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	September 23, 2019	October 24, 2019

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)

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 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 Healthy Kids survey was given to Hillsdale 9th and 11th graders in 2015-16 and again in the Fall of 2018. Students and parents also responded to site specific surveys for WASC in the Fall of 2017. Bright Bytes and TUPE surveys are also administered annually.

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 2019-20 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, as well as Constructing Meaning)
- 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 and Capstone projects
- Define elements expected in a Common Core focused classroom that will result in student demonstration of proficiency within the school's portfolio model

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
- EL Achieve/Constructing Meaning

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 late start days 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

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 238 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, English I and English II 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 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 tutoring/office hours 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.

Evidence-based educational practices to raise student achievement
- Analysis of Student Work
- Constructing Meaning
- 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 Parents Group

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

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 WASC report 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.

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
American Indian	0.2%	0.26%	0.45%	3	4	7
African American	1.3%	1.17%	0.89%	19	18	14
Asian	14.9%	14.99%	15.04%	211	230	236
Filipino	6.4%	5.41%	5.04%	90	83	79
Hispanic/Latino	28.7%	30.44%	32.57%	407	467	511
Pacific Islander	1.0%	0.52%	0.64%	14	8	10
White	39.1%	38.07%	7.14%	555	584	112
Multiple/No Response	%	%	30.78%			483
			Total Enrollment	1,418	1534	1,569

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	16-17	**17-18**	**18-19**
Grade 9	362	442	403
Grade 10	356	373	436
Grade 11	368	357	374
Grade 12	332	362	356
Total Enrollment	1,418	1,534	1,569

Conclusions based on this data:

1. Enrollment has increased significantly over the past five years and will likely increase one more year, through 2020-21.

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 2019, 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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	133	164	170	9.4%	10.7%	10.8%
Fluent English Proficient (FEP)	317	352	388	22.4%	22.9%	24.7%
Reclassified Fluent English Proficient (RFEP)	22	14	20	20.4%	10.5%	12.2%

Conclusions based on this data:

1. Hillsdale's EL population has grown and will grow significantly through 2019-20, as we add additional EL 1-2-3 sections.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	364	352		340	309		340	309		93.4	87.8	
All Grades	364	352		340	309		340	309		93.4	87.8	

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2642.	2639.		39.41	40.45		34.41	33.33		14.12	14.56		12.06	11.65	
All Grades	N/A	N/A	N/A	39.41	40.45		34.41	33.33		14.12	14.56		12.06	11.65	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.59	47.25		40.29	40.45		14.12	12.30	
All Grades	45.59	47.25		40.29	40.45		14.12	12.30	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	54.12	47.73		32.94	38.64		12.94	13.64	
All Grades	54.12	47.73		32.94	38.64		12.94	13.64	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.59	33.44		60.59	56.49		8.82	10.06	
All Grades	30.59	33.44		60.59	56.49		8.82	10.06	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	49.71	48.05		39.41	42.21		10.88	9.74	
All Grades	49.71	48.05		39.41	42.21		10.88	9.74	

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.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	364	352		339	310		339	310		93.1	88.1	
All Grades	364	352		339	310		339	310		93.1	88.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2636.	2634.		28.91	25.48		28.61	25.48		21.24	27.74		21.24	21.29	
All Grades	N/A	N/A	N/A	28.91	25.48		28.61	25.48		21.24	27.74		21.24	21.29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41.59	41.29		28.32	30.65		30.09	28.06	
All Grades	41.59	41.29		28.32	30.65		30.09	28.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.86	27.42		42.77	49.35		25.37	23.23	
All Grades	31.86	27.42		42.77	49.35		25.37	23.23	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.63	30.32		53.39	53.55		12.98	16.13	
All Grades	33.63	30.32		53.39	53.55		12.98	16.13	

