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
Hillsdale High School	4133070	November 29, 2021	

Purpose and Description

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

X Schoolwide Program

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

The San Mateo Union High School District has created a comprehensive LCAP that reflects the input and values of the schools within the district, with a particular emphasis on facilitating equitable opportunities and access for all students, leading toward more equitable outcomes. Hillsdale's 2018 WASC Action Plan, updated in 2021, is closely aligned to the district LCAP and is reviewed each year by the school's Site Council. Specific elements of the WASC Action Plan are identified each year and included in the School Plan for Student Achievement. The SPSA acts as the guiding document for the resource allocation for Hillsdale over the coming year, with sections on curriculum, assessment, instruction and social-emotional supports for all students.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The district supports annual surveys of parents, staff and students through Panorama, with one survey focusing on accessibility of resources and supports and the other focused on mental health and school connectedness.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Hillsdale Administration conducts regular classroom walkthroughs, using a protocol modified from UC Santa Cruz's New Teacher Center, and those observations clarifiy specific instructional needs for the staff. With the staff's chosen focus on equity, walkthrough observations include details on addressing the needs of English Learners and other special needs students. Teachers have worked to collectively design lessons and use protocols for observations and feedback.

SMUHSD's evaluation process now includes significant Instructional Coaching services provided to all new teachers and most teachers on Full Evaluation. The coaching process is centered on teacher-generated SMART goals related to CSTP standards.

While instructional strategies continue to improve and to focus increasingly on formative assessments, there are patterns of concern. Direct instruction, while often clear and effective, is not paired with clear opportunities for student processing. Some teachers still focus on the instruction of the content without clear consideration of the skills (Hillsdale's Graduate Profile) that are involved in the learning. Clear structures and boundaries are inconsistently employed across the campus. Effective checking for understanding, while frequent, is not yet embedded in all classrooms. There are models of extraordinary practice that are spreading through intra- and inter-departmental conversations, and anchored by a focus on student portfolio. The challenge is to quicken the pace of the spread.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- ELCAP scores from grades 7-12
- SRI Reading Scores from grades 9, 10
- Grades/progress toward graduation and UC/CSU eligibility rates
- Truancy/attendance/tardies/behavior data
- CAASPP Scores, grade 11

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- Department Benchmarks (Math, English, Science)
- Analysis of Student Work (ASW) on common department assessments
- Senior portfolio defense/Capstone measurements
- Department/Subject Portfolio Tasks
- Student, Parent, Staff Surveys

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Hillsdale's teachers are considered highly qualified for the subjects they are teaching

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development for 2021-23 will align with the Professional Development structures designed by Joe Truss and Shane Safir and implemented throughout the district.
- Understanding issues of equity and structures that create barriers to success for students of color, low-income and ELD students and those in Special Education.
- Developing processes for identifying and using "street data" to inform mindset and practice.
- Continued progress toward refining the Graduate Profile and developing tasks that engage students across disciplines.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Continued work with the following experts:
- Site Instructional Coaches
- Developing teacher's capacity to use street data in their collaboration and planning processes
- Improved capacity to develop engaging and student-centered projects

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In Hillsdale's SLC model, all grade level core teams (English, Social Science, Math, Science) have a common collaboration period, as do all same-subject teams (with the exception of VAPA). Thursday early release days are focused on curriculum and assessment development, with a focus on street data and issues of anti-racism this year, leading towards creating student-centered projects, an improved use of technology in the classroom, and equity on campus.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to the California State Content Standards/Common Care/NGSS. Instruction and materials are focused on insuring that students can demonstrate mastery of the content standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All reading/language arts and mathematics courses meet for approximately 223 minutes per week for 36 weeks.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lessons for Algebra, Geometry, Biology, Ethnic Studies and World History courses are aligned on a weekly basis.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State-adopted, standards-based materials are used by all teachers and made available to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials, including intervention materials are used by all teachers and made availale to all student groups.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Hillsdale provides the following opportunities to enable underperforming students to meet standards:
- Daily advisory system where students can receive academic and emotional support
- Support classes for Math
- Online practice with basic math skills
- After School Learning Center for students who need a place to study after school and receive homework support
- Peer Tutoring available most periods throughout the day
- Guided Studies sections are provided for at-risk 9th and 10th grade students.
- Advisory and tutorial embedded within the day.
- Community Resource Center and Empowerment Through Action mentoring are available for targeted students (approximately 10% of the student population).

Evidence-based educational practices to raise student achievement

- Analysis of Student Work
- Constructing Meaning
- Project Based Learning practices
- Culturally Relevant Curriculum
- Strategic Literacy
- Response to Intervention
- Support for the Whole Child (Academic, Emotional, Social)
- Multi Tiered Student Support system (MTSS)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- PTSO (provides guest speakers and organizations to discuss parenting issues)
- Hillsdale Foundation (provides funding for field trips, staffing, technology)
- Padres Unidos (underrepresented students as well as all EL)
- Wellness Center (Social-emotional well-being of students)
- After School Learning Center (peer tutoring and study groups)
- Booster Groups (offer scholarships for low-income students)
- Special Education Parent Group
- Community Resource Center
- Peace Pantry
- Empowerment Through Action mentoring program

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- SLC (Site) Council
- Leadership Team (SLC House Leaders and House Administrators)
- SLC House Teachers
- ELAC
- PTSO

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Wellness Center/MTSS
- Professional Development on Equity, Analysis of Student Work, Digital Portfolio, Literacy Strategies, Peer Observation/Walkthroughs
- After School Learning Center
- Community Resource Center
- Empowerment Through Action

