

# The Single Plan for Student Achievement

## Hillsdale High School

School Name

4133070

CDS Code

Date of this revision: November 28, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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## San Mateo Union High School District

School District

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The District Governing Board approved this revision of the School Plan on 12/10/2015.

## II. School Vision and Mission

### HILLSDALE HIGH SCHOOL MISSION STATEMENT AND VISION

#### MISSION:

The mission of Hillsdale High School is to enable all students to reach their academic and personal potential.

As an educational community of students, parents, and staff, we are committed to sharing the responsibility for the mission by achieving the following cornerstones:

#### Equity through

- Core curriculum and high standards
- Differentiated Learning
- Collaboration and Professional Development
- Understanding, respect, and acceptance of diversity

#### Personalization through

- Community/Parent Connections
- Sense of Community
- Integrity, honesty, responsibility
- Advisory

#### Rigor through

- State and Common Core Standards
- Hillsdale Graduate Profile (excellence in reading, thinking, communication, respect and mastery of content)
- Authentic Learning (e.g. project-based learning, exhibitions, portfolios, demonstrations of mastery)

#### Shared Decision-Making through

- Democratic Structures
- Distributed Leadership
- Consensus Building
- Autonomy

The Mission Statement gives us the ability to see Hillsdale not only as it is, but as we would like it to become.

The purpose of governance will be to support the mission statement, realize the cornerstones it contains, and both promote and embody the values it represents. These cornerstones and values will also shape the process as well as the purpose of governance. In that spirit, we will hear, protect, and respect all voices, ensure equity among houses, assume positive intent, and collectively own and solve our problems. Ultimately we will strive to ensure that all decisions are made in the best interests of students.

### III. School Profile

#### An Overview of Smaller Learning Communities at Hillsdale:

First opened to students in 1955, Hillsdale High School is a four-year high school serving students largely from the cities of San Mateo and Foster City. The Hillsdale community is situated in an ideal location at the center of the San Francisco Peninsula, midway between San Francisco and San Jose. Both cities are less than a 30 minute drive away, allowing students and families an opportunity to share in their economic and social energy, as well as their cultural richness. By most standards, San Mateo and Foster City are prosperous communities, yet because cost-of-living and housing expenses are extremely high in the area, many students do still come from low-income families.

Since the year 2000, Hillsdale has worked steadily toward implementing research-based reforms necessary to raise achievement of all students. We based the Smaller Learning Community (SLC) vision on input from the entire staff, and defined Cornerstones in order to provide a set of common goals for SLCs and to reassure all stakeholders that redesign would strengthen, not compromise, the school's academic identity.

The Cornerstones of Hillsdale's vision are: Equity, Personalization, Rigor and Shared Decision-making. These Cornerstones embody the District's Strategic Plan and have helped Hillsdale to take the lead in implementing the district vision. The school's current governance structures bases decisions on whether outcomes will facilitate achievement of the Cornerstones and Mission Statement. Decision-making is shared at Hillsdale, with Administration, Leadership Team, Site Council, houses, students and staff engaged in aspects of governance. Hillsdale has implemented and revised the structures and vision annually through interrelating our Single Plan for Student Achievement and WASC Action Plan in order to clarify the vision and concentrate our work.

Hillsdale is divided into six SLCs: Kyoto, Marrakech, and Florence in the 9th and 10th grades and Cusco, Timbuktu and Jakarta in the 11th and 12th grades. The SLCs are designed to be individual small schools of 200-280 students each, with groups of 108 +/- students entering into each SLC in the 9th grade, and staying with core teachers in their house until the end of 10th grade. The students are sorted randomly into each house (and then balanced by gender, ethnicity, and reading ability) and experience a common curriculum across the three houses. History, science, English, and math teachers share the students and act as advisors to those students, so that a core teacher has four classes and an advisory for his or her assignment. Students mix with students from the other houses in electives and P.E. The students are re-sorted at the end of 10th grade and assigned a new "house" with a new set of core teachers and advisors who will guide the students through graduation and into post-secondary education.

Core academic teachers within each house and grade level have a common collaboration period during which they discuss student achievement and progress, and design and implement an advisory curriculum that includes study skills, academic and test literacy, college and career searches and preparation for benchmark assessments. Students are assigned an Advisory class with an advisor who monitors their individual progress. In these Advisories, students use rubrics and reflections to monitor their own progress toward the school's Graduate Profile and proficiency on Common Core Standards (CCSS). Student/Parent/Advisor Conferences, conducted six weeks into the first semester, encourage students to explain their goals, progress and achievement in each class to their parents. The advisory program has ensured greater personalization for all students and grew out of the sense that students needed closer relationships with adults at school. Forty-seven advisors now meet regularly with other teachers to monitor students' academic progress and design Advisory curriculum. This advisor/advisee relationship ensures that students become very well known to their advisors and anonymity is virtually impossible.

The current stage of our improvement effort is designing an upper-division program that bridges high school with the outside world and ensures that all students leave Hillsdale prepared to succeed in post-secondary education. We are developing a unique partnership with the College of San Mateo that has already led to 12 college classes being taught on Hillsdale's campus. Additionally, all students create an academic portfolio over their four years. Students update the portfolios each year, documenting their learning and progress toward mastery over time. In 12th grade, students must defend their readiness to graduate in an oral presentation of their portfolio of work presented to a panel of school and community judges. The measure of our work in the upcoming years will be the level of success our graduates demonstrate in the year after they leave Hillsdale and we fully intend to ensure that they have all the attributes necessary for that success.

The objective of Hillsdale's Smaller Learning Communities (SLCs) is to achieve equity and provide a personalized education for all students within a coherent and challenging structure. Our goals are to redesign our comprehensive high

school so that all adults and students are in active and organized learning communities, redesign our curriculum and assessment so that all students are challenged appropriately, and empower all adults to work more effectively with all students. SLCs were designed to address chronically low test scores, apathetic students, and significant achievement gaps in an increasingly diverse student body. Hillsdale's SLCs are innovative because we include all students and staff, embed daily collaboration, focus on assessment and instruction, and partner with Stanford University's School of Education, among other service providers. The model is exemplary because of dramatic increases in student achievement across the board and because we have institutionalized the best elements of small schools in a comprehensive school, emphasizing shared decision-making and collaboration with the community, district and Association.

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Hillsdale High School is one of six public high schools in the San Mateo Unified School District. The school currently serves approximately 1,400 students from the San Mateo and Foster City area. Hillsdale students reflect the full socio-economic and cultural diversity of San Mateo County.

#### Ethnic Distribution in 2015-16

2 % African-American  
29 % Latino  
42 % White  
7 % Filipino  
17% Asian  
2 % Pacific Islander

#### Gender:

Male: 52.4%  
Female: 47.5%

The faculty consists of a diverse mix of experienced and highly educated teachers. As of 2013, over 64% have Master's Degrees or higher (compared to 54% district wide, 37% in San Mateo County and 41% statewide). Faculty at Hillsdale had an average of 13 years of teaching experience.

#### Advanced Placement Tests:

Hillsdale offers 11 AP classes on campus. During the 2016-17 school year there are 355 students who are enrolled in at least one AP class.