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.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1546.1		1539.6		1552.1		36	
Grade 10	1551.7		1534.2		1568.7		49	
Grade 11	1517.3		1494.6		1539.6		31	
Grade 12	1535.4		1514.4		1555.9		20	
All Grades							136	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		30.56		*		*		36	
10	44.90		*		*		26.53		49	
All Grades	32.35		20.59		21.32		25.74		136	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	38.89		36.11		*		*		36	
10	44.90		*		*		*		49	
11	38.71		*		*		*		31	
All Grades	41.91		22.79		15.44		19.85		136	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		36.11		*		30.56		36	
10	24.49		22.45		*		32.65		49	
11	*		*		38.71		*		31	
All Grades	15.44		26.47		27.21		30.88		136	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	44.44		36.11		*		36	
10	46.94		32.65		*		49	
11	*		45.16		*		31	
All Grades	40.44		36.76		22.79		136	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	52.78		36.11		*		36	
10	55.10		28.57		*		49	
11	38.71		*		*		31	
12	60.00		*		*		20	
All Grades	51.47		30.88		17.65		136	

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		41.67		47.22		36	
10	28.57		28.57		42.86		49	
11	*		38.71		45.16		31	
All Grades	20.59		34.56		44.85		136	

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		80.56		*		36	
10	28.57		44.90		26.53		49	
11	*		67.74		*		31	
12	*		60.00		*		20	
All Grades	20.59		61.76		17.65		136	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,534	**21.0%**	**10.7%**	**0.1%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	164	10.7%
Foster Youth	2	0.1%
Homeless	4	0.3%
Socioeconomically Disadvantaged	322	21.0%
Students with Disabilities	160	10.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	1.2%
American Indian	4	0.3%
Asian	230	15.0%
Filipino	83	5.4%
Hispanic	467	30.4%
Two or More Races	140	9.1%
Pacific Islander	8	0.5%
White	584	38.1%

Conclusions based on this data:

1. Given the trends over time, our white and Latino population percentages will converge in the next few years.

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

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Orange	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		
College/Career Green		

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.

2. Hillsdale's suspension rate has been significantly impacted by the placement of the Emotionally Disturbed class on our campus the past two years. One semester, our data showed that over 40% of suspensions (none discretionary) came from that one class of approximately 10 students.
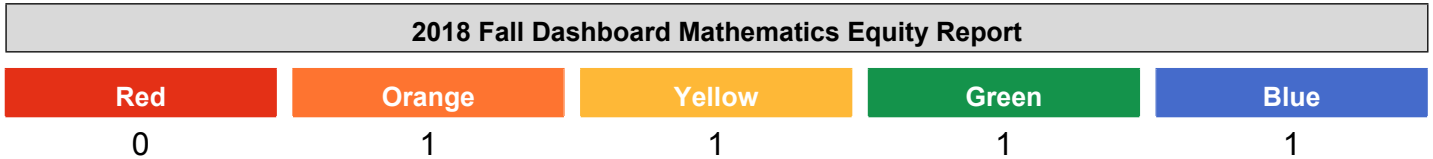
School and Student Performance Data

Academic Performance
English Language Arts

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
54.2 points above standard	81.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.3 points	Declined -36.4 points	
307 students	37 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	21.9 points below standard	112.4 points below standard
	Declined -21.4 points	Declined -66 points
2 students	65 students	15 students

2018 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	Less than 11 Students - Data Not Displayed for Privacy	103.7 points above standard	18.3 points above standard
3 students	3 students	Maintained -0.3 points	Declined -64.2 points
		52 students	19 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Blue
10.1 points below standard	59.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	82.9 points above standard
Declined -7.4 points	Declined -9.9 points	2 students	Maintained 1.4 points
75 students	35 students		117 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.6 points below standard	17.9 points below standard	67.9 points above standard
Declined -58.1 points	16 students	Maintained -1.9 points
21 students		208 students

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.

School and Student Performance Data

Academic Performance
Mathematics

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
4.3 points above standard	91.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.9 points	Increased 11.3 points	1 students
307 students	38 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	76.1 points below standard	163.1 points below standard
2 students	Increased 9 points	Declined -47.6 points
	66 students	15 students

2018 Fall Dashboard Mathematics 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	Less than 11 Students - Data Not Displayed for Privacy	97.1 points above standard	34.4 points below standard
3 students	3 students	Increased 12.4 points	Declined -25.8 points
		52 students	19 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
79.1 points below standard	20.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	24 points above standard
Maintained 1.3 points	Maintained 2.9 points	2 students	Declined -10.9 points
76 students	34 students		117 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
121.2 points below standard	53.9 points below standard	12.1 points above standard
Declined -5.1 points	17 students	Declined -6.1 points
21 students		207 students