Fiscal support (EPC)

See Appendix D

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The basis for the SPSA is the 2018/2021 WASC reports and Action Plan that was generated with significant input from students, parents, classified staff and teachers. Each year, the Site Council reviews the WASC Action Plan and approves the broad outline of the year's SPSA, with the details then being addressed by administration and the school's Leadership Team. Site Council, which includes parents and students approves the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Hillsdale's resources are allocated in order to best realize the school's four Cornerstones: Equity, Rigor, Personalization and Shared Decision-making. Significant (10.4 FTE) resources are put into Advisory and toward ensuring pure Smaller Learning Community (SLC) models in each house. The San Mateo Union High School District is well-resourced and Hillsdale has been able to augment the base allocation with an active Foundation. Nonetheless, additional resources would benefit our diverse student population in order to:
1. Maintain our SLC model while providing rich elective and support programs.
2. Provide opportunities to connect with school for students who do not have those opportunities: affinity groups, clubs, teams, mentorships, etc.
3. Pay for professional development and collaboration.
4. Provide adequate sections for ELD and Special Education students.
5. Fund Empowerment Through Action.
6. Keep class sizes as small as possible in the academic core.

The district remains committed to these goals. The reality is that there are never enough resources to meet all of our challenges.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.45%	0.24%	0.2%	7	4	3
African American	0.89%	0.91%	1.0%	14	15	17
Asian	15.04%	15.02%	16.2%	236	248	274
Filipino	5.04%	4.18%	4.0%	79	69	67
Hispanic/Latino	32.57%	35.07%	34.2%	511	579	578
Pacific Islander	0.64%	1.21%	1.0%	10	20	17
White	7.14%	33.3%	32.9%	112	550	556
Multiple/No Response	7.46%	6.54%	10.5%	117	108	177
			Total Enrollment	1,569	1,651	1,689

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	403	417	407
Grade 10	436	416	429
Grade 11	374	441	411
Grade 12	356	377	442
Total Enrollment	1,569	1,651	1,689

Conclusions based on this data:

1. Enrollment has increased significantly over the past five years but seems to have peaked in 2020-21, with a smaller 9th grade class enrolling in the Fall of 2021.

2. Since 2015, Hillsdale has seen a significant increase in Latino students and a corresponding decline in white students.

3. Not shown here, but the demographic shift also includes a significant rise, through 2021, in our low SES student population and our EL population. While the community around us seems to be flourishing economically, the school's population is increasingly diverse, Latino and low-income.

School and Student Performance 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	170	208	220	10.8%	12.6%	13.0%
Fluent English Proficient (FEP)	388	396	414	24.7%	24.0%	24.5%
Reclassified Fluent English Proficient (RFEP)	20	22	29	12.2%	12.9%	13.9%

Conclusions based on this data:

1. Hillsdale's EL population has grown and will grow significantly through 2021-22, as we add additional EL 1-2-3 sections. ELD enrollment has increased across the district, impacting the enrollment at all three schools with ELD populations.

2. The percentage of students who are reclassified is erratic year-to-year, while the increase in EL students has been steady.

School and 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	352	377	403	309	328	0	309	328	0	87.8	87	0.0
All Grades	352	377	403	309	328	0	309	328	0	87.8	87	0.0

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

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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2639.	2637.		40.45	38.72		33.33	32.32		14.56	19.21		11.65	9.76	
All Grades	N/A	N/A	N/A	40.45	38.72		33.33	32.32		14.56	19.21		11.65	9.76	

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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	47.25	44.31		40.45	41.23		12.30	14.46	
All Grades	47.25	44.31		40.45	41.23		12.30	14.46	

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	47.73	47.22		38.64	42.28		13.64	10.49	
All Grades	47.73	47.22		38.64	42.28		13.64	10.49	

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 Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	33.44	27.22		56.49	66.06		10.06	6.73	
All Grades	33.44	27.22		56.49	66.06		10.06	6.73	

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	48.05	43.34		42.21	46.75		9.74	9.91	
All Grades	48.05	43.34		42.21	46.75		9.74	9.91	

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.

Conclusions based on this data:

1. The data in these areas has not changed much since 2015-16. The variations are not significant enough to draw conclusions. We have not conducted CAASPP tests in two years.

2. Students at Hillsdale are taught in teams that stay with them for 2 years, so the students in odd numbered years will always have the same teacher teams. As we accumulate more data, we might see patterns develop based on the even-odd year split between teams.

3. Students do not see the value of the CAASPP test, so setting, timing, internal motivation and compliance have as much impact on the results as the student aptitude. At the same time, disaggregated CAASPP data shows the dramatic differences between students based on ethnicity, income, parent education level and language background. While we are able to mitigate, to a degree, those differences in terms of grades and school experience, the discrepancies in terms of reading, writing, and math are huge.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	352	377	403	310	325	0	310	325	0	88.1	86.2	0.0
All Grades	352	377	403	310	325	0	310	325	0	88.1	86.2	0.0

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

2019-20 Data:
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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2634.	2620.		25.48	20.92		25.48	28.62		27.74	22.15		21.29	28.31	
All Grades	N/A	N/A	N/A	25.48	20.92		25.48	28.62		27.74	22.15		21.29	28.31	

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	41.29	34.15		30.65	31.08		28.06	34.77	
All Grades	41.29	34.15		30.65	31.08		28.06	34.77	

2019-20 Data:
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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.42	26.23		49.35	45.37		23.23	28.40	
All Grades	27.42	26.23		49.35	45.37		23.23	28.40	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.32	29.54		53.55	55.08		16.13	15.38	
All Grades	30.32	29.54		53.55	55.08		16.13	15.38	

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.