#### Year, Number of Students Tested, Number of Tests Taken, Percent with Score of 3+ :

2016	272	561	67%
2015	222	525	63%
2014		548	67.3%
2013	258	581	67%
2012	260	560	67.3%
2011	228	528	68%

#### College Going Culture:

Students are encouraged to examine their post secondary options, including college every year while they are at Hillsdale. 9th graders, students began to think about and plan for their future. All students utilize self-assessment tools to help them learn more about themselves and their interests including the Naviance program and developing a four year plan. Advisors follow their students' academic progress and guide them toward coursework that will prepare them for post-secondary education. All tenth grade students took the PSAT during the fall semester. All 11th grade students work with their Advisors to prepare for the PSAT and SAT and visit at least one college. In 12th grade, all students work with their Advisors to prepare college applications and financial aid documents and complete a post-graduation education plan.

#### Post - Graduate Plans

Class, 4-year (not UC/CSU) , UC/CSU , 2-year, Other  
2016 20% 25% 49% 5%  
2015 16% 26% 42% 14%

2013 14% 30% 54% 2%  
2012 18% 32% 44% 3%  
2011 17% 24% 51% 5%

## **IV. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Appendix A)**

(See attached baseline data.)

Analysis of the school's data indicates a great deal of long-term growth across a wide variety of critical indicators: CAASPP, AP, UC a-g, and scholarship data show dramatic increases since the school's implementation of Smaller Learning Communities. Nonetheless, the data still indicates significant achievement gaps in CST tests and CAASPP. Although large numbers of students feel connected to the school and challenged, there are still significant numbers who do not.

### **B. Surveys**

The Healthy Kids survey was given to Hillsdale 9th and 11th graders. Specific areas the show both areas of improvement as well as areas for growth.

- Students' relationships with a caring adult - 2013:11th Grade: 81%, 9th grade 68% (compared to 2011 Healthy Kids: 11th grade=79%, 9th grade=76%)
- Students' meaningful opportunities for participation (I do interesting activities at school) - 2013: 11th grade=54%, 9th grade=67% - (compared to 2011 Healthy Kids Survey: 11th grade=63%, 9th grade=63%)
- The school's high expectations for students: (who believes I will be a success) - 2013: 11th Grade: 81%, 9th grade: 77% - (compared to 2011 Healthy Kids Survey: 11th grade=86%, 9th grade=82%)
- "I feel safe in my school." - 2013: 11th Grade 83%, 9th Grade 89% (compared to 2011 Healthy Kids Survey: 11th grade=72%, 9th grade=76%)

While the remaining students indicate that they moderately agree with the statements, the surveys push us to look for new and effective ways to support advisory teams in their efforts to personalize education. The specific needs are support in truancy, academic success and mental health services.

### **C. Classroom Observations**

The Hillsdale Administration conducts regular classroom walkthroughs, using a protocol modified from UC Santa Cruz's New Teacher Center, and those observations clarify 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, as part of their professional development are engaged in cycles of inquiry that allow them to be in each others classroom doing observations as well. Teachers have worked to collectively design lessons and use protocols for observations and feedback.

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.

### **D. Student Work and School Documents**

Hillsdale has finished designing a comprehensive portfolio system that will categorize and expose the quality of student work across grade level and content area. All departments have created and piloted intensive projects that are carefully assessed and analyzed for adherence to content standards and Hillsdale's Graduate Profile. Work continues on improving these 'portfolio-worthy' projects to guarantee alignment with the new Common Core Standards.

The work that we have examined involves extensive critical thinking and communication skills and, while students consistently display fundamental skills, there is not yet evidence that all students are graduating college-ready. EAP results also point to concerns around college-readiness. There is, however, a growing institutional commitment to the

examination of student work in a public manner, including the grading of work across classrooms. Extensive whole staff calibration of writing and oral defenses is another bright spot.

**E. Analysis of Current Instructional Program (See Appendix B)**

Hillsdale has invested in the development of faculty skills in a number of areas that are taking root but are not yet uniform across grade-level or content area. Most of the staff has gone through intensive professional development in Strategic Literacy Initiative and Leading For Equity. The New Teacher Center's Analysis of Student Work protocol has created a consistent way to look at student work and instructional practice. Small teams are implementing consistent literacy and assessment practices which are having significant positive impact. The clear need is further development of high-quality strategies across all classrooms.

Hillsdale's professional development focus for the past four years has been on curriculum and assessment, areas that schools often concede to the state bureaucracy. We have worked diligently to create a parallel assessment system that turns out to map extremely well to the Common Core Standards and the best of the authentic assessments being considered by Smarter Balanced. The turn to instructional practices looms at our site, but we do believe that curriculum and assessment reforms had to come first.

## V. Description of Barriers and Related School Goals

### Barriers To Success:

1. Students reading below grade level and lacking math skills necessary to succeed in Algebra as 9th graders. Instructional practices that do not yet facilitate the closing of those skills gaps and the attendant achievement gaps for specific subgroups.
2. Social-emotional barriers to student success, including the lack of cultural synchronization at the school and the obstacles that poverty/mental health/drug and alcohol use/dysfunctional families create in the education of children.
3. Need for college-readiness curriculum that ensures that all students graduate with the Graduate Profile skills and content knowledge necessary for the next level of education. Consistent implementation of Hillsdale's assessment model across content areas.
4. Lingering structural inconsistencies and impurities that keep SLCs from working at the highest possible level, including issues of looping at the 11/12 grades, questions of heterogeneity at the 9/10, and the fidelity of the model to Hillsdale's Cornerstones.
5. Professional Development needs, including on-going support and time to implement Strategic Literacy Initiatives, portfolio work, Leading For Equity (LFE) strategies, and Analysis of Student Work protocols.
6. Consistency and thoroughness in applying the governance procedures outlined in the Hillsdale High School Constitution.
7. Resource shortfalls that continue to impede the full realization of Hillsdale's SLC model, including FTEs for electives and the appropriate caseloads for each teacher and team.

### Related School Goals:

#### Goal 1: Literacy

- Integration of Common Core Standards for reading through Graduate Profile, common Reading Rubric, and common instructional practices
- Link support classes for students reading at 1st-5th grade level with 9/10 English classes
- Implement individual, team and school-wide Strategic Literacy strategies

#### Goal 2: Numeracy

- Map Common Core standards and integrate CCSS into instructional practices. Establish CCSS-like assessments, aligned to portfolio/Graduate Profile standards.
- Summer Bridge for struggling 8th graders for 4 weeks prior to the start of 9th grade.
- Design and implement rigorous math portfolio tasks at all grade levels.
- Link SAS and Guided Studies into a coherent support for most at-risk 9th graders.

#### Goal 3: Social-Emotional Wellness and Connections to School

- Integration of Guided Studies and Advisory
- 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.
- Align advisory curriculum across the houses to ensure equity and preparation for upper division and senior defenses.
- Fully develop and fund Hillsdale's Wellness Center, 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
- Refine 11/12 SLC structures to ensure that all students experience a coherent, effective and caring program. Support "looped" curriculum in and instructional practices in the upper division
- Integrate peer tutoring and mentoring into SAS/SES/GS/Advisory

#### Goal 4: College and Career Readiness

- Integrate Graduate Profile and associated rubrics across content areas. Integrate Common Core (CCSS) standards through Graduate Profile.
- Develop portfolio and portfolio tasks based on college readiness research and Graduate Profile
- Establish management system, logistics and plan, re: portfolio and Graduate Profile



- Ensure access to appropriate technology for staff and students and development a professional development plan concurrent with district technology plans.
- Develop CSM partnership to systematize supports, structures and instruction to facilitate success.
- Support effective implementation of Instructional Coaches and new Evaluation system
- Increase enrollment in AP courses, better reflecting the diversity of the school, while raising test scores.