Conclusions based on this data:

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

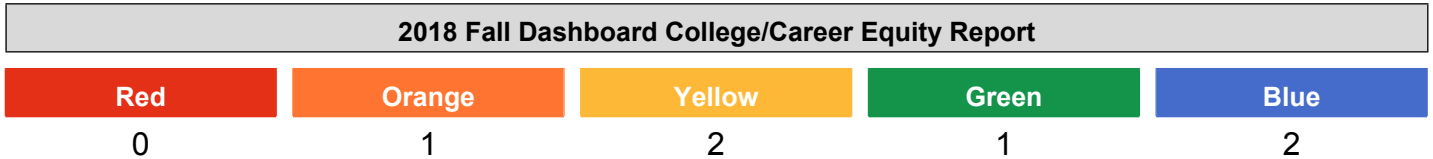# School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
136	32.4%	20.6%	21.3%	25.7%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career

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.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	2

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
65.1% prepared	14% prepared	Less than 11 Students - Data Not Displayed for Privacy
Increased 5%	Declined -4.2%	1 students
370 students	50 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	37.3% prepared	21.4% prepared
3 students	Maintained 1.2%	Increased 7.9%
	102 students	42 students

2018 Fall Dashboard College/Career 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	83.1% prepared	63.6% prepared
		Increased 4.1%	Declined -11.4%
8 students		65 students	22 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
41% prepared	75% prepared	Less than 11 Students - Data Not Displayed for Privacy	75.8% prepared
Increased 7.7%	Declined -2.3%	1 students	Increased 9.4%
100 students	20 students		95 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
49.5% **Prepared**	60.1 **Prepared**	65.1 **Prepared**
20.2% **Approaching Prepared**	14.5 **Approaching Prepared**	13 **Approaching Prepared**
30.2% **Not Prepared**	25.4 **Not Prepared**	21.9 **Not Prepared**

Conclusions based on this data:

1. English Learners are not accessing the same college/career readiness opportunities as other students.

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.
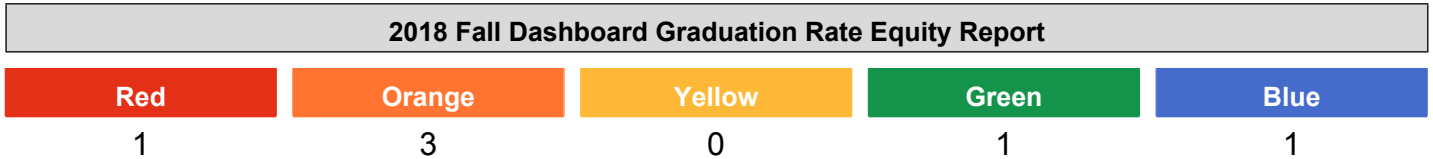
School and Student Performance Data

Academic Engagement
Graduation Rate

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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
89.5% graduated	48% graduated	Less than 11 Students - Data Not Displayed for Privacy
Declined -3%	Declined -18.7%	1 students
370 students	50 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	75.5% graduated	73.8% graduated
3 students	Declined -10.6%	Declined -10%
	102 students	42 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	92.3% graduated	90.9% graduated
8 students		Maintained -0.7%	Declined -9.1%
		65 students	22 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
75% graduated	100% graduated	Less than 11 Students - Data Not Displayed for Privacy	97.9% graduated
Declined -10.1%	Maintained 0%	1 students	Increased +3.1%
100 students	20 students		95 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
92.4% graduated	89.5% graduated

