strategies that are being used and show success, and sharing of modified curriculum	informal assessment from IMPACT teacher	
English Learners	<ul style="list-style-type: none"> Students identified as English learners will increase scores in ELA and Math by 3 percentage points as measured by spring 2012 STAR tests 	<p>Continued utilization of Avenues curriculum</p> <p>Grade level grouping of students for 30 minute daily instruction with Avenues curriculum</p> <p>Additional small group instruction with IMPACT teacher</p> <p>Classroom computer and software provided for reinforcement of basic skills instruction (purchasing Ergonomics software)</p>	<p>MAPS data classroom assessment</p> <p>informal classroom assessment</p> <p>informal assessment from IMPACT teacher</p>	<p>Classroom Teacher</p> <p>IMPACT teacher</p> <p>EL Instructional Aids</p> <p>EIA funds</p>
GATE	<ul style="list-style-type: none"> Students identified as GATE will score 100% proficient as measured by spring 2012 STAR tests 	<p>Provide opportunities for students identified as GATE exposure to a more rigorous level of curriculum</p> <p>Provide opportunities for students identified as GATE to set personal goals to increase performance in ELA and math.</p> <p>GATE coordinators conduct workshops during staff meetings to assist classroom teachers with providing enrichment activities for students</p>	<p>MAPS data classroom assessment</p> <p>informal classroom assessment</p>	<p>classroom teacher</p> <p>GATE coordinators</p>
Students with Disabilities	<ul style="list-style-type: none"> Students in the sub group students with disabilities will increase scores in ELA and Math by 3 percentage points as measured by spring 2012 STAR tests 	<p>Small group instruction with IMPACT teacher when student meets criteria for EIA funds</p> <p>Increased collaboration between resource teacher and classroom teacher</p>	<p>MAPS data classroom assessment</p> <p>informal classroom assessment</p> <p>informal assessment from resource teacher</p>	<p>Classroom teacher</p> <p>Resource teacher</p> <p>Resource Instructional Assistants</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
Grade levels meet bi-monthly to collaborate and discuss what upcoming lessons will be covered and how the information will be presented. Teams come together after a lesson is presented to discuss the students' level of engagement and their level of comprehension as measured by informal and formal assessment. Teams discuss those students who are not working up to the expectations and what strategies have been tried that worked and didn't work. Teams plan lessons together. There are times when you can walk into the classrooms of a particular grade level and	The Leadership Team and PTA partner to balance an appropriate level of parent involvement and keeping the level of distractions to the learning environment at a minimum. PTA officers help to model and educate parents to maintain professionalism when volunteering and to understand and respect that the fact that the primary goal of our campus is to provide an atmosphere for learning. Volunteer orientations are held monthly by the site administrator as a requirement in the volunteer process. This step in the volunteer clearance process	Students throughout 1st -5th grades are being taught how to look at their progress and identify what areas they need to work on, set a goal for that area and monitor progress toward the goal. In some classrooms parent conferences are student led. This is empowering to our students. Student accomplishments are identified by the classroom teacher to the principal and students are acknowledged for these accomplishments. The expectation at HRES and the language used with our students focuses on modeling for them that each individual is responsible for their learning

the same content is being covered. Teams problem solve not just how to re-teach, but how to present differently.

The Leadership Team representatives meet with their grade level/department (ASD) to discuss curriculum concerns.(with more students how can we cover all the standards and support all of our student's needs.) Administration and the Leadership Team meet monthly (at minimum) to discuss these issues and problem solve. Solutions may be specific to grade levels. The Leadership Team plans professional growth days (with Admin. input). these days are also planned with the needs of each grade level in mind.

An attempts is made to include professional sharing at each staff meeting (bi-monthly). This includes applications of techniques being used by staff.

was determined to be necessary by our Site Council. the purpose is to enhance the manner in which our volunteers interact with our students and staff. A "Monday Email" goes out to our community listing information from PTA, Foundation, and communication information that is important for parents to be aware of. During bi-monthly, student led Friday Flag students are acknowledged for academic excellence and demonstrations of the Character Counts traits. Volunteers are also acknowledged at this time for their contributions.

Our Foundation also works closely with staff. Through grade level discussion the Leadership Team has identified technology as the focus our site wishes to develop. Our teacher reps. and Foundation reps. are researching, meeting with DO personnel and developing a site technology plan together for HRES.

Both Foundation and PTA are making a conscious effort to promote involvement by parents who have not taken an active role before due to conflicts in meeting times. This year for the first time in at least 8 years PTA meetings are being held after school rather than mid-day in the hopes more parents can participate.

and their behavior. We focus on and model all of the character counts traits with an increased focus on the trait of respect. Despite budget constraints, class size increases and challenges to our campus student learning is always our focus.

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

This year is our first year with a general ed. preschool on our campus. This class and our four sections of special ed. preschool are placed together in a common area of our campus. Referred to as our preschool school area they share a playground only for their access and go back and forth between their classes for activities. also their students are acknowledged and participate in assemblies and Friday Flag activities.

The parents of our incoming kindergarten students and receive an orientation in the spring. They have the opportunity to meet the kindergarten team, and the principal, get an overview of our program, meet the EL IA"s, PTA and Foundation presidents and of course ask questions. The students are oriented prior to school starting during a welcome/scavenger hunt in their new classroom. The first few weeks of school, time is devoted daily to acclimating the students and their parents to HRES. Classroom, playground, hallway lunch area and library expectations are modeled to our new "kinders". Our 5th grade students are asked to assume the responsibility of "setting the example" and assisting us. This contributes to our preparation of our 5th grade classes for middle school. During Back to School night the 5th grade team meets with parents as a team and explains that this final year in elementary is a year to ensure our students are given responsibility and are held accountable at a level higher than expected in the past. Academically and socially we prepare our 5th graders to be responsible for doing their best and treating themselves, others and property with respect.