Goal 5: Special Populations (Special Ed, ELL, etc)

- Investigate issues of race, class and culture in order to create relevant curriculum that engages disaffected student communities and EL students.
- Supports for at-risk students: In process/refinement
  - o ELD Specialist/Instructional Aide
  - o Family Engagement Coordinator
  - o After School Learning Center
  - o Sheltered Algebra. History and Biology
  - o Peer Tutoring
  - o MTSS
  - o ELD Advisory
- Support staff development in differentiated instructional strategies, especially focused on EL and special needs students
- Provide extended classroom support for ELD students

Goal 6: Shared Decision-Making

- Redesign student leadership roles, functions, policies and procedures.
- Articulate a plan for sustaining SLCs, including the growth of a 4th 9/10 SLC.

## VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Literacy and Use of Academic Language</b>
<b>LEA GOAL:</b>
LEA/SMUHSD Goal #1: Ensure Educational Excellence and Equity for every student: High Quality Learning Environment (Support for teaching the new CCSS / NGSS—all teachers) LEA/SMUHSD Goal #2: Ensure Educational Excellence and Equity for Every Student: Student Achievement (Core Content Support)
<b>SCHOOL GOAL #1:</b>
Academic Literacy and Use of Academic Language: <ul style="list-style-type: none"> <li>-All students will read effectively for understanding across content areas, and at grade level by the end of their 10th grade year.</li> <li>-All students will demonstrate the ability to make meaning from grade-level appropriate texts, as evidenced by performance on portfolio tasks and cross-content projects.</li> <li>-All teaching teams will implement and monitor consistent, research-based strategies for literacy instruction.</li> </ul>
<b>Data Used to Form this Goal:</b>
<p>1. % of students reading at grade-level. Baseline: Fall 2012 = 65.5% of 9th graders reading at grade level (8.7) or above; 10.9% below grade 6 &gt; Fall 2013 = 67.2% of 9th graders reading at grade level; 13% below grade 6</p> <p>2. % proficient at 9th and 10th grades in English and gaps between white and Latino as indicated by CAASPP (SBAC) data in 2015. Baseline 2012: 9th ELA Total = 71%, Asian =88, White=81, Latino=52; 10th ELA Total=68%, Asian=81,White=75, Latino=47</p> <p>3. % proficient (CAHSEE) and gaps between white and Latino -&gt; 2014: Schoolwide ELA=65%; Asian=85, White=81% , Latino=52% Baseline 2012: Schoolwide ELA=76.5%; Asian=90.5%, White=85.4% , Latino=62.2% Note: CAHSEE and CST tests have been discontinued. New data on this goal will come from the CAASPP test.</p> <p>3. ELA EAP scores Baseline: 2011: Number testing:276 Number ready for college: 94; % Ready for College: 34%; % Conditional Ready for College 22%; Number not ready for college:182; % Not ready for college:66%</p> <p>4. % of students meeting the grade level expectations as measured by local assessments (HHS Graduate Profile and HHS Portfolio Defense) which are aligned to CCSS.</p>
<b>Findings from the Analysis of this Data:</b>
Analysis of reading/ELA data underscores the low reading levels of many of our incoming 9th graders and the gaps between Asian/white/Latino students. While the percentage of Latino students passing the CAHSEE has improved, the percentage proficient has actually declined. There are relatively few students reading below 4th grade level and our grade

and test data indicate that our SLC model, with intensive reading support and instruction, is able to reach and advance students reading at 5th and above without other structured supports. Our S.E.S classes are aligned to our core classes and we are now trying to determine the effectiveness of those classes in terms of grades and reading level. Reading ability is linked to over-all academic success and we are still not confident that current measures accurately reflect reading ability, which is a challenge. We are implementing a common reading rubric and integrating reading apprenticeship models across houses to address the varied reading needs of our students. We did see a significant increase in proficiency in ELA CAASPP scores but are not yet able to determine causality.

**How the School will Evaluate the Progress of this Goal:**

The following data is tracked against the baseline data and updated annually. Growth is noted below.

1. % of students reading at grade-level as determined by SRI at the beginning of 9th and at the end of 10th grades-> Other than the students enrolled in SES, we have not tested our 10th graders for the past 2 years. Data exists only for the 9th graders in Fall or Winter: 2013-14 9th graders: 319 tested, 236 (74%) grade 8.7 and above, 28 (8.8%) grade 5 and below

SRI results: Fall of 2015=71.8% of 9th graders reading at "8th-9th Grade" level, 18.1% reading below grade 6.

2. [Data for 2013 is the last date that CST data is available. Future data will focus on SBAC.]

% proficient at 9th and 10th grades (CST) and gaps between white and Latino -> 2013: 9th ELA Total = 69%, Asian = 72 , White=81, Latino=53; 10th ELA Total= 68%, Asian= 77, White=73, Latino=50

2015 CAASPP results: 11th grade: ELA: Standard Met/Exceeded 62% (36% Exceeded); 20% Standard Nearly Met; 18% Standard Not Met.

2016 CAASPP results: 11th grade: ELA: Standard Met/Exceeded 78% (44% Exceeded); 15% Standard Nearly Met; 8% Standard Not Met.

3. ELA EAP scores:

2014: Number testing: 291; Number ready for college: 109; % ready for college: 37%; Conditional ready for college: 43%; Conditional Ready for College: 15%; Number not ready for college: 139; % Not ready for college: 48%

2015: Number testing: 307; Number ready for college: 130; % ready for college: 46%; Conditional ready for college: 47%; Conditional Ready for College: 16%; Number not ready for college: 126; % Not ready for college: 42%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement team and school-wide SLI and CM strategies	Ongoing (started in 2010)	Content Teams, Leadership Team	Professional Development	1000-1999: Certificated Personnel Salaries	Other	1500
Integration of Common Core Standards for reading through Graduate Profile, common Reading Rubric, and common instructional practices	Ongoing -->	Leadership Team, Content Teams	Professional Development	1000-1999: Certificated Personnel Salaries	Other	1000
Link support classes to 9/10 English and Strategic English Support (SES)	Summer 2014; Ongoing -->	Leadership Team Content teams English teachers SES instructors	Strategic English Support	1000-1999: Certificated Personnel Salaries	District Funded	24,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Numeracy and Problem Solving</b>
<b>LEA GOAL:</b>
LEA/SMUHSD Goal #1: Ensure Educational Excellence and Equity for every student: High Quality Learning Environment (Support for teaching the new CCSS / NGSS—all teachers) LEA/SMUHSD Goal #2: Ensure Educational Excellence and Equity for Every Student: Student Achievement (Core Content Support)
<b>SCHOOL GOAL #2:</b>
Numeracy and Problem Solving: Improve numeracy skills and problem solving across all math classes so that ALL students are measurably proficient. Improve college-readiness in math as measured by EAP assessments. All math teachers will implement and monitor consistent, research-based strategies for math instruction which are supported by their teams.
<b>Data Used to Form this Goal:</b>
<p>Baseline Data</p> <p>1. % of C or better and achievement gaps between White and Latino (Grades): Baseline in 2012: 9th Algebra 2 = 81%; 10th Geometry = 76% (2010: 9th Algebra 2 = 63%, 10th Geometry = 78%); 2010: 9th Algebra 2 = 63% C or better overall, 76% white, 42% Latino, 10th Geometry = 75% overall, 78% white, 55% Latino</p> <p>2. Proficiency rates and achievement gaps between Asian/White/Latino CAASPP Baseline: 2015: 24% students Exceeded Standard; 22% Standards Met; 26% Standards Nearly Met; 28% Standards Not Met.</p> <p>3. Percentage of students attending college needing remediation prior to enrolling in college level mathematics, including comparisons between Asian/White/Latino Baseline in 2013: 100% of students from c/o 2013 entering CSM who had not taken a 4th year of math or who earned D's or F's in Integrated math placed into Math 811 (arithmetic);</p> <p>4. EAP data on college readiness: Baseline from c/o 2013 In 11th grade, 69% of diploma track students were enrolled in Algebra II or higher. By ethnicity, enrollment in Algebra II or higher: A/W/L = 87 / 78 / 43% Of the students enrolled in Algebra II +, 61% were Ready or Conditionally Ready for college level math, and 39% were Not ready. Of the students deemed Not ready, all except 2 students were enrolled in Algebra II- students in Precalculus or above scored conditionally ready or ready.</p> <p>c/o 2013 Conditionally/Not Ready by ethnicity: A/W/L = 59 / 76 / 91%</p> <p>5. Percentage of students completing Algebra 3-4 successfully. Baseline: 2015: 80.4%</p> <p>6. Summer Bridge Math support: Baseline: Summer of 2012: 84% of Summer Bridge students passed Algebra 2 with C or better 2013-14: 79% of Summer Bridge students passed Algebra 2 with a C or higher.</p> <p>7. Percentage of students taking math as 12th graders</p>