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. The idea that 75% of our Latino students graduated seems impossible.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	3	0
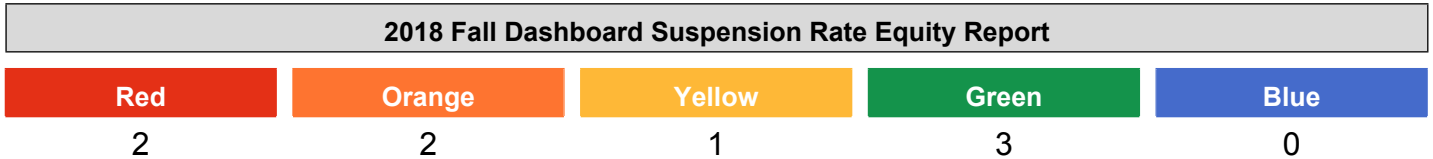
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
5% suspended at least once	6% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.5%	Declined -2.5%	5 students
1588 students	182 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	6.8% suspended at least once	13.6% suspended at least once
8 students	Maintained 0.2%	Increased 3.2%
	366 students	176 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	Green
16.7% suspended at least once	Less than 11 Students - Data 4 students	3.4% suspended at least once	1.1% suspended at least once
Increased 16.7%		Increased 0.6%	Declined -1%
18 students		238 students	87 students

Hispanic	Two or More Races	Pacific Islander	White
Red	Yellow	No Performance Color	Green
9.5% suspended at least once	2.6% suspended at least once	Less than 11 Students - Data 8 students	3% suspended at least once
Increased 3.1%	Maintained 0.1%		Declined -1.7%
494 students	470 students		269 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.1% suspended at least once	4.4% suspended at least once	5% suspended at least once

Conclusions based on this data:

1.

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

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)

Goal 1

Academic Literacy and Use of Academic Language:
- -All students will read effectively for understanding across content areas, and at grade level by the end of their 10th grade year.
- -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.
- -All teaching teams will implement and monitor consistent, research-based strategies for academic language acquisition, rooted in Constructing Meaning strategies

Identified Need

Our largest performance gaps are reflected in the CAASPP English data, where 21.9% of our low-SES students scored below standard and our Latino students were 10.1 points below standard, while our white students were 82.9 points above. The intentional improvement of reading skills, and the increased use of structured academic language are critical to closing those gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP overall English scores and Reading sub-category	2016: Total Meeting or Exceeding: 78%, Reading, total above standard: 46%. Hispanic students scored at 63% meeting or exceeding. Reading: 30% above standard White students scored at 80% meeting or exceeding. Reading: 51% 2018: Total Meeting or Exceeding: 73.8%, Reading, total above standard: 47.3%. Hispanic students scored at 55.3% meeting or exceeding. Reading: 23.7% above standard White students scored at 80% meeting or exceeding. Reading: 64%	Total meeting or exceeding: 80+%, Reading: total above standard: 50+% Hispanic students: 70+%. Reading: 35+%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SRI	Students measured on annual assessments, by teacher	All students at grade-level OR having increased a minimum of 1.5 years in 9th grade.

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 with a focus on Long Term English Learners.

Strategy/Activity

Implement team and school-wide SLI and CM strategies

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)
	Other 1000-1999: Certificated Personnel Salaries Dissemination of data through SLC and content teams.
	None Specified Provide on-going p.d. for teams, using TOSA and CM lead-teacher resources.
1000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Provide CM induction at the beginning of the year
	Investigate bringing SLI/WestEd training back in the summer of 2020.
4000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries On-going, team-based CM training through release days and peer observations.

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

Integration of Common Core Standards for reading and academic discourse through Graduate Profile and common instructional practices. Explore partnership with WestEd to further train teachers and teacher leaders in Strategic Literacy strategies.

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)
1000	General Fund 1000-1999: Certificated Personnel Salaries Professional Development on late start and early release days that allow for the integration of specific strategies that enhance skill-development. TOSA responsibility
1000	General Fund 5800: Professional/Consulting Services And Operating Expenditures Registration and fees to send teacher leader to West Ed Strategic Literacy Conference for reading/PD leadership.
56000	General Fund 1000-1999: Certificated Personnel Salaries 2 Sections of Strategic Algebra Support

Annual Review

SPSA Year Reviewed: 2018-19

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 engaged in structured Constructing Meaning Professional Development for all staff members throughout the school year. All staff members prepared a "showcase" of implementation practices that was shared in May. A team of Constructing Meaning teacher-leaders met regularly to design PD and offer opportunities for individualized supports for teachers.
Teams were provided SRI data and teachers were more organized about gathering SRI data on a regular basis.
One teacher-leader attended West Ed's summer leadership training on Strategic Literacy.

