

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Hillside Innovation Academy
Address	29955 Watson Rd Menifee, CA
County-District-School (CDS) Code	33-672310141598
Principal	Lilly Ellefsen
District Name	Romoland Elementary School District
SPSA Revision Date	10/4/2023

Schoolsite Council (SSC) Approval Date

10/4/2023

Local Board Approval Date

11/14/2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Shared Agreements (staff and students):

Growth- We have growth mindsets. We always believe we can improve and work every day to learn something new.

High Expectations-We have high expectations of ourselves and believe that we are capable of achieving more than we set out to.

Appreciation-We show appreciation for one another whenever possible. We appreciate our parents and teachers for everything they do for us and appreciate the kindness of our friends.

Cooperation-We work well together with all of our friends and classmates. We want everyone to learn and succeed, and this requires us to work together, compromise, and share, in order to succeed.

Honesty- We value honesty when communicating with one another. The greatest test of honesty is when we must admit when we were wrong.

Vision:

All of our scholars will achieve their individual quarterly goals in the areas of academics and social-emotional well-being so that they may develop leadership to successfully progress through school with confidence.

Mission:

We strive to empower youth through a personalized, innovative learning approach to become positive community leaders.

Our Story:

Established in the academic year 2022-23, Hillside Innovation Academy is the newest school in the Romoland School District, nestled within the Harvest Valley Elementary School campus. Our academy proudly caters to students spanning from TK (transitional kindergarten) to 8th grade. As educators focused on equity and inclusion, we aspire to nurture positive character traits, enhance each student's educational journey, and empower our young scholars to emerge as influential community leaders. Rooted in our commitment to address the unique needs of each child and champion equity in education, we wholeheartedly embrace the diverse backgrounds within our school community.

At Hillside Innovation Academy, we offer three distinct program pathways, designed to meet the diverse needs of our scholars. These include:

1. The Home School Program: This dynamic digital curriculum empowers online learning. Parents and guardians take an active role in shaping their child's educational journey and crafting the academic schedule. Regular virtual check-ins and meetings with the teacher ensure personalized support, student success, and sustained communication.

2. The Virtual Program: In this innovative program, students embark on a virtual journey led by dedicated teachers. Live synchronous instruction forms the foundation of the school day, complemented by independent asynchronous assignments. Students actively participate in both whole-group and small-group interactions with highly qualified teachers who maintain open channels of communication with students, parents, and guardians.

3. The Academy Program is an in-person educational pathway tailored to the unique needs of students in grades 6th through 8th. The Academy program provides a personalized learning avenue with unwavering support, and nurturing mentorship in a close-knit classroom environment. This program is designed to assist students facing challenges in the traditional school setting, due to a range of circumstances, including but not limited to unforeseen catastrophic incidents that hinder participation in the regular school program, as well as chronic issues related to attendance, behavior, and academics. Within this program, students benefit from comprehensive instruction spanning all subjects, aligned with our district middle school bell schedule.

Our devoted educators are dedicated to delivering high-quality learning experiences ensuring all students have access to high-quality learning experiences. Teachers thoughtfully provide engaging learning opportunities that promote curiosity and creativity, encourage scholars to collaborate, and take risks to develop into independent thinkers. Our goal is for all scholars to progress through school with the skills, knowledge, and attributes necessary to make informed decisions and thrive as citizens of our local and global communities.

Through our innovative approach, dedicated staff, and strong home-school connections, we know we will be able to ensure that every student in our school is engaged, feels safe, happy, and is achieving high levels of academic success.

Here at Hillside Innovation Academy, INNOVATION and EMPOWERMENT form the bedrock of our educational journey, cultivating the foundation of transformative learning!

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)

Targeted Support and Improvement

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.

Hillside Innovation Academy, a new school, opened its doors in the 2022-23 academic year and is currently in its second year of operation. In Spring 2023, students participated in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) for the first time, establishing a baseline for future assessments.

The following information provides a snapshot of Hillside Innovation Academy and includes an analysis of the demographic composition of the student population, performance in both English Language Arts and Mathematics ELL performance, chronic absenteeism, and the strategic focus areas.