Baseline: 2015: 82%

**Findings from the Analysis of this Data:**

CST and CAHSEE math scores have risen dramatically over the last years of those tests existence, acknowledging that there are spikes and dips on an annual basis that are likely anomalies. Grades in math classes, particularly Algebra and Geometry have gotten consistently better so that F rates are now nearly as low as in English. The CST measures are, as always, questionable in terms of validity and reliability and are no longer reported. The initial data from CAASPP is disappointing and we are not yet clear on why the performance was poor: like all standardized tests, it is hard to tell what is actually being assessed and what drives results. EAP data for the class of 2015 indicates that more students are enrolled in Algebra II or higher, and the percentage conditionally or not ready for college is level.

**How the School will Evaluate the Progress of this Goal:**

1. % of C or better and achievement gaps between white and Latino (Grades)

2013-14: 9th Algebra = 87% overall, 87% white, 80% Latino; 10th Geometry = 92% overall, 95% white, 92% Latino

2014-15: 9th Algebra = 94% overall, 96% white, 82% Latino, 100% Asian

2015-16: 9th Algebra = 86% overall, 90% white, 78% Latino, 84% Asian; 10th Geometry = 89% overall, 92% white, 78% Latino, 100% Asian

2. Proficiency rates and achievement gaps between Asian/White/Latino students CAASPP

Baseline: 2015: 24% students Exceeded Standard; 22% Standards Met; 26% Standards Nearly Met; 28% Standards Not Met.

2016: 25% students Exceeded Standard; 29% Standards Met; 21% Standards Nearly Met; 25% Standards Not Met.

3. Percentage of students attending college needing remediation prior to enrolling in college level mathematics, including comparisons between Asian/White/Latino. No new data available. We will gather this data in 2016-17.

4. EAP data from c/o 2014 indicates that in the 11th grade, 81% of diploma track students were enrolled in Algebra II or higher. By ethnicity, enrollment in Algebra II or higher: A/W/L = 95 / 80 / 69%

Of the class of 2015 students enrolled in Algebra II or higher, 61 % were Ready or Conditionally ready for college level math, and 39% were Not ready. Of the students deemed Not ready, all except 5 students were enrolled in Algebra II- students in Precalculus or above continued to score conditionally ready or ready.

c/o 2015 Conditionally/Not Ready by ethnicity: A/W/L = 61 / 88 / 88%.

5. Percentage of students completing Algebra 3-4 successfully,

Baseline: 2015: 80.4%

2016: 85%

6. Summer Bridge Math support: Summer of 2012: 84% of Summer Bridge students passed Algebra 2 with C or better. Summer of 2013, 81% passed with C or better.

Summer of 2015: 85% enrolled in Algebra 2 passed with C or better (23/30; 3 were enrolled in SpEd Alg 1.0)

7. Percentage of students taking math as 12th graders

Baseline: 2015: 82%

2016-2017: 84% (264/315)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Map Common Core standards and integrate CCSS into instructional practices. Establish CCSS-like assessments, aligned to portfolio/Graduate Profile standards.	On-going	Math team	Professional Development	1000-1999: Certificated Personnel Salaries	Other	1500
Summer Bridge for struggling 8th graders for 4 weeks prior to the start of 9th grade.	Began Summer 2011; Ongoing	Math Department	Pre-9th grade Algebra instruction	1000-1999: Certificated Personnel Salaries	Foundation District Funded	12315 18074
Design and implement rigorous math portfolio tasks at all grade levels.	On-going	Math Content Team	Professional Development	1000-1999: Certificated Personnel Salaries	Other	1000
Link SAS and Guided Studies into a coherent support for most at-risk 9th graders.	On-going	Math team, SAS instructor	SAS sections	1000-1999: Certificated Personnel Salaries	District Funded	48,000

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Social-Emotional Wellness and School Preparedness</b>
<b>LEA GOAL:</b>
LEA/SMUHSD Goal #3: Provide Effective Communication and Strong Relationships with Stakeholders (Parent Supports and Student Engagement)
<b>SCHOOL GOAL #3:</b>
Social-Emotional Wellness and Personal Support: Ensure that all students have supports necessary to succeed academically, socially, and emotionally Ensure that all students have strong connections to at least one adult on campus and a support network of activities and opportunities that facilitate equity and a sense of cultural, emotional and social belonging. Reduce truancy/tardiness and suspensions/expulsions, resulting in more students graduating from Hillsdale.
<b>Data Used to Form this Goal:</b>
<p>1. Measure of academic identity/developmental assets Baseline TBD</p> <p>2. Healthy Kids and WASC school surveys on:</p> <ul style="list-style-type: none"> <li>Students' relationships with a caring adult Baseline 2011 Healthy Kids: 11th grade=79%, 9th grade=76%</li> <li>Students' meaningful opportunities for participation (I do interesting activities at school) Baseline 2011 Healthy Kids Survey: 11th grade=63%, 9th grade=63%</li> <li>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% * "I feel safe in my school." Baseline: 2011 Healthy Kids Survey: 11th grade=72%, 9th grade=76%</li> </ul> <p>3. Truancy data Baseline 2010-11: 168 students had 21+ truancies; 127 had 54+ tardies</p> <p>4. Suspension and Expulsion data Baseline 2011-12: 13 expulsions; 119 non-unique suspensions totaling 364 days</p> <p>5. Graduation and withdrawal rates Baseline 2011-12: 95% graduation rate</p> <p>6. % On-track for graduation Baseline 2010-11: At end of spring semester, 21% of students were behind 10+ credits 2011-12: At end of spring semester, 18% of students were behind 10+ credits</p>
<b>Findings from the Analysis of this Data:</b>
Tardy and truancy data continue to move in a good direction, with data improving over time. Students feel supported and connected at Hillsdale, although the Healthy Kids surveys show some backwards movement from 2 years ago. Parents are often glowing in their praise for the school, comparing it to a private school in terms of personalization, rigor and support and the school scored in the 99th percentile in the Healthy Kids Survey in 2013-14. Although we have made deep personal connections with students, reduced F rates in



almost all classes, increased participation in rigorous classes, and reduced numbers of students behind in credits, there is room for improvement in all areas and for those not completing a four-year sequence at Hillsdale.