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 in the plans and actual implementation. The acquisition and use of SRI data was more inconsistent than desired.

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

LEA/SMUHSD Goal #3: Provide Effective Communication and Strong Relationships with Stakeholders (Parent Supports and Student Engagement)

Goal 3

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.

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% 2013:11th Grade= 81%, 9th grade= 68% 2015: 11th Grade= 67%, 9th grade= 64% 2018: 11th Grade=76%, 9th grade=70% • Students' meaningful opportunities for participation (I do interesting activities at school)	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
	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% 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% 2013: 11th grade= 81%, 9th grade= 77% 2015: 11th grade= 77%, 9th grade= 78% 2018: 11th grade=79%, 9th grade=79% * "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% 2018: 11th grade=73%, 9th grade=69%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	0 expulsions, <50 non-unique suspensions
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]	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	<2% 10 or more units behind

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018-19: At end of spring semester, 5% (58 total) were behind 10+ credits	

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. Variable time for Advisory Committee.

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 30+ 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 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 studenta: Decrease tutor:student ratio, provide additional adult support
4. Maintain and support the Parent/ Community Liaison

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 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 |

Annual Review

SPSA Year Reviewed: 2018-19

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 two 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.

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 will add a significant piece to the puzzle in 2019-20. A large number of initiatives are coming together in 2019-20 and we expect a leap forward in terms of wrap-around services, engagement and student success.

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

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)

Goal 4

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

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.

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% Class of 2019: Over-all eligibility: 72%	Over-all: 78%, Latino: 65%, Economically disadvantaged: 65%
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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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/Capstone 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/Capstone 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 new 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)

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: 2018-19

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 72% for the class of 2019. 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. 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

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)

Goal 5

Increase academic performance of our historically underserved 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.

Identified Need

Achievement gaps remain, even as our over-all data around grades, UC/CSU eligibility and college-going rates improve. Significant gaps remain in terms of course enrollment and CAASPP results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	ELPAC
EL/LTEL/Special Education GPA	Overall GPA of EL students (L, M, N) Baseline: 2009-10: 1.87 GPA 2013-14: 2.48	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2014-15: 2.52 2015-16: Overall for L, M, N: 2.45 2018-19: 2.33 Overall for L: 2.67 Overall for N: 1.82 Long-Term EL GPA (M): Baseline 2014-15: 2.82 2015-16: 2.51 2018-19: 2.41 504 GPA: Baseline: 2011-12: 2.56 2013-14: 2.69 2014-15: 2.90 2015-16: 2.92 2018-19: 2.95 Special Ed GPA: Baseline: 2011-12: 2.40 2013-14: 2.52 2014-15: 2.61 2015-16: 2.68 2018-19: 2.69	
LTEL/Special Education students (M) 10 or more credits behind:	LTEL students (M) 10 or more credits behind: Baseline 2014-15: 46/270 17% 2015-16: 5/49= 10% 2018-19: 12/75=16% LTEL students (M) who received a D or F in their English course: 2015-16: 27/49= 55% 2018-19: 23/85 = 27% 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% 2018-19: 24/132 18%	

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, with a focus on SOC

Strategy/Activity

Investigate issues of race, class and culture in order to create relevant curriculum that engages disaffected student communities and EL students. Continue schoolwide professional development around issues of equity, privilege and the intersection between school and community. Leverage curricular changes in Ethnic Studies to create project-based and culturally relevant curriculum in Humanities, 9-12.

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)
	Professional Development that continues the school conversation around the needs of our historically underrepresented groups.

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

Strategy/Activity

ELD Supplies and Equipment

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)
1500	Title III 4000-4999: Books And Supplies Materials

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

Strategy/Activity

Support staff development in differentiated instructional strategies, especially focused on EL and special needs 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)
7000	General Fund 1000-1999: Certificated Personnel Salaries Find, manage, analyze and distribute data points that describe the gaps that exist for historically underrepresented groups. Professional Development planning in advisory teams
50000	Foundation 1000-1999: Certificated Personnel Salaries Team release time, professional development and planning (supports goals 1, 3, 4, 5)

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

Strategy/Activity

ELD Professional Development

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)
1000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Professional Development