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN

Respect, responsibility and safety are keys to providing a supportive and positive learning environment. As the foundation of the social/emotional side of the Response to Intervention (RtI) pyramid we developed the "Highland Ranch Expectations". These expectations were identified with the purpose of supporting respectful, responsible and safe behavior from everyone on our campus in, in all areas of our campus. The following was put in to place four years ago to support understanding and "buy-in" from everyone.

- The expectations are displayed in all classrooms and common areas
- Copies were distributed to parents accompanied by information about the purpose
- Weekly focus on a particular area of focus by all staff (examples such as hallway behavior, playground behavior, assembly behavior, etc.)

Should an infraction of the Expectations occur a "Low Level Referral" is used to document the behavior, re-educate the student about the expectation and determine a possible antecedent for the behavior. Should the behavior become habitual or should an infraction occur that is deemed of a more serious nature an office referral is used. Throughout the discipline process the focus is kept on trying to identify the cause for the behavior and guiding the student in how to make better choices. Parents are notified through the steps of this process. Additional work is being done by staff this year to specific consequences for specific behaviors.

Each year every student receives a copy of the Rules of Student Discipline in the Poway Unified School District. In addition, the Highland Ranch Elementary School Handbook informs students and parents about our school rules. Each classroom teacher implements rules, consequences, and positive reinforcement strategies in their classroom. Students from each class are acknowledged weekly as "Ambassadors of Character." Classroom teachers make the principal aware of students modeling the character counts traits and those students are acknowledged during Friday Flag. Students are also positively reinforces school wide with Character Counts slips.

Ongoing site assemblies are devoted to character education. An assembly from an outside organizations (Power of One) teaches our students strategies to recognize bullying and how to address it. We are fortunate this year to also have the PIP program that offers support for students in grades K-3rd and a counselor who is available to all of our students.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Character Counts	K-12th	ongoing daily
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	
Small groups facilitated by counselor	K-5th	240 minutes weekly

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	223
EIA-EL: Economic Impact Aid - English Learners	67,905
EIA-SCE: Economic Impact Aid - State Compensatory Education	17,492

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP
6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Linda Rasmussen	Original signature page on file at the district office.	
Special Education	Diana Clark		
Title I (if applicable)			
Library	Jessie Reveron		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[]	[X]	[]	[]	[]	June 2012	Hope Blais		
[]	[X]	[]	[]	[]	June 2012	Mindi Eutsler	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	June 2012	Bonnie Sheldon		
[]	[]	[]	[X]	[]	June 2012	Ronald Flaherty		
[]	[]	[]	[X]	[]	June 2012	Marta Swanson		
[]	[]	[]	[X]	[]	June 2012	Eric Swanson		
[]	[]	[]	[X]	[]	June 2013	Charla Kos		
[]	[]	[]	[X]	[]	June 2012	Michelle Harris		
[]	[]	[X]	[]	[]		Debbie Acuna		
[X]	[]	[]	[]	[]		Anita Watson		
1	3	1	5	0	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on //2012.

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

V.D. BUDGET DEVELOPMENT FORM

SITE: Highland Ranch Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$223
 TOTAL SITE BUDGET: 223

**Budget Summary for
 Highland Ranch Elementary School**

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	0	0	0	0	0	0

V.D. BUDGET DEVELOPMENT FORM

SITE: Highland Ranch Elementary School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091

**Budget Summary for
 Highland Ranch Elementary School**

2011 ENTITLEMENT:	<u>\$26,350</u>	\$PER STUDENT:	<u> </u>
PLUS CARRYOVER:	<u>\$41,555</u>	# OF STUDENTS:	<u> </u>
TOTAL SITE BUDGET:	<u>67,905</u>	TOTAL ENTITLEMENT:	<u>0</u>
		BUDGETED EXPENDITURES	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	500					500
1100-014: TEACHER HOURLY	20,000					20,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	20,500	0	0	0	0	20,500
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR	10,000					10,000
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	10,000					10,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	20,000	0	0	0	0	20,000
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	6,000					6,000
4200-010: OTHER BOOKS	1000					1,000
4300-010: SUPPLIES	1000					1,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	6,000					6,000
4300-099: RESERVE						0
	14,000	0	0	0	0	14,000
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE	4000					4,000
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
	4,000	0	0	0	0	4,000
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	8000					8,000
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	8,000	0	0	0	0	8,000
TOTAL SITE BUDGET:	66,500	0	0	0	0	66,500

V.D. BUDGET DEVELOPMENT FORM

SITE: Highland Ranch Elementary School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
 Highland Ranch Elementary School**

2011 ENTITLEMENT:	<u>\$9,600</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$7,892</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>17,492</u>	TOTAL ENTITLEMENT: <u>0</u>
		BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	10000					10,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	10,000	0	0	0	0	10,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	3500					3,500
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	3,500	0	0	0	0	3,500
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE		500				500
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	3000					3,000
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	3,000	0	0	0	0	3,000
TOTAL SITE BUDGET:	17,000	0	0	0	0	17,000

VI. ADDENDUM (Optional)