Conclusions based on this data:

1. As with English, the changes in data year-over-year are small and no meaningful conclusions can be drawn. While we would like to see increases in results, we have been able to maintain the results with a student population that has shifted in the past five years.

2. We have not completed these tests in two years.

School and Student Performance Data

ELPAC Results

<table>
<tr><td colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Overall</td><td colspan="3">Oral Language</td><td colspan="3">Written Language</td><td colspan="3">Number of Students Tested</td></tr>
<tr><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td></tr>
<tr><td>9</td><td>1546.1</td><td>1531.9</td><td>1529.3</td><td>1539.6</td><td>1517.3</td><td>1507.7</td><td>1552.1</td><td>1546.1</td><td>1550.5</td><td>36</td><td>36</td><td>27</td></tr>
<tr><td>10</td><td>1551.7</td><td>1533.5</td><td>1574.4</td><td>1534.2</td><td>1518.0</td><td>1560.5</td><td>1568.7</td><td>1548.5</td><td>1587.8</td><td>49</td><td>36</td><td>27</td></tr>
<tr><td>11</td><td>1517.3</td><td>1515.7</td><td>1573.6</td><td>1494.6</td><td>1492.4</td><td>1562.9</td><td>1539.6</td><td>1538.5</td><td>1583.9</td><td>31</td><td>44</td><td>16</td></tr>
<tr><td>12</td><td>1535.4</td><td>1561.2</td><td>*</td><td>1514.4</td><td>1536.1</td><td>*</td><td>1555.9</td><td>1585.7</td><td>*</td><td>20</td><td>28</td><td>*</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>136</td><td>144</td><td>73</td></tr>
</table>

2019-20 Data:
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<table>
<tr><td colspan="14">Overall Language
Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="2">Total Number of Students</td></tr>
<tr><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td></tr>
<tr><td>9</td><td>*</td><td>16.67</td><td>29.17</td><td>30.56</td><td>38.89</td><td>25.00</td><td>*</td><td>19.44</td><td>20.83</td><td>*</td><td>25.00</td><td>25.00</td><td>36</td><td>36</td><td>24</td></tr>
<tr><td>10</td><td>44.90</td><td>16.67</td><td>20.00</td><td>*</td><td>41.67</td><td>56.00</td><td>*</td><td>16.67</td><td>12.00</td><td>26.53</td><td>25.00</td><td>12.00</td><td>49</td><td>36</td><td>25</td></tr>
<tr><td>11</td><td>*</td><td>4.55</td><td>25.00</td><td>*</td><td>22.73</td><td>56.25</td><td>*</td><td>36.36</td><td>6.25</td><td>*</td><td>36.36</td><td>12.50</td><td>31</td><td>44</td><td>16</td></tr>
<tr><td>12</td><td>*</td><td>25.00</td><td>*</td><td>*</td><td>42.86</td><td>*</td><td>*</td><td>14.29</td><td>*</td><td>*</td><td>17.86</td><td>*</td><td>20</td><td>28</td><td>*</td></tr>
<tr><td>All Grades</td><td>32.35</td><td>14.58</td><td>23.53</td><td>20.59</td><td>35.42</td><td>42.65</td><td>21.32</td><td>22.92</td><td>13.24</td><td>25.74</td><td>27.08</td><td>20.59</td><td>136</td><td>144</td><td>68</td></tr>
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<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="2">Total Number of Students</td></tr>
<tr><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td><td>17-18</td><td>18-19</td><td>20-21</td></tr>
<tr><td>9</td><td>38.89</td><td>25.00</td><td>33.33</td><td>36.11</td><td>33.33</td><td>25.00</td><td>*</td><td>19.44</td><td>16.67</td><td>*</td><td>22.22</td><td>25.00</td><td>36</td><td>36</td><td>24</td></tr>
<tr><td>10</td><td>44.90</td><td>30.56</td><td>36.00</td><td>*</td><td>30.56</td><td>40.00</td><td>*</td><td>13.89</td><td>8.00</td><td>*</td><td>25.00</td><td>16.00</td><td>49</td><td>36</td><td>25</td></tr>
<tr><td>11</td><td>38.71</td><td>4.55</td><td>50.00</td><td>*</td><td>38.64</td><td>37.50</td><td>*</td><td>27.27</td><td>0.00</td><td>*</td><td>29.55</td><td>12.50</td><td>31</td><td>44</td><td>16</td></tr>
<tr><td>12</td><td>*</td><td>32.14</td><td>*</td><td>*</td><td>17.86</td><td>*</td><td>*</td><td>28.57</td><td>*</td><td>*</td><td>21.43</td><td>*</td><td>20</td><td>28</td><td>*</td></tr>
<tr><td>All Grades</td><td>41.91</td><td>21.53</td><td>36.76</td><td>22.79</td><td>31.25</td><td>32.35</td><td>15.44</td><td>22.22</td><td>8.82</td><td>19.85</td><td>25.00</td><td>22.06</td><td>136</td><td>144</td><td>68</td></tr>
</table>

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	8.33	20.83	36.11	27.78	20.83	*	25.00	29.17	30.56	38.89	29.17	36	36	24
10	24.49	2.78	24.00	22.45	33.33	20.00	*	36.11	44.00	32.65	27.78	12.00	49	36	25
11	*	6.82	6.25	*	13.64	50.00	38.71	34.09	31.25	*	45.45	12.50	31	44	16
12	*	7.14	*	*	46.43	*	*	25.00	*	*	21.43	*	20	28	*
All Grades	15.44	6.25	17.65	26.47	28.47	26.47	27.21	30.56	33.82	30.88	34.72	22.06	136	144	68