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

Strategy/Activity

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

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 Recruit and support peer tutors to work in targeted classes in EL and math/sciences.
62265	LCAP Supplemental 2000-2999: Classified Personnel Salaries EL Specialist, PIC, IA Salary and Benefits
50000	LCAP Supplemental 2000-2999: Classified Personnel Salaries Family Engagement Coordinator

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

LEA/SMUHSD Goal: Provide Effective Communication and Strong Relationships with Stakeholders
- Parent Supports
- Student Engagement

Goal 6

Governance: Incorporate student governance and student voice in school-wide decision-making.
Governance: Continue to attend to the sustainability of the model as enrollment fluctuates.

Identified Need

1. Increase student voice in the governance and leadership of the school.
2. Ensure the long-term sustainability of Hillsdale's SLC model.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in student leadership through formal and informal processes and diversity of that participation.	Leadership class demographics: Gender - 45 female (79%) 12 Male (21%) Ethnicity: Asian 7 (12%) Pac Isle 1 (2%) Filipino 7 (12%) Latino 15 (26%) Af Am/Black: 1 (2%) White: 26 (46%) Parent Ed: Grad/post grad 12 (21%) College grad 30 (53%) Some College 10 (18%) High School 2 (4%) did not graduate hs 2 (4%) Special Programs: 504 3 (5%) EL 1 (2%) SPED 2 (4%)	Leadership class reflects the larger student population
Hillsdale's master schedule provides a robust and pure SLC model and adequate elective offerings while	Hillsdale added AP Statistics, AP Calculus BC and Ethnic Studies for the 2019-20 school year. Because of increased	Maintain electives and SLCs while decreasing FTE support to 1.6.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
requiring no more than 1.6 FTE of support from the Hillsdale Foundation	enrollment, the Foundation contributed 2.6 FTE, which is projected to decrease by 1.0 in 2020-21.	

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

Refine student leadership roles, functions, policies and procedures. Increase student participation in Leadership through Advisory representation, using ASB survey (2017-18) as a guide to implementation.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Articulate a plan for sustaining SLCs, including the revision of upper division SLCs in 2019-20

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)
1000	Foundation

	1000-1999: Certificated Personnel Salaries Committee meetings

Annual Review

SPSA Year Reviewed: 2018-19

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.

Student leadership has slowly become more diverse through recruitment processes. During 2018-19, student leadership activated a "Squire" program that brought together representatives from all 50+ advisories to add diversity to student voice and provide a more active conduit of information from Leadership to the student body and back.

2019-20 has long been recognized as the year that our staffing would be most tested by increased enrollment and new SLC structures. The Foundation created a reserve to get through the 2019-20 school year and that reserve will be needed. The loss of CSM courses on campus created a new tension and we needed 2.6 FTE of support. That fell within our range of projections and will drop in 2020-21 as our largest class moves into 12th grade. We need to restructure our relationship with CSM in order to support better transitions to college.

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.

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.

This goal will remain consistent into 2019-20

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	$918,765.00

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 ($)
Title II Part A: Improving Teacher Quality	$1,000.00
Title III	$1,500.00

Subtotal of additional federal funds included for this school: $2,500.00

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	$111,000.00
General Fund	$352,000.00
LCAP Supplemental	$203,265.00

Subtotal of state or local funds included for this school: $916,265.00

Total of federal, state, and/or local funds for this school: $918,765.00

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

10 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
Barbara Henderson	Classroom Teacher
Neal Donohoe	Classroom Teacher
Tim Williams	Classroom Teacher
Ethan Stewart	Classroom Teacher
Pam Seligman	Classroom Teacher
Susan Olmos	Classroom Teacher
Danielle Flores	Classroom Teacher
Kevin Aha	Classroom Teacher
Deb Stucke	Classroom Teacher
	Parent or Community Member
Chris Lucey	Parent or Community Member
Jesse Taliaferro	Parent or Community Member
Marcella Ballard	Parent or Community Member
Randy Raphael	Parent or Community Member
Rosemarie Pozzobon	Parent or Community Member
Morgan Smith	Secondary Student
Lauren Tong	Secondary Student
Mary Carroll	Secondary Student

Meghan Olson	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/

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