Hillside Innovation Academy caters to a diverse student body, with an enrollment of approximately 163 students spanning Grades TK-8. Our student population comprises a diversity of backgrounds, with 8.6% African American, 0.6% American Indian or Alaska Native, 0.6% Asian, 1.8% Filipino, 76.1% Hispanic or Latino, 0.6% Pacific Islander, 8.0% White, 3.1% Two or More Races, and 0.6% Not Reported. Furthermore, we serve students with unique needs, including 12% Special Education Students, 0.01% Foster Youth, 0.04% Homeless, and 11% English Learners.

CAASPP Performance in English/Language Arts (ELA)

Upon our students' first CAASPP ELA testing in Spring 2023, the results indicated varied performance across grade levels. The analysis is as follows:

- Grade 3: Students exceeded the target goal by 6 points, with a 40% Met/Exceed rate.
- Grade 4: Students scored 36 points less than the target, with a 31% Met/Exceed rate.
- Grade 5: Students scored 21 points less than the target, with a 33% Met/Exceed rate.
- Grade 6: Students scored 70 points less than the target, with a 28% Met/Exceed rate.
- Grade 7: Students scored 16 points less than the target, with a 50% Met/Exceed rate.
- Grade 8: Students scored 37 points less than the target, with a 37% Met/Exceed rate.

This data illustrates the need for tailored instructional strategies to bridge performance gaps. Performance in Mathematics.

Our student scale score goal for CAASPP was:

3rd grade, our goal was for students to score at 2432; students scored 2394. This is 38 points less than our target.

4th grade, our goal was for students to score at 2473; students scored 2418. This is 55 points less than our target.

5th grade, our goal was for students to score at 2502; students scored 2441. This is 61 points less than our target.

6th grade, our goal was for students to score at 2531; students scored 2410. This is 121 points less than our target.

7th grade, our goal was for students to score at 2542; students scored 2476. This is 66 points less than our target.

8th grade, our goal was for students to score at 2567; students scored 2458. This is 108 points less than our target.

ELPAC Data:

Level 1: 8%

Level 2: 33%

Level 3: 41%

Level 4: 17%

Chronic Absence

Although the 2022-2023 year California Dashboard has not yet been released, local indicators in the Aeries Student Information Systems indicate that the average chronically absent rate is 44%.

Hillside Innovation Academy has maintained a low suspension rate, of 1% annually, by focusing on the full implementation of P.B.I.S., restorative justice practices, utilization of M.T.S.S., and implementation of a comprehensive counseling program.

Hillside Innovation Academy, characterized as a school of choice with an independent study contract requirement, places significant importance on student engagement and work completion as key attendance indicators. Our data analysis indicates a need for professional development in Attendance Tracking and Multi-Tiered System of Support (MTSS) for Attendance.

Despite an average chronic absenteeism rate of 44% as suggested by local indicators, the school has managed to maintain a low suspension rate, at 1% annually. This achievement is attributed to the implementation of Positive Behavioral Interventions and Supports (P.B.I.S), restorative justice practices, Multi-Tiered Systems of Support (MTSS), and the comprehensive counseling program.

At Hillside Innovation Academy, our commitment to equity and personalized education aligns seamlessly with our plan to effectively meet the Every Student Succeeds Act (ESSA) requirements. We craft individualized educational goals through collaborative efforts with students, parents, and educators, ensuring alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our multifaceted approach to excellence focuses on enhancing Tier 1 instruction and professional development in mathematics, both essential components of ESSA compliance. This approach is deeply rooted in our commitment to equity and serves as a robust framework that guides our continuous efforts to meet the requirements of ESSA while promoting the success of all our students. We address academic engagement, nurture a positive culture and climate, and optimize academic performance to create an inclusive learning environment that empowers every student to thrive and reach their full potential.

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).

Established in 2022, Hillside Innovation Academy is in its second year as a school. Throughout the academic year, Hillside Innovation Academy engages all stakeholders—parents/guardians, students, and staff—to assess the school's diverse needs encompassing academics, behavior, attendance, climate, and culture. We employ a combination of surveys, including the Alternative Schools/Programs of Choice online survey (ASPOC) and the California Healthy Kids Survey (CHKS), to glean valuable insights.

In addition to surveys, the principal actively seeks input from various stakeholder groups through a range of platforms, including School Site Council meetings, Coffee with the Principal sessions, monthly Family Engagement workshops, Admin Professional Development, Office Meetings, Classified Staff Meetings, and PLC (Professional Learning Community) gatherings. The principal also collaborates with student groups such as the student LCAP (Local Control and Accountability Plan) team to enhance the overall learning environment. Furthermore, the school administrator makes a concerted effort to collect input from the staff regarding instructional and intervention programs, instructional needs, and climate and cultural requirements. Their active presence on campus and in classrooms allows for daily interactions and visibility, creating an open channel for concerns, questions, and suggestions from stakeholders.