**How the School will Evaluate the Progress of this Goal:**

1. Measure of academic identity/developmental assets

Baseline TBD

2. Healthy Kids and WASC school surveys on:

- Students' relationships with a caring adult

Baseline 2011 Healthy Kids: 11th grade=79%, 9th grade=76%

2013: 11th Grade= 81%, 9th grade= 68%

2015: 11th Grade= 67%, 9th grade= 64%

- Students' meaningful opportunities for participation (I do interesting activities at school)

Baseline 2011 Healthy Kids Survey: 11th grade=63%, 9th grade=63%

2013: 11th Grade=68%, 9th Grade=62%

2015: 11th grade= 59%, 9th grade= 64%

- 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%

2013: 11th Grade= 81%, 9th grade= 77%

2015: 11th grade= 77%, 9th grade= 78%

\* "I feel safe in my school."

Baseline: 2011 Healthy Kids Survey: 11th grade=72%, 9th grade=76%

2013: 11th Grade= 83%, 9th Grade= 89%

2015: 11th grade= 80%, 9th grade= 82%

3. Truancy data:

Baseline 2010-11: 168 students had 21+ trancies; 127 had 54+ tardies

2013-14: 98 students had 21+ trancies; 58 had 54+ tardies

2014-15: 82 students had 21+ trancies; 49 had 54+ tardies

2015-16: 91 students had 21+ trancies; 47 had 54+ tardies

4. 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

5. 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]

6. % 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

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	Ongoing -->	Advisory teams, Counseling				
Integration of Guided Studies and Advisory: Provide training for GS teachers Create incentives for GS students Define measurable outcomes for GS program: GPA/attendance etc.	Ongoing since 2012 -->	Content Teams, SES/SAS/GS teachers	Guided Studies section	1000-1999: Certificated Personnel Salaries	District Funded	24,000
Align advisory curriculum across the houses to ensure equity and preparation for upper division and senior defenses.	2015-16; ongoing	Advisory Committee	Professional Development	1000-1999: Certificated Personnel Salaries	Other	1000
Fully develop and fund Hillsdale's Wellness Center, including: 1. Mental health and social services for at-risk students. (Better define "at-risk") 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. Maintain and support the Parent/Community Liaison	2009; Ongoing-->	Counseling,	Funding for ASLC and support services including tutoring	2000-2999: Classified Personnel Salaries	LCAP Supplemental	10,800
Refine 11/12 SLC structures to ensure that all students experience a coherent, effective, "pure" and caring program. Support "looped" curriculum in and instructional practices in the upper division	2011-12, Ongoing	Content Teams and administration; sustainability committee	Professional Development, Collaboration			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate peer tutoring and mentoring into SAS/SES/GS/Advisory and any course with significant D-F rates	2013-14, ongoing	Administration, Counseling TOSA				

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: College and Career Readiness</b>
<b>LEA GOAL:</b>
LEA/SMUHSD Goal #1: Ensure Educational Excellence and Equity for every student: (High Quality Learning Environment, Highly Qualified teachers and College/ Career Readiness for all students) LEA/SMUHSD Goal #2: Ensure Educational Excellence and Equity for Every Student: (Student Achievement, Core Content Support, Accelerated grade level proficiency)
<b>SCHOOL GOAL #4:</b>
College and Career Readiness: All students are interested in and capable of pursuing a post-high school education, from vocational and certification programs through 4-year degrees and beyond. College and Career Readiness: All students completed a rigorous academic program, including the defense of a portfolio of academic work
<b>Data Used to Form this Goal:</b>
1. Student enrollment in college and AP classes Baseline 2011-12: 349 students enrolled in AP in 26 sections (257 took a total of 554 AP exams); 334 students concurrently enrolled in college courses 2. Survey and interview current and graduated students <ul style="list-style-type: none"><li>Perceived academic preparation in various areas</li><li>Perceived rigor of coursework</li><li>Perceived effectiveness of portfolio and Senior Exhibition</li></ul> Baseline TBD 2012-13 3. Completion of A-G requirements Baseline 2011-12: 42% of 12th graders, 70% of 10th graders (c/o 2014) 4. Completion w/ C's or better of Algebra 3-4, 3+ yrs of science, 2+ yrs of World Lang. (% incl SpEd) Baseline Class of 2012: 86.3% Algebra 3-4, 53.3% physics+, 37.6% WL 5. AP test pass rates Baseline Spring 2015: 63% earned scores of 3+ 6. College attendance rates Baseline Class of 2009: 74% enrolled in college immediately following graduation
<b>Findings from the Analysis of this Data:</b>
The most striking data point is the number of students who are UC/CSU eligible. We should be at 75%+ and we continue to hover near 55%. F rates have declined except in Chemistry and a few other individual courses, but the culture has shifted to where failing is much more unusual and that is creating positive pressure across the school. The upper division has become better at supporting students through 11th and 12th grades. AP enrollment is strong except in US History and pass rates vary considerably depending on course/teacher, which is an area of concern. We are working to get more reliable data around CSM attendance and success so that we are better able to facilitate success for all

students.

**How the School will Evaluate the Progress of this Goal:**

1. Student enrollment in college and AP classes  
 Baseline 2011-12: 349 students enrolled in AP in 26 sections (257 took a total of 554 AP exams); 334 students concurrently enrolled in college courses  
 2014-15: 355 students enrolled in AP in 28 sections (222 took a total of 525 tests); 404 enrolled in college classes (total, not # of students)  
 2015-16: 475 students enrolled in AP in 21 sections (272 took a total of 561 tests); 460 enrolled in college classes (total, not # of students)
2. Survey and interview current and graduated students -> [not yet available]
  - Perceived academic preparation in various areas
  - Perceived rigor of coursework
  - Perceived effectiveness of portfolio and Senior Exhibition
3. Completion of A-G requirements:  
 Baseline 2010-11: 38% of 12th graders (c/o 2011), 79% of 10th graders (c/o 2013)  
 2011-12: 42% of 12th graders (c/o 2012), 70% of 10th graders (c/o 2014)  
 2012-13: 44% of 12th graders (c/o 2013), 68% of 10th graders (c/o 2015)  
 2014-15: 54% of 12th graders (c/o 2015), 81% of 10th graders (c/o 2017)  
 2015-16: 48% of 12th graders (c/o 2016)
4. Completion w/ C's or better of Algebra 3-4, 3+ yrs of science, 2+ yrs of World Lang. (% incl SpEd)  
 Baseline Class of 2012: 86.3% Algebra 3-4, 53.3% physics/AP science, 37.6% WL  
 Class of 2013: 67.8% Algebra 3-4, 63.8% physics/AP science, 38.2% WL  
 Class of 2015: 80.4% Algebra 3-4, 79% physics/AP science  
 Class of 2016: 90% Algebra 3-4, 54% physics/AP science, 48% WL
5. AP test pass rates:  
 Baseline Spring 2012: 67% earned scores of 3+  
 2013-14: 67% earned 3+ on 546 tests  
 2015-16: 68% earned 3+ on 561 tests
6. College attendance rates (official):  
 Baseline Class of 2009: 74% enrolled in college immediately following graduation  
 2012-13: 76%  
 2013-14: 78.4%  
 2015-16: 86.6%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase enrollment in AP courses, better reflecting the diversity of the school, while raising test scores.	Ongoing-->	AP Teachers, Administration	Professional Development			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop portfolio defense system based on College Readiness research: 1. Establish norms and action plans for all content-area PLCs. 3. Clarify logistics for implementation of portfolio defense 4. Implement portfolio tasks in all courses at all levels. 5. Calibrate assessments of writing and oral defense.	2011; Ongoing -->	All content teams, Leadership Team	Summer Collaboration	1000-1999: Certificated Personnel Salaries	Other	5000
			On-going support of model	1000-1999: Certificated Personnel Salaries	Foundation	5000
Establish data storage and management system, re: portfolio and graduate profile	2015; Ongoing -->	Technology team, Build on 1:1 pilot program				
Support effective implementation of Instructional Coaches and new Evaluation system	Began in 2015-16; ongoing	Professional Development		1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1500
Ensure access to appropriate technology for staff and students and development a professional development plan concurrent with district technology plans.	Began in 2012-13 Ongoing	Technology coordinators, Administration				
Develop CSM partnership to systematize supports, structures and instruction to facilitate success. Support CSM 1st Year Success Initiative.	Began 2013-14 Ongoing	Data and Assessment coordinator, Leadership Team, Administration				