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	44.44	5.56	12.50	36.11	66.67	58.33	*	27.78	29.17	36	36	24
10	46.94	16.67	12.50	32.65	52.78	66.67	*	30.56	20.83	49	36	24
11	*	2.27	6.25	45.16	31.82	81.25	*	65.91	12.50	31	44	16
12	*	0.00	*	*	60.71	*	*	39.29	*	20	28	*
All Grades	40.44	6.25	10.45	36.76	51.39	64.18	22.79	42.36	25.37	136	144	67

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	52.78	55.56	54.55	36.11	25.00	22.73	*	19.44	22.73	36	36	22
10	55.10	55.56	84.00	28.57	25.00	0.00	*	19.44	16.00	49	36	25
11	38.71	47.73	81.25	*	27.27	6.25	*	25.00	12.50	31	44	16
12	60.00	53.57	*	*	35.71	*	*	10.71	*	20	28	*
All Grades	51.47	52.78	71.88	30.88	27.78	9.38	17.65	19.44	18.75	136	144	64

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	16.67	33.33	41.67	41.67	41.67	47.22	41.67	25.00	36	36	24
10	28.57	13.89	28.00	28.57	50.00	52.00	42.86	36.11	20.00	49	36	25
11	*	6.82	18.75	38.71	43.18	68.75	45.16	50.00	12.50	31	44	16
12	*	10.71	*	*	75.00	*	*	14.29	*	20	28	*
All Grades	20.59	11.81	26.47	34.56	50.69	50.00	44.85	37.50	23.53	136	144	68

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	2.78	0.00	80.56	66.67	66.67	*	30.56	33.33	36	36	24
10	28.57	5.56	8.00	44.90	77.78	80.00	26.53	16.67	12.00	49	36	25
11	*	6.82	6.25	67.74	56.82	75.00	*	36.36	18.75	31	44	16
12	*	21.43	*	60.00	60.71	*	*	17.86	*	20	28	*
All Grades	20.59	8.33	4.48	61.76	65.28	71.64	17.65	26.39	23.88	136	144	67

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.

Conclusions based on this data:

1. This data dates to 2019.

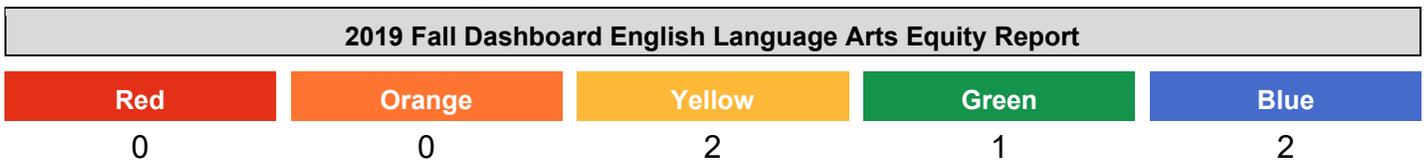# School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1689	**23.0**	**13.0**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	220	13.0
Foster Youth	3	0.2
Homeless	1	0.1
Socioeconomically Disadvantaged	388	23.0
Students with Disabilities	199	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	1.0
American Indian or Alaska Native	3	0.2
Asian	274	16.2
Filipino	67	4.0
Hispanic	578	34.2
Two or More Races	177	10.5
Native Hawaiian or Pacific Islander	17	1.0
White	556	32.9

Conclusions based on this data:

1. Hillsdale's white and Latino population percentages have converged over the past several years so that our Latino population is now our largest sub-group.

2. Hillsdale's SES population has risen significantly over the past five years.

School and Student Performance Data
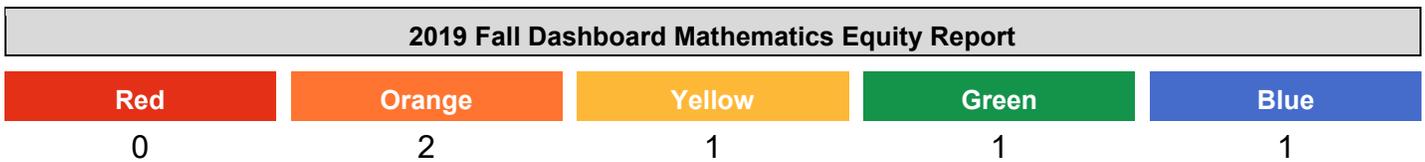
Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Yellow		
College/Career Yellow		

Conclusions based on this data:

1. Hillsdale's graduation rate remains difficult to calculate given the large number of students in AAC and certificate of completion programs, as well as students who return for a 5th year. We are looking closely at how we are reporting that data. The 2021 data around graduation rates seems promising, near 95% based on our calculations.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
55.3 points above standard	44.9 points below standard	0 Students
Maintained ++1 points	Increased Significantly ++40.4 points	
323	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	5.8 points below standard	32.8 points below standard
	Increased Significantly ++16.2 points	Increased Significantly ++70.6 points
1	76	17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	105.1 points above standard	77.5 points above standard
1		Maintained ++1.4 points	Increased Significantly ++59.3 points
		42	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
11 points above standard	0.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	103 points above standard
Increased Significantly ++21.2 points	Declined Significantly -59.7 points	1	Increased Significantly ++20.1 points
115	20		43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.9 points below standard	11.3 points above standard	71.6 points above standard
Increased Significantly ++52.7 points	Increased Significantly ++29.5 points	Increased ++3.7 points
26	15	217

Conclusions based on this data:

1. We could not trace the cause of the 58% drop in EL results.

2. The discrepancies between white/Asian and Hispanic/low SES are large and speak to the central challenge we face as a diverse school.