The comprehensive results of these surveys, interactions, and discussions highlight the need for a continued emphasis on enhancing school connectedness, fostering a growth mindset, providing additional mental health services and resources for all stakeholders, and maintaining a deliberate focus on rigorous, standards-based instruction, with a particular emphasis on the development of the 4 C's—critical thinking, communication, collaboration, and creativity.

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 principal conducts a combination of both formal and informal observations throughout the school year, adhering to district guidelines and established timelines for formal observations. Specifically, probationary teachers undergo three formal observations annually, culminating in a final evaluation, while permanent teachers undergo two formal observations annually, concluding with a final evaluation. In addition to formal evaluations, informal walkthroughs are conducted on a weekly basis, ensuring that each classroom is visited at least once per week. Following these visits, staff members receive constructive feedback and coaching tips through the Digicoach platform. These observations consistently highlight the importance of focusing on key areas, including the California Standards for the Teaching Profession (CSTPs), teacher clarity, and the promotion of visible learning. Notable elements encompass the clarity of lesson planning and learning intentions, the precision of instructional delivery, and the transparency of assessment methods. The overarching objective is to enhance student outcomes and elevate the level of rigor by fostering relevant and collaborative tasks that stimulate problem-solving and inquiry-based learning. Observations also underscore the need for sustained implementation of universal design strategies, encompassing lesson objectives, academic vocabulary, graphic organizers, sentence frames, visual aids, and other supportive tools, alongside regular utilization of formative assessments to gauge student progress.

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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are deemed "highly qualified."

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

All teachers attend training on state-adopted curriculum. In addition, they also receive ongoing and in-depth professional learning twice a month on student early release days. Teachers have access to collaborate with one another via PLC which occurs twice a week for 50 minutes each session. They also have access to district instructional coaches and in-district PD on an ongoing basis.

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

Our staff development program is designed to be inclusive and adaptable to the evolving needs of our educators. It includes whole-group sessions twice a month, influenced by data analysis, school-wide requirements, and individual teacher needs. Additionally, staff development occurs strategically throughout the year, coinciding with administrative Professional Learning Community (PLC) time. These sessions cover program-specific training, data analysis, support for specific student groups, and teacher-requested professional development. This comprehensive approach strives to equip our educators with the skills and knowledge needed to continually improve their teaching practices and support student success.

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

Teachers at our school have several avenues for professional development. They can attend district professional learning events of their choice, with instructional coaches facilitating. Administration may suggest in-district opportunities tailored to teachers' personalized learning needs. Teachers can also request attendance at external professional development to enhance their knowledge base for better supporting student achievement. This approach allows teachers to grow and adapt their skills effectively.

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

Teachers at our school have designated time slots each week for grade-level team meetings as part of their Professional Learning Communities (PLC). These meetings primarily center around data analysis and planning to improve instruction. Additionally, teachers have opportunities to collaborate at the district level through various committees, promoting a data-driven approach and a culture of continuous improvement across the district.

Teaching and Learning

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

Our school places a strong emphasis on aligning curriculum, instruction, and materials with the California Common Core Standards. Each grade level follows state-adopted curriculum materials for ELA, math, social studies, and science, ensuring alignment with these standards. Additionally, we use I-ready as an intervention program for ELA and math, and it is designed to be in sync with the California Common Core Standards. This comprehensive approach strives to provide students with education that fully conforms to these state standards.

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

All teachers teach the required daily/weekly instructional minutes in all subject areas. The district provides "place mats" for the pacing of the units of study as well as an Educational Services Academic Calendar.

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

Within our language arts and math units, we've designated specific intervention time and utilized "place mats" to ensure effective pacing while providing flexibility for intervention and reteaching. We've implemented a Multi-Tiered System of Support (MTSS), aligning targeted assistance to address students' individual needs in behavior, academics, and attendance. Furthermore, we conduct Student Support Team (SST) meetings to diligently monitor and ensure that every student attains a minimum of one year's worth of growth annually.