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Special Populations achievement (SpEd, ELL, etc)</b>
<b>LEA GOAL:</b> LEA/SMUHSD Goal: Ensure Educational Excellence and Equity for every student: (High Quality Learning Environment ) LEA/SMUHSD Goal: Ensure Educational Excellence and Equity for Every Student: (Student Achievement, Core Content Support, Graduation success)
<b>SCHOOL GOAL #5:</b> Increase academic performance of our special populations. Reduce achievement gaps in all data points across ethnicity, gender, and EL, low socio-economic and Special Ed status. Implement a comprehensive plan for language acquisition for ELs across the spectrum (from beginning ELs to LTELs) in all teams and content areas, as well as reading level and integration into the school community.
<b>Data Used to Form this Goal:</b> 1. EL reclassifications: 14/11 (11)% of EL students initially classified as L, M, N who are reclassified English Proficient on CELDT Baseline: 2009-10 ==> 11/100 students (11%) were reclassified as English Proficient  2. EL GPA: Overall GPA of EL students (L, M, N) Baseline: 2009-10 ==> 1.87 GPA  504 GPA: Baseline: 2011-12 ==> 2.56  RSP GPA: Baseline: 2011-12 ==> 2.40  SAI GPA: Baseline: 2011-12 ==> 2.71  3. LTEL students 10 or more credits behind: Data TBD  NEED:Special Ed students 10 or more credits behind (not including AAC): 2013-14 (all grades)==> Baseline/Current: 2012-13 (all grades)==> 12%
<b>Findings from the Analysis of this Data:</b> Hillsdale staff will continue to monitor progress of our special populations of students on various measures including GPA, ELD reclassification rates, and progress toward

graduation. At the end of Spring 2014, 3% of all Hillsdale students were 10 or more credits behind, compared to 16% of ELs and % of Special Ed students. GPA data is encouraging for our ELD and special education students. (Reclassification?)

**How the School will Evaluate the Progress of this Goal:**

1. EL reclassifications: % of EL students initially classified as L, M, N who are reclassified English Proficient on CELDT

Baseline: 2009-10: 11/100 students (11%) were reclassified as English Proficient

2010-11: 13/116 (11.2%); reclassified

2011-12: 15/111 (13.5%);

2012-13: 13/103 (12.6%)

2013-14: 14/127 (10.9%)

2014-15: 10/112 (9%)

2015-16: 28/115 (24%) number actually reclassified out of all EL students

28/34 (82%) number actually reclassified out of EL students eligible based on CELDT

2. EL GPA: Overall GPA of EL students (L, M, N)

Baseline: 2009-10: 1.87 GPA

2013-14: 2.48

2014-15: 2.52

2015-16: Overall for L, M, N: 2.45

Overall for L: 2.63

Overall for N: 2.13

Long-Term EL GPA (M):

Baseline 2014-15: 2.82

2015-16: 2.51

504 GPA:

Baseline: 2011-12: 2.56

2013-14: 2.69

2014-15: 2.90

2015-16: 2.92

Special Ed GPA:

Baseline: 2011-12: 2.40

2013-14: 2.52

2014-15: 2.61

2015-16: 2.68

3. LTEL students (M) 10 or more credits behind:

Baseline 2014-15: 46/270 17%

2015-16: 5/49= 10%

LTEL students (M) who received a D or F in their English course:

2015-16: 27/49= 55%

EL students (L, N) who needed to repeat an EL course:

2015-16: EL 1-2 9/22 (41%)

EL 3-4 3/8 (37%)



Special Ed students 10 or more credits behind (not including AAC):  
 Baseline: 2012-13: 9%  
 2014-15: 9/118 7.6%  
 2015-16: 0%

Need to add data showing progress in reading (SRI) and CELDT

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Investigate issues of race, class and culture in order to create relevant curriculum that engages disaffected student communities and EL students.	Ongoing	Leadership Team with Administration, equity committee	Professional Development	1000-1999: Certificated Personnel Salaries	Other	8000
ELD Supplies and Equipment	Ongoing	ELD Department	Materials	4000-4999: Books And Supplies	Title III	500
Support staff development in differentiated instructional strategies, especially focused on EL and special needs students	Ongoing	Leadership Team sets agenda and Department Chairs carry out. EL Achieve and WestEd training continued in 2014-15, equity committee-led PD				
ELD Professional Development	Ongoing	ELD Teachers	Professional Development	1000-1999: Certificated Personnel Salaries	Title III	1000
Supports for at-risk students: In process/refinement 1. ELD Specialist/Instructional Aide 2. Family Engagement Coordinator 3. After School Learning Center 4. Sheltered Algebra. History and Biology 5. Peer Tutoring 6. MTSS 7. ELD Advisory	Ongoing	ELD Department Leadership Team and Administration	EL Specialist, PIC, IA Salary and Benefits	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	38,780
			EL Specialist, PIC, IA Salary and Benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	62,265

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Shared Decision-making</b>
<b>LEA GOAL:</b>
LEA/SMUHSD Goal: Provide Effective Communication and Strong Relationships with Stakeholders <ul style="list-style-type: none"> <li>• Parent Supports</li> <li>• Student Engagement</li> </ul>
<b>SCHOOL GOAL #6:</b>
Governance: Incorporate student governance and student voice in school-wide decision-making. Governance: Define a sustainable structure for SLCs and, in particular, a 4th house by 2017.
<b>Data Used to Form this Goal:</b>
Review of governance processes, staff surveys and anecdotal data regarding policy and procedure. The school reviews governance processes every three year and then moves to a conversation on sustainability. The 2016-17 discussions will largely be driven by administration/district office conversations regarding enrollment growth. Demographic trends indicate a significant increase in enrollment next year, data that requires the school to examine costs and resource allocation.
<b>Findings from the Analysis of this Data:</b>
<ol style="list-style-type: none"> <li>1. Students do not yet have a meaningful voice in the school process. The plan put into place post WASC visit is being implemented, but unevenly and through a great amount of labor. The work has yet to manifest itself in significant and consistent conversations about critical schoolwide issues.</li> <li>2. Hillsdale must be prepared to grow its student population in accordance with the Cornerstones and SLC model. We now have working models for a 4th house but need to further crunch the numbers to understand where we can consolidate and rearrange in order to afford SLCs while maintaining excellent elective programs.</li> </ol>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"> <li>1. Tri-annual review of Constitution and proposed amendments and review of calendars</li> <li>2. Administration evaluations</li> <li>3. Sustainability plan produced by the committee, administration and district representatives</li> <li>4. Each year subcommittees will conduct in-depth reviews and recommendations to address the following topics: Advisory, Governance, Budget, Assessment, Facilities, Technology, Sustainability, WASC</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Redesign student leadership roles, functions, policies and procedures	originally completed in 12-13, reviewed in 15-16, and to be reviewed every 3	Administration, Leadership Teacher, Leadership Team,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	years	Advisors, Students				
Articulate a plan for sustaining SLCs, including the growth of a 4th 9/10 SLC in 2017-18	Sustainability Committee, Administration, District Office-ongoing		Committee meetings	1000-1999: Certificated Personnel Salaries	Foundation	1000