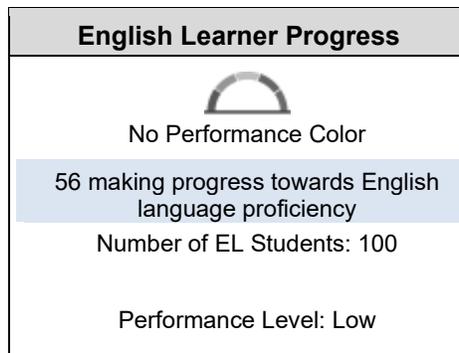**3.** This data is now two years old.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	
7.5 points below standard	95.4 points below standard	
Declined -11.8 points	Declined -4.4 points	
320	41	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	78.2 points below standard	140.2 points below standard
	Maintained -2.1 points	Increased Significantly ++22.9 points
1	76	18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		75.5 points above standard	12.5 points above standard
1		Declined Significantly -21.6 points	Increased Significantly ++46.9 points
		42	22

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
70.7 points below standard	39.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	47.3 points above standard
Increased ++8.4 points	Declined Significantly -60.4 points	1	Increased Significantly ++23.3 points
115	18		43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.9 points below standard	24 points below standard	9.9 points above standard
Declined -10.7 points	Increased Significantly ++22.9 points	Maintained -2.2 points
27	14	214

Conclusions based on this data:

1. As with ELA, large gaps exist, although low SES students performed relatively better in math than in ELA.

2. This data is now two years old.

School and Student Performance Data

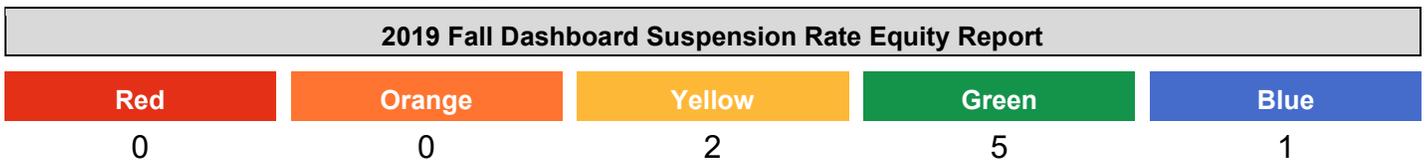## Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
56 making progress towards English language proficiency
Number of EL Students: 100
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. We are looking forward to seeing year-over-year data points for the ELPAC.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. English Learners are not accessing the same college/career readiness opportunities as other students. Data for Special Education students is also low, which is one factor in our system redesign.

2. UC eligibility rates have gone up significantly, which is likely driving increased rates.

3. Many of our students are taking CSM classes but that might not be reflected in the data.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	435	410	4	94.3
English Learners	53	39	4	73.6
Foster Youth	1		0	
Homeless	5		0	
Socioeconomically Disadvantaged	111	93	4	83.8
Students with Disabilities	45	37	0	82.2
African American	4		0	
American Indian or Alaska Native				
Asian	67	66	0	98.5
Filipino	13	13	0	100
Hispanic	133	115	3	86.5
Native Hawaiian or Pacific Islander	5		0	
White	162	160	1	98.8
Two or More Races	50	47	0	94

Conclusions based on this data:

1. Graduation rate data seems to fluctuate dramatically year-to-year and depending on how it is run and we are particularly concerned about how 5th year students are counted. Graduation rates for Hispanic students rose 9.5% in one year which is more of an accounting issue than a systemic change.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	5	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
3.5	5.2	Less than 11 Students - Data Not
Declined -1.5	Declined -0.8	8
1628	211	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	5.7	8.8
10	Declined -1.2	Declined Significantly -4.8
	406	181

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	Blue
0	Less than 11 Students - Data 8	2.5	0
Declined -16.7		Declined -0.9	Declined -1.1
15		243	80

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Green
5.7	2.6	27.3	0.9
Declined Significantly -3.8	Maintained +0.1	11	Declined -2.1
547	614		110

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5	3.5

Conclusions based on this data:

1. Suspension rates among students with disabilities are impacted by the existence of several specialized programs on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.
Outcomes:
* Percentage of non-White/ Multiple race certificated staff will increase by 2% in 2021-22 & by 6% overall in 2023-24 (from 29% [Fall2021] to 35%[Fall 2024])
* Student Perception of Favorable Teacher/Student Relationships will maintain or increase by 1% or more in 2021-22 & maintain or increase by 1% or more overall in 2023-24 (from 70% overall "favorable" response to 70%+ overall "favorable" response)
* All students have a caring relationship with one adult (baseline to be set in survey in 2021-22)

Goal 1

Goal #1: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of Hillsdale's culture.
Outcomes:
* Increase staff diversity such that it reflects the diversity of the communities we serve
* Ensure every student has at least one strong relationship with an adult on campus

Identified Need

Increase the diversity of the staff to better mirror the student demographics. Utilize the SLC structures to better ensure strong and consistent relationships between students and between staff and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certificated Staff Demographics	2011-12: 84% of the faculty was white. 2016-17: 78% of the faculty was white. 2020-21: 69% of the faculty was white, 13% Latino, 10% Asian, 6% Filipino, 2% White	Between 35-40% Teachers of Color by 2025
Panorama Survey Results	2021 Survey: If you need help with a personal problem, is there at least one adult at this school who you feel you could go to? Yes: 82% Do you know how to reach out to an adult on campus if you need help right now? Yes: 87%	90+% by 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classified Staff Demographics	2020-21: 23.8% of the staff is white, 20.8% Latino	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Identify, hire and support a diverse staff. Work within district hiring practices and trainings, and leverage relationships with local teacher education programs, to ensure that the school is attracting a diverse range of candidates. Better support new teachers within SLC structures and across the school to ensure that those teachers feel supported and grow in the profession.