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

All students have access to grade-level standards-based instructional materials. Students in K-5th grades utilize "Wonders" for Language Arts with EL instruction, "Go Math" for mathematics while students in 6th-8th grade utilize StudySync in language arts, and English learner instruction, and Big Ideas for math. "I-Ready" is utilized for ALL students (k-8TH) for personalized learning support in both ELA and math.

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

Romoland School District utilizes state-adopted instructional materials for elementary and middle school students. In the elementary grades, "Wonders" (ELA) and "GoMath" (math) are employed, which also serve as intervention materials. For middle school students (grades 6-8), "StudySync" is used for language arts, including English learner instruction, and "Big Ideas" for math. These materials are carefully chosen to align with state standards and enhance the quality of education for all students.

Cultural Proficiency

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

All teachers provide daily intervention blocks of time in both language arts and math. This instruction is provided in a small group setting or is individualized. Teachers prioritize utilizing culturally responsive and relevant materials during instruction to engage students.

Evidence-based educational practices to raise student achievement

All classroom teachers utilize research-based instructional strategies of universal design learning in all subject areas in order to raise student achievement. All classrooms utilize a blended learning model and flexible groupings to ensure instruction is differentiated and personalized for student success. All students set, monitor, and accomplish academic and personal goals.

Parent, Guardian, and Family Engagement

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

Romoland provides multiple opportunities for parents/guardians to engage in their child's education and enrichment throughout the school year. We offer the PIQUE Program which is specially designed for EL Parents, with the goal of empowering them with the knowledge and skills to create a positive educational environment both at home and school. Additionally, we offer monthly mobile dental and health services for families right on our site. The school hosts various special events throughout the year, including Back to School Night, Open House, Astronomy Night, Literacy Night, a talent show, and dance performances, open to all members of our school community to attend and enjoy.

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)

Parents/guardians, community members, teachers and other school personnel are also involved in committees such as: ELAC, SSC, and Parent and Principal Partnership meetings.

Funding

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

At our school, we strategically allocate our resources to benefit students, parents/guardians, and staff in multiple impactful ways. Our key priorities include:

Research-Based Instructional Training: We prioritize offering research-based training sessions that align with the Common Core State Standards (CCSS). These sessions aim to enhance instructional strategies, ensuring that our educators are well-equipped to provide high-quality education.

Expanded Intervention Programs: A significant focus is on expanding our intervention programs and support services for students. This investment enables us to provide targeted assistance to those who may require additional academic support, ensuring that no student is left behind.

Fostering Growth Mindset and Leadership Skills: We are dedicated to nurturing a growth mindset and leadership skills not only in our students but also in our teachers and parents/guardians. This holistic approach empowers all stakeholders to thrive and contribute positively to our school community.

Our primary federal categorical funds include both Title I and Title III. Title I funding is aimed at supporting the academic achievement of students from economically disadvantaged backgrounds, as outlined in our school's goals. Title III funding specifically targets the academic achievement of English learner students, as described in Goal 3 of our Single Plan for Student Achievement (SPSA). These funding sources play a pivotal role in driving our efforts to provide comprehensive support to our diverse student population, furthering our commitment to their academic success.

Fiscal support (EPC)

Our fiscal support includes Site Discretionary general funds, LCAP Supplemental and Concentration funds, Title 1 and Title III funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout this school year, the site administration has engaged in a series of essential meetings with key stakeholders, including members of the school's leadership team and School Site Council (SSC), to thoroughly assess data and gain a deeper understanding of the diverse needs of all students at Hillside Innovation Academy. Below is a comprehensive list along with explanations of these crucial meetings:

Spring and Summer 2022: Collaborative sessions with educational partners to gather input on various aspects of school development, encompassing the instructional focus, the creation of three program pathways, and the selection of the school's name (including considerations such as school colors and potential mascots).

SSC & ELAC Meetings in 2022-23

10/6/22: Orientation session aimed at familiarizing members with the rights and responsibilities associated with the School Site Council. Approval of Bylaws, which included the consolidation of ELAC with SSC, and an in-depth discussion, feedback, and review of the 2022-2023 Single Plan for Student Achievement (SPSA).

11/3/22: Finalization of the 2022-2023 SPSA through thorough discussion, review, and ultimate approval, setting the stage for its submission to the board.

1/23/23: A collaborative effort involving the drafting of the HIA Parent and Family Engagement Policy, emphasizing the vital role of parental involvement in the school community.