## VI. Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	18,074.00
1000-1999: Certificated Personnel	District Funded	96,000.00
1000-1999: Certificated Personnel	Foundation	18,315.00
1000-1999: Certificated Personnel	LCAP Supplemental	62,265.00
2000-2999: Classified Personnel	LCAP Supplemental	10,800.00
1000-1999: Certificated Personnel	Other	19,000.00
1000-1999: Certificated Personnel	Title II Part A: Improving Teacher	1,500.00
1000-1999: Certificated Personnel	Title III	1,000.00
4000-4999: Books And Supplies	Title III	500.00
1000-1999: Certificated Personnel	Title III Part A: Language Instruction for	38,780.00

## VI. Summary of Expenditures in this Plan (continued)

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
District Funded	114,074.00
Foundation	18,315.00
LCAP Supplemental	73,065.00
Other	19,000.00
Title II Part A: Improving Teacher Quality	1,500.00
Title III	1,500.00
Title III Part A: Language Instruction for LEP Students	38,780.00

## VI. Summary of Expenditures in this Plan (continued)

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	236,860.00
2000-2999: Classified Personnel Salaries	10,800.00
4000-4999: Books And Supplies	500.00

## VI. Summary of Expenditures in this Plan (continued)

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	26,500.00
<b>Goal 2</b>	80,889.00
<b>Goal 3</b>	35,800.00
<b>Goal 4</b>	11,500.00
<b>Goal 5</b>	110,545.00
<b>Goal 6</b>	1,000.00

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	324	339	313	316	311	316	96.6	93.2
All Grades	324	339	313	316	311	316	96.6	93.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2612.7	2654.6	36	44	26	34	20	15	18	8
All Grades	N/A	N/A	36	44	26	34	20	15	18	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	38	46	42	45	20	9
All Grades	38	46	42	45	20	9

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	56	42	34	20	9
All Grades	37	56	42	34	20	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	24	32	56	60	20	9
All Grades	24	32	56	60	20	9



<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 11</b>	44	50	42	41	14	9
<b>All Grades</b>	44	50	42	41	14	9

**Conclusions based on this data:**

- 1.

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	324	339	316	316	315	316	97.5	93.2
All Grades	324	339	316	316	315	316	97.5	93.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2611.4	2630.6	24	25	22	29	26	21	28	25
All Grades	N/A	N/A	24	25	22	29	26	21	28	25

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	32	41	37	31	32	28	
All Grades	32	41	37	31	32	28	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	28	46	51	27	22
All Grades	27	28	46	51	27	22

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	36	49	51	22	13
All Grades	29	36	49	51	22	13

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	807	817	729
Percent with Prior Year Data	99.9	99.5	100
Number in Cohort	806	813	729
Number Met	561	518	465
Percent Met	69.6	63.7	63.8
<b>NCLB Target</b>	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	319	547	296	579	312	497
Number Met	107	332	96	338	85	276
Percent Met	33.5	60.7	32.4	58.4	27.2	55.5
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	No		N/A

**Appendix A - School and Student Performance Data (continued)**

**California English Language Development (CELDT) Data**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	4			48	25	44	37	42	28	11	8	8		25	20
<b>10</b>	7		6	31	34	44	14	38	22	24	14	11	24	14	17
<b>11</b>	19	8	18	26	38	36	15	29	27	41	17	14		8	5
<b>12</b>	16	11	19	42	44	33	16	33	38	5	11		21		10
<b>Total</b>	11	5	10	36	36	40	21	35	29	22	13	8	11	11	13

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
  - CELDT scores from grades 7-12
  - SRI Reading Scores from grades 9, 10
  - Grades/progress toward graduation
  - Truancy/attendance/tardies/behavior data
  - CAASPP Scores, grade 11
  
2. 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 measurements
  - Department/Subject Portfolio Tasks
  - Student, Parent, Staff Surveys

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All of Hillsdale's teachers are considered highly qualified for the subjects they are teaching
  
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Not applicable
  
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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.
  
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Professional Development for 2016-17 will use the Analysis of Student Work (ASW) template to engage staff in conversations and professional learning focused on:

  - Literacy Strategies (continuing with West Ed around Strategic Literacy practices)
  - Equity with regards to proficiency expectations in CP vs AS/AP classes (i.e. What does it mean to be proficient? To earn an "A"?)
  - Continued progress toward refining the Graduate Profile and Digital Portfolio

- Define elements expected in a Common Core focused classroom that will result in student demonstration of proficiency within the school's portfolio model

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

Continued work with the following experts:

- New Teacher Center (ASW)
- EL Achieve/Constructing Meaning
- Stanford School of Education (Graduation Portfolios)

8. Teacher collaboration by grade level (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 are focused on curriculum and assessment development leading towards creating student portfolios, the use of technology in the classroom, and equity on campus.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

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

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All reading/language arts and mathematics courses meet for approximately 238 minutes per week for 36 weeks.

11. Lesson pacing schedule (EPC)

Lessons for Algebra, Geometry, English I and English II courses are aligned on a weekly basis.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

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

### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

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 English and 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
- Core teachers offer after school tutoring at least one day per week to assist students.
- Guided Studies sections are provided for at-risk 9th and 10th grade students.
- Advisory and tutorial embedded within the day.

15. Research-based educational practices to raise student achievement at this school (NCLB)

- Analysis of Student Work
- Strategic Literacy
- Response to Intervention
- Support for the Whole Child (Academic, Emotional, Social)
- Multi Tiered Student Support system (MTSS)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

- Algebra and English support classes for 9th and 10th grades
- After School Learning Center
- Advisory
- Peer Tutoring
- Sheltered Biology, World History, US History and Algebra sections
- Directed studies sections for Special Education students
- Summer Bridge math program

17. Transition from preschool to kindergarten (Title I SWP)

n/a

Involvement

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

- 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 Parents Group

19. Strategies to increase parental involvement (Title I SWP)

- Active PTSO with subcommittees aimed at increasing parent involvement (One example is the Parent Advisory Liaison [PAL] program, see below, meets monthly)
- Community Outreach Committee (Parents provide outreach to other parents as well as local business and community members, meets monthly)
- Padres Unidos (Latino parents as well as all EL parents, meets monthly)
- Special Education Parent's Group (meets monthly)
- Parent Advisory Liaisons (Work with Advisors to communicate with other parents to help plan social events, field trips, etc)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

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

## Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

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

22. Fiscal support (EPC)

See Appendix D



**Appendix C - 2016-17 Categorical District Services Budget**

	Title I	Title II	Title III	LCAP Supplemental	Other
<b>Allocation</b>		\$1500	\$38780	\$73065	\$20,000
<b>Carryover</b>					
<b>Amount to Central Services</b>					
<b>Total</b>		\$1500	\$39780	\$73,065	\$20,000

<b>2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION</b>						
Object Code	Description of Services	Title I	Title II	Title III	LCAP Supplemental	Other
1000	Certificated		\$1245		\$2964	
2901	ELD Specialist/Instructional Aides			\$24,857	\$43,091.00	
2902	Other Classified Support				\$6000	
3000	Benefits		\$255	\$13,923	\$21,010	
4000	Instructional Supplies					
5000	Professional Development Support					\$20,000
5000	Other Services					
	<b>TOTALS</b>		<b>\$1500</b>	<b>\$38,780</b>	<b>\$73,065</b>	<b>\$20,000</b>

## Appendix D – Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Questions for SPSA Annual Evaluation

#### Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. Implement Common Core Standards through the implementation of schoolwide rubrics, portfolio tasks and student defense of their work.
2. Ensuring the equity of the academic program so that achievement gaps decrease for EL and Special Education students
3. Establish a clear path for the sustainability of SLCs in a time of increased enrollment.