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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Review, re-envision and revise SLC structures in light of the school's demographics and in order to better realize the Cornerstones of Equity, Personalization and Rigor.

Strategy/Activity

Leadership Team will lead the staff through a series of conversations that ensure a revitalized SLC structure for 2025.

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)
15000	Foundation 1000-1999: Certificated Personnel Salaries Release time and summer planning time

Annual Review

SPSA Year Reviewed: 2020-21

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.

Hillsdale's hiring policies have slowly increased the diversity of the faculty over the past decade. We look forward to working within the district's new hiring framework in order to build on this pattern, acknowledging that the possibility of declining enrollment means that we are likely to hire few candidates over the next five years.
Hillsdale has worked hard to create strong Tier 1 structures that allow all students to be known well by teachers. The pandemic, increased class sizes and the changes in student demographics (particularly the rise in ELD and Special Education students) has caused us to step back and begin a process of evaluation and redesigning our SLCs with an eye to sustainability and a renewed commitment to the school's Cornerstones.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #4: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.
Goals:
- Train all staff on addressing Hate Speech and racist incidents in classrooms and on campus
- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- Continue to improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.
- Ensure that faculty of color feel supported and included in school and collegial communities

Goal 2

Goal #4: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.
Goals:
- Develop a coherent professional development plan, rooted in equity and processes that lead to more effective collaboration, curriculum and instructional practices.
- Continue to improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.
- Ensure that faculty of color feel supported and included in school and collegial communities

Identified Need

Post-pandemic, the work of teaching is harder than ever, with greater expectations, more responsibilities and never enough resources. Hillsdale needs to ensure that teachers have the time and support necessary to succeed, with a particular effort to support new teachers and teachers of color.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Staff Survey	Baseline to be established in 2021	Staff feel supported and heard.
Professional Development Surveys	Baseline to be established in 2021	Professional Development seen as relevant and supportive.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Plan and implement a cohesive professional development plan for all staff within the broader district framework, to ensure a focus on equity and process so that teachers are better prepared to support all students and create relevant and engaging learning experiences.

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)
50000	Foundation 1000-1999: Certificated Personnel Salaries Funds for summer planning
30000	General Fund 1000-1999: Certificated Personnel Salaries Professional Development Coordination
34000	Foundation 1000-1999: Certificated Personnel Salaries Leadership and P.D. support stipends

Annual Review

SPSA Year Reviewed: 2020-21

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 district and site professional development efforts are unfolding during a transition out of distance learning and in the shadow of the pandemic and unprecedented calls for social justice. We will review the implementation as the year unfolds and ends.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #2: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.
Outcomes:
*   The number of Suspensions will decrease by 1% in 2021-22 and decrease by 1.45% overall by 2023-24 (from 40(2.45%) [2018-19] to 1.5% or lower in 2023-24) Suspension Rate
*   Maintain/decrease Expulsion counts for all student groups to zero.   (from 0[2018-19SY] to no expulsions [2023-24SY])
*   Chronic Absenteeism will decrease by 1% 2021-22 and at least 1% overall by 2023-24 to maintain low chronic absenteeism status.   (from 4% [2018-19] 3% or lower of all students) Chronic Absenteeism
*   Student perception of Adult responsiveness to Hate Speech will increase 3.6% percentage points in 2021-22 and 11% overall by 2023-24 (from 59%[2020-21SY] to 70% "favorable")
*   Hate speech-Student Responsiveness - Baseline to be set in 2022

Goal 3

Goal #2: Safe & Connected Communities: We are dedicated as a school to create a culture and community that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.
Outcomes:
*   Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
*   Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our schools
*   Reduce the number of suspension and expulsions and the truancy rate at Hillsdale.
*   Create school communities that are culturally responsive and inclusive that foster a culture of upstanding