1/27/23: Deliberations centered around the Parent Involvement Policy, which was thoughtfully discussed, reviewed, and subsequently approved.

2/1/23: An overview of the Local Control and Accountability Plan (LCAP), fostering discussion and feedback to ensure a comprehensive understanding among all stakeholders.

3/7/23: In-depth discussions regarding the LCAP continued, focusing on MTSS (Multi-Tiered System of Supports) Academic Strengths, needs, and the formulation of strategic actions.

3/14/23: A meticulous analysis of diagnostic data #2 and a close examination of school goals, in addition to the review of the 2022-23 SPSA goals and corresponding expenditures.

3/18/23: Data-driven discussions continued, this time emphasizing the LCAP and the analysis of MTSS SEL-B (Social and Emotional Learning - Behavior) and Attendance Strengths, needs, and strategic actions.

4/26/23: The culmination of the annual Single Plan for Student Achievement (SPSA) review, concluding with the proposal for the SPSA for the academic year 2023-24.

In addition to these pivotal meetings, we actively sought input from our valued families through virtual "Pastries with the Principal" sessions on the following dates and discussed the following:

8/18/2023: Input and Suggestions on Community Building Events and Activities

10/19/2023: Attendance and Work Completion for Students Success

11/16: Supplemental Resources and Materials for Success in the Virtual/Homeschool Environment

12/14: School Celebrations

2/5: Supporting Students and Families with State Testing

These engagements allowed us to gather vital insights and feedback from our parent community, reinforcing our commitment to collaborative decision-making and fostering a thriving school environment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.55%			1
African American	%	%	8.84%			16
Asian	%	%	0.55%			1
Filipino	%	%	2.21%			4
Hispanic/Latino	%	%	72.93%			132
Pacific Islander	%	%	1.10%			2
White	%	%	9.94%			18
Multiple/No Response	%	%	3.31%			6
Total Enrollment						181

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten			14
Grade 1			10
Grade 2			35
Grade3			11
Grade 4			21
Grade 5			15
Grade 6			20
Grade 7			25
Grade 8			30
Total Enrollment			181

Conclusions based on this data:

1. Having opened as a brand new school in the 2022-23 academic school year, Hillside Innovation Academy is currently in its second year of operation. Spring 2023 was the very first time our students participated in state testing, making it the baseline year for our School State testing results.
2. This enrollment data provides valuable insights into the school's diversity and the diverse needs of its student population. It highlights the importance of a tailored and inclusive educational approach to meet the varied needs of students, including English learners, those with disabilities, and those experiencing unique life circumstances. The

provided information offers a snapshot of Hillside Innovation Academy's student population, revealing both areas of strength and areas of need.

Areas of Need

Approximately 12% of the students are classified as Special Education Students, and approximately 11% are designated as English Learners. These metrics underscore the importance of implementing Universal Design for Learning (UDL) and providing additional support to enhance English language proficiency. Addressing the distinctive educational requirements of both subgroups will be crucial in fostering their academic success and promoting their seamless integration into the broader school community.

Areas of Strength

Ethnic Diversity: our school boasts a richly diverse student population, with Hispanic or Latino students representing the majority (76.1%). This diversity contributes to a culturally rich and inclusive learning environment, fostering an appreciation of different backgrounds and experiences among students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners			33			17%
Fluent English Proficient (FEP)			4			2%
Reclassified Fluent English Proficient (RFEP)			2			1%

Conclusions based on this data:

1. In Spring 2023, our school's students participated in state testing for the first time, marking it as the baseline year for our School State testing results. The data emphasizes the significance of prioritizing designated and integrated English Language Development (ELD) strategies to support our English learner students.
2. We will offer office hours 30 minutes a day during which time EL students can get additional support.
3. Parent-teacher conferences are conducted annually to review data, set goals, and ensure our EL students are making adequate yearly progress.

Areas of Need

Implement and refine our systems of progress monitoring our EL students to provide personalized support in their areas of need. We must also continue to prioritize literacy, especially language development, across the school. A specific school-wide focus of the 14 ELA priority standards identified by Achieve the Core must be utilized, along with the close reading protocol, selections of complex text, and text-dependent questions.