Identify the major expenditures supporting these priorities.

1. Common Core funds to support release time and stipends for teachers to design and implement curriculum.
2. General and Title III funds to support After School Learning Center, Special Education and EL supports.

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

1. Development of the Wellness Center to support at-risk students
2. Creation of portfolio model with school-wide rubrics and student defenses
3. Revised student government model with representation through Advisory
4. Training math teachers in Strategic Literacy strategie
5. Enhance Hillsdale-CSM partnership
6. Establishment of peer tutoring model

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

1. Schoolwide literacy strategies and reading rubrics.
2. Completion of sustainability plan
3. Full implementation and alignment of SES/SAS/Guided Studies courses

#### 4. Establishing purity in the 11/12 SLC model

What specific actions related to those strategies were eliminated or modified during the year?

We didn't eliminate any of the goals established last year. The failure to fully implement has been a result of the time and resources needed to realize the vision that we have established.

Identify barriers to full or timely implementation of the strategies identified above.

Time (internships/literacy/sustainability plan)

Complexity of the vision (internship programs/11th and 12th grade SLC model/sustainability model)

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We have a single designated TOSA to support our PD and technology goals. We have provided stipended release time to teachers to address the curriculum development and portfolio tasks. Administration regularly works 70 hour weeks to move the process along. Committees have been formed to simplify and clarify the vision and process to allow for implementation.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

It is hard to know how the failure to fully implement a program or process impacted student outcomes since there is no control group to measure against. We can only speculate on this and it is reasonable to believe that, if we were able to fully implement the vision, as outlined in the SPSA, student outcomes would have been better in many of the data points that we describe in goals 1-6.

#### **Strategies and Activities**

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

As far as we can tell, the implementation of a pure Smaller Learning Community (SLC) with dedicated advisories has dramatically reshaped the school culture and student achievement over the past decade. Every other redesign/strategy plays off of that initial work and has moved the school forward in small increments. The long-term data is pretty conclusive: test scores (CST/CAASPP/EAP/AP), course enrollment (AS/AP/Science/math and concurrent enrollment), student and parent satisfaction all speak to a school that is much better than before SLCs. There are some data points that have stagnated (identified in the report) but it is very hard to determine causality.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

1. Schoolwide literacy strategies and reading rubrics.
2. Completion of sustainability plan
3. Full implementation and alignment of SES/SAS/Guided Studies courses
4. Establishing purity in the 11/12 SLC model

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- X Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
  - Not implemented with fidelity
  - Not appropriately matched to student needs/student population
- X Other: Lack of time and resources.

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
  - As described in Goals 1-6.

### **Involvement/Governance**

How was the SSC involved in development of the plan?

SSC reviewed the previous plan, then spent the next meeting divided into small groups reviewing each of the 6 goals to suggest revisions or additions. SSC reviewed budgets and then, the following meeting, reviewed the final goals and approved the plan.

How were advisory committees involved in providing advice to the SSC?  
ELAC and special education representatives reviewed the document.

How was the plan monitored during the school year?

In Leadership Team and through the data points indicated in the report. Administration reviews the entire plan during the summer to prepare the report for the coming school year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Improvements need to be made in:

1. Communication with student leaders, so that they are prepared for the meetings and conversations in advance
2. Inclusion of the parent community in a deeper and more sustained manner.
3. Streamlining the process so that, when the plan goes to staff, it is possible for deeper conversation about the data.

### **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

Math EAP results

Implementation of math (and other content team) portfolio tasks

Reduce truancy/tardy rates

All students will complete a college-readiness portfolio and defense

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Achievement gaps remain

UC-CSU eligibility goals are not met

Grade data is promising but inconsistent

Students do not yet demonstrate proficiency in the Common Core standards

Internships are still in development

There are many data points that are aspirational in this report and might need to be revised in order to be achievable

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

We need to keep working on implementing the action steps identified. This year's plan, in total, establishes the future steps we need to take.

**Appendix E - Recommendations and Assurances (Hillsdale High School)**

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

X English Learner Advisory Committee

\_\_\_\_\_

Signature

X Special Education Advisory Committee

\_\_\_\_\_

Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: November, 2013

Attested:

Jeff Gilbert

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Pam Seligman

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**X Original signature on file (date: November 2015)**

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

As a student I will:

Believe that I can learn and will learn.

Read for at least 30 minutes, five days a week.

Come to class on time, ready to learn and with assignments completed.

Set aside time every day to complete my homework.

Know and follow the school and class rules.

Regularly talk to my parents and my teachers about my progress in school.

Respect my school, classmates, staff, and family.

Ask for help when I need it.

### **Parents Pledge:**

As a parent/guardian or family member I will:

Talk to my child regularly about the value of education.

Communicate with the school when I have a concern.

Monitor TV viewing and make sure that my child reads every day.

Make sure that my child attends school every day, on time, and with homework completed.

Support the school's discipline policies

Monitor my child's progress in school.

Ask for support when needed

Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.

Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.

Participate in school, home, and community-sponsored activities

Participate in shared decision making with school staff and other families for the benefit of students.

Respect the school, staff, students, and families.

### **Staff Pledge:**

As a teacher I will:

Provide high-quality curriculum and instruction.

Communicate high expectations for every student.

Endeavor to motivate my students to learn.

Teach and involve students in classes that are interesting and challenging.

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

Communicate regularly with families about their child's progress in school.

Provide assistance to families on what they can do to support their child's learning.

Participate in shared decision making with other school staff and families for the benefit of students.

Respect the school, staff, students, and families.

## Appendix G - School Site Council Membership: Hillsdale High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeff Gilbert	X				
Jenny Caughey		X			
Catherine Archbold		X			
Sandi Zee		X			
Tim Williams		X			
Danielle Robledo		X			
Pam Seligman		X			
Ethan Stewart		X			
Steve Asp		X			
Jenny Rienzo		X			
					X
				X	
				X	
				X	
				X	
				X	
					X
					X
					X
					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>5</b>

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.



**Appendix E - Recommendations and Assurances (Hillsdale High School)**

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:

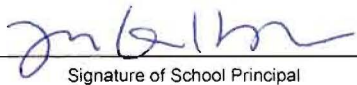
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
X	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: November, 2013

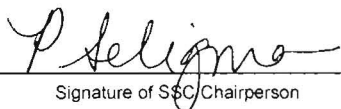
Attested:

Jeff Gilbert  
Typed Name of School Principal

  
Signature of School Principal

11.30.16  
Date

Pam Seligman  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

11/29/16  
Date

**X Original signature on file (date: November 2016)**