Identified Need

Establishing strong connections between student, family and school. Student mental health, anxiety and cultural disconnect from school seems to be growing in the age of smart phones and social media.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids and WASC school surveys on:	Students' relationships with a caring adult Baseline 2011 Healthy Kids: 11th grade=79%, 9th grade=76% 2018: 11th Grade=76%, 9th grade=70% Students' meaningful opportunities for participation (I do	Standardize the data and increase positive responses. Over-all connections with school seem to be falling across the country, county and region so it is difficult to establish goals. We need to see increases: 85% positive relationships with adults, 90% high expectations, 95% safety.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	interesting activities at school) Baseline 2011 Healthy Kids Survey: 11th grade=63%, 9th grade=63% 2018: 11th grade=58%, 9th grade=58% The school's high expectations for students: (who believes I will be a success) Baseline 2011 Healthy Kids Survey: 11th grade=86%, 9th grade=82% 2018: 11th grade=79%, 9th grade=79% * "I feel safe in my school." Baseline: 2011 Healthy Kids Survey: 11th grade=72%, 9th grade=76% 2018: 11th grade=73%, 9th grade=69%	
Truancy data:	Baseline 2010-11: 168 students had 21+ truancies; 127 had 54+ tardies 2013-14: 98 students had 21+ truancies; 58 had 54+ tardies 2014-15: 82 students had 21+ truancies; 49 had 54+ tardies 2015-16: 91 students had 21+ truancies; 47 had 54+ tardies 2018-19: 79 students had 21+ truancies; 65 had 54+ tardies	<70 with 21+truancies, <40 with 54+ tardies
Suspension and Expulsion data:	Baseline 2011-12: 13 expulsions; 119 non-unique suspensions (75 individuals) totaling 364 days 2014-15: 2 expulsions; 68 non-unique suspensions (51 individuals) totaling 176 days 2015-16: 1 expulsion; 76 non-unique (49 individuals) totaling 203 days 2019-20: 0 expulsions; 95 non-unique suspensions (70 individuals)	0 expulsions, <50 non-unique suspensions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation and withdrawal rates:	Baseline 2011-12: 95% graduation rate 2013-14: 94.4% graduation rate [284/301] 2015-16: 96.5% graduation rate [301/313] 2017-18: 89.5% graduation rate [331/370] 2020-21: 94.2% graduation rate [406/431]	95% graduation rate (data shifted in 2018)
% On-track for graduation	Baseline 2010-11: At end of spring semester, 18% of students were behind 10+ credits 2011-12: At end of spring semester, 4.3% of students were behind 10+ credits 2013-14: At end of spring semester, 3% of students were behind 10+ credits 2014-15: At end of spring semester, 2.3% (29 total) were behind 10+ credits 2015-16: At end of spring semester, 4.1% (42 total) were behind 10+ credits 2018-19: At end of spring semester, 5% (58 total) were behind 10+ credits	<2% 10 or more units behind

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Incorporating counseling/advisory curriculum that asks students to reflect in ways that build and encourage academic and personal identity (developmental assets,transcript analysis, goal setting, conferences), leading to an entry in the student portfolio. Improve Kid Talk, incorporating Common Assurances and Tier I supports for all students.

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	Foundation None Specified Work with MTSS team to coordinate lessons, assemblies and student programs. Release time during summer to design and implement Kid Talk strategies.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who have not been successful in school, students of color, students who are not socially/emotionally connected to school

Strategy/Activity

Integration of Empowerment Groups, Guided Studies and Advisory: Create 20+ Empowerment Groups to connect 150+ students with mentors and meaningful school and extra-curricular activities. Integrate GS with Empowerment Groups and advisory.

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)
56,000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Guided Studies sections
30,000	General Fund 2000-2999: Classified Personnel Salaries Empowerment Group mentor stipends and supports
20,000	Foundation 0001-0999: Unrestricted: Locally Defined Empowerment Group supports and stipends

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with anxiety and mental health issues, students with attendance and academic struggles.

Strategy/Activity

Fully develop and fund Hillsdale's Tier 2 supports, including:
1. Mental health and social services for at-risk students.
2. Improved Student Attendance Team to address student behavior/truancy/ tardiness
3. After School Learning Center for tutoring and social support of at-risk students: Decrease tutor:student ratio, provide additional adult support
4. Parent/ Community Liaison
5. Community Resource Center

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)
10000	Foundation 1000-1999: Certificated Personnel Salaries Provide funding for After School Learning Center and support services including tutors
30,000	LCAP Supplemental 2000-2999: Classified Personnel Salaries 3/5 Family Outreach Coordination: Coordinating communications systems to ensure a smooth flow of information from SLCs to and from MTSS counselors.
250,000	District Funded 2000-2999: Classified Personnel Salaries Wellness Counselors
89,000	Foundation 2000-2999: Classified Personnel Salaries Community Resource Center personnel

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students of color, under-represented groups of students

Strategy/Activity

1. Develop Student Liberatory Leadership cohort
2. Diversify student leadership, including representation on SLC Council
3. Increase the number and significance of events for students of color and under-represented groups on campus: Spanish-language dance, Dia de los Muertos, redesigned rallies, etc.

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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents of Historically Underserved Students

Strategy/Activity

Build on the success of PIQE to develop a coordinated and active Spanish-speaking parent organization.

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: 2020-21

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.

Wellness Counseling and Family Outreach matured significantly over the past five years, becoming part of the culture of the school and of our Tier II supports. The Counseling department took up a redesign effort to ensure better supports and the Advisory Committee developed tools and strategies to enhance Kid Talk and interactions with Tier II supports. Common Assurances now exist although they are used inconsistently. ETA is now functioning with the support of ELO/Foundation funding and community partnerships, although future funding remains unsecured. Student leadership opportunities are growing and we are seeing more diverse representation, although there is still work to be done.

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

Empowerment Groups have been largely funded through outside donations, which has allowed resources to be utilized in our Community Resource Center.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #3: Inclusive and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.
Outcomes:
*   Increase percentage of students who are "prepared" on the College & Career Indicator to 63% by 2023 (61%[Class of 2020]). College/Career Measure Five-by-Five Colored Table
*   Maintain/Increase the high percentage of 10th graders "on track" for graduation by at least one percentage point per year while approaching/maintaining close to 90%   on-track by 2023 (88% [Fall2021]).
*   Improve performance on the 11th Grade State Test - ELA: 74%(maintain/increase "high" status) & Math: 53% (increase by at least 3 points) by 2023 (ELA: 71% and 50Math %[Spring2019])   Academic Indicator
*   Increase percentage of students passing AP/IB or Dual Enrollment class to 52% by 2023 (48% [Class of 2019])

Goal 4

Goal #3: Inclusive and Relevant Learning for Every Student: Every Hillsdale student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.
Outcomes:
*   Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas and that all students are prepared to pursue some form of post-high school training/education.
*   Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment and aligned to Hillsdale's Graduate Profile.
*   Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

Identified Need

Although UC a-g eligibility data has risen considerably in the past 5 years to 72% last year, the distribution of who is eligible (as well as who attends 4-year colleges) is still unequal. We have made progress in grade rates and in retention of students but we need to improve college readiness in terms of skills and academic habits and mindsets. Hillsdale has a rich history of projects, exhibitions and senior defense, which we are examining in light of the pandemic and changing student demographics and staffing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
US/CSU eligibility	Baseline 2011-12: 42% of 12th graders, Class of 2017: Over-all eligibility: 57.8%, Latino 40.3%, Economically disadvantaged: 47.4%	Over-all: 78%, Latino: 65%, Economically disadvantaged: 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Class of 2019: Over-all eligibility: 72% Class of 2021: 74%	
Student enrollment in college and AP/AS classes	Baseline 2011-12: 349 students enrolled in AP in 26 sections (257 took a total of 554 AP exams). 2018-19: 346 students took 739 tests with a 73% pass rate.	
College attendance rates	Baseline Class of 2009: 74% enrolled in college the Fall after graduation Class of 2018: 83.8% enrolled in college the Fall after graduation.	90% enrolled in college Fall after graduation. We would like to identify more consistent ways of tracking retention and college success.
Senior Defense Pass Rates	Class of 2018: 67% (220/327)	80%, with equitable results

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Increase enrollment in AP courses, better reflecting the diversity of the school, while raising test scores. Early identification of students of color, low-income and Special Education students who should be enrolled in AS classes in 9th/10th grades. Counselor focus on enrollment going into 11th grade. Advisory four-year plans that include at least one AP or college class.

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)

	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop portfolio/defense system based on College Readiness research: 1. Establish norms and action plans for all content-area PLCs. 2. Clarify logistics for implementation of portfolio/defense 3. Implement portfolio tasks in all courses at all levels. 4. Calibrate assessments of writing and oral defense.

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	General Fund 1000-1999: Certificated Personnel Salaries Summer Collaboration
10000	Foundation 1000-1999: Certificated Personnel Salaries On-going support of model
28000	General Fund 1000-1999: Certificated Personnel Salaries .2 FTE Professional Development Coordinator

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop CSM partnership to systematize supports, structures and instruction to facilitate success. Support CSM 1st Year Success Initiative. Meet with Deans and CSM president to clarify course offerings and schedules to allow student access.Counsel 11th graders to consider CSM courses in 12th grade

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)
	None Specified
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support effective implementation of Instructional Coaches and evaluation system. Meet monthly with ICs to target teacher support and alignment with school goals.

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)
168,000	General Fund 1000-1999: Certificated Personnel Salaries 1.2 FTE for Instructional Coach salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure access to appropriate technology for staff and students and development a professional development plan concurrent with district technology plans.

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)
56000	General Fund 1000-1999: Certificated Personnel Salaries Create opportunities for ITC TOSAs to facilitate integration of technology and software.
20,000	Foundation 6000-6999: Capital Outlay

	Technology Purchases

Annual Review

SPSA Year Reviewed: 2020-21

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.

We have bumped our UC/CSU eligibility rates significantly in the past five years to 74% for the class of 2020. That data point reflects students taking more challenging classes and earning C or better grades in those classes. Advisory teams are becoming more sophisticated in targeting students and developing interventions. The Senior Capstone was launched successfully in 2018-19 and shows signs of engaging students and resulting in more high-quality academic products but we need to revisit that structure post-pandemic. Our Instructional Coaches continue to improve in their practice and are supporting more consistent and high-quality instructional practices. We are also seeing more students enroll directly in CSM classes, traveling up the hill to take afternoon courses. At the same time, we are offering fewer on-campus CSM courses, which is reducing access for some students.

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

No major differences. A number of these strategies are showing promise. All require more attention and there are bumps along the way in terms of implementation.

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 need a greater emphasis on early recruitment and placement of students in AS/AP/college classes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified
	None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

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	$906,000.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$250,000.00
Foundation	$253,000.00
General Fund	$317,000.00
LCAP Supplemental	$86,000.00

Subtotal of state or local funds included for this school: $906,000.00

Total of federal, state, and/or local funds for this school: $906,000.00

School Site Council Membership

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

1 School Principal

11 Classroom Teachers

0 Other School Staff

6 Parent or Community Members

5 Secondary Students

Name of Members	Role
Jeff Gilbert	Principal
Perri Devon-Sand	Classroom Teacher
Caroline Maniego	Classroom Teacher
Matt Springman	Classroom Teacher
Tim Williams	Classroom Teacher
Ethan Stewart	Classroom Teacher
Pam Seligman	Classroom Teacher Parent or Community Member
Susan Olmos	Classroom Teacher
Melissa Poblete	Classroom Teacher
Edwin Contreras	Classroom Teacher
Candace Thomas	Classroom Teacher Parent or Community Member
Rebecca Bingham	Parent or Community Member
Joyce Lew	Parent or Community Member
Marcella Ballard	Parent or Community Member
Vidal Cubero	Parent or Community Member
Rosemarie Pozzobon	Parent or Community Member
Sophia Heath	Secondary Student
Toyo Adenekan	Secondary Student

| Justin Briggs | Secondary Student |
| Emma Yu | Secondary Student |

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November, 2019.

Attested:

	Principal, Jeff Gilbert on 10.14.19
	SSC Chairperson, Pam Seligman on

Instructions

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

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

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

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

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019