Areas of Strength

The performance of English Learner (EL) students showed notable improvement, with their percentage at or near grade level increasing from 35% as measured by the Fall iReady Reading diagnostic to 50% as measured by the Spring iReady Reading diagnostic. This growth highlights the effectiveness of our instructional strategies and interventions in supporting EL students' language and literacy development.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			11			10			10			91%
Grade 4			21			20			20			95%
Grade 5			15			15			15			100%
Grade 6			21			21			21			100%
Grade 7			28			28			28			100%
Grade 8			30			29			29			97%
All Grades			126			123			123			98%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			2438			30%			10%			50%			10%
Grade 4			2434			15%			15%			25%			45%
Grade 5			2481			20%			13%			40%			26%
Grade 6			2461			4%			23%			9%			61%
Grade 7			2526			7%			42%			25%			25%
Grade 8			2525			6%			31%			24%			37%
Grade 11			NA			NA			NA			NA			NA
All Grades	N/A	N/A	N/A			11.38			26%			26%			37%

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

- As a brand of new school, our students participated in the CAASPP testing in spring 2023, for the first time. This will data serves as a baseline for our school.
- The CAASPP ELA student scale score data indicates mixed performance across grade levels, with some grades exceeding the target goals, while others fell short. Here's a breakdown of the analysis:
 3rd Grade: Students exceeded the target goal by 6 points, which is a positive outcome.
 4th Grade: Students scored 36 points less than the target, indicating room for improvement.
 5th Grade: Students scored 21 points less than the target, suggesting the need for enhancement in this grade level.
 6th Grade: Students scored 70 points less than the target, signifying a significant performance gap.
 7th Grade: Students scored 16 points less than the target, indicating a minor performance gap.
 8th Grade: Students scored 37 points less than the target, suggesting room for improvement.
- Our priority is to bolster Tier 1 instruction through targeted professional development in the areas of visible learning, teacher clarity, and California Standards for the Teaching Profession (CSTP).

Areas of Need

4th-8th Grade: These grade levels have lower percentages of students meeting or exceeding CAASPP standards in English Language Arts. This suggests a need for targeted support to improve student performance in these grades

Areas of Strength

Our school excels in implementing targeted reading interventions for elementary grades through the collaborative Professional Learning Community (PLC) process. This strength focuses on early literacy development, data-driven strategies, and collaboration among educators. To sustain and leverage this strength, our goal is to invest in ongoing professional development, and extend interventions to middle grades and refine our data analysis processes.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			11			10			10			91%
Grade 4			21			20			20			95%
Grade 5			15			15			15			100%
Grade 6			21			21			21			100%
Grade 7			28			27			27			100%
Grade 8			30			29			29			97%
Grade 11			NA			NA			NA			NA
All Grades			126			122			122			98%

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			2406			10%			10%			30%			50%
Grade 4			2447			5%			10%			30%			55%
Grade 5			2461			0%			13%			46%			40%
Grade 6			2452			0%			4%			23%			71%
Grade 7			2454			7%			3%			29%			59%
Grade 8			2475			0%			10%			13%			75%
Grade 11			NA			NA			NA			NA			NA
All Grades	N/A	N/A	N/A			3%			8%			27%			61%

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. As a brand of new school, our students participated in the CAASPP testing in spring 2023, for the first time. This will data serves as a baseline for our school.
2. The CAASPP Math student scale score data indicates various levels of performance across different grade levels, with most grades falling short of the target goals.
3. Continue providing specific planning time to teachers, enabling them to collaborate and strategize for the most effective instruction, with a particular focus on addressing the needs of our English learners.

Areas of Need

Our primary objective is to enhance Tier 1 instruction through professional development, specifically in the areas of visible learning and teacher clarity, targeted at refining instructional practices. Additionally, we plan to elevate teacher efficacy by providing professional development opportunities focused on understanding the new California Mathematics Framework and pedagogy.

Areas of Strength

Our strength lies in our dedicated Professional Learning Community (PLC) time, centered on the analysis of student performance metrics and instructional practices.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Grade Level

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21

Conclusions based on this data:

1. As this is our second year as a school, the 2022-23 iReady data serves as a baseline year for our school.
2. 28% of our students achieved at or above the proficiency level in Diagnostic 1, while 50% of our students reached or exceeded the same benchmark in Diagnostic 3. This represents a substantial 22-point improvement between Diagnostic 1 and 3.
3. We plan on continuing to utilize Universal Design for Learning (UDL) to appropriately meet the needs of students and provide a personalized approach to instruction.

Areas of Need

Our primary focus is to enhance Tier 1 instruction through specialized professional development in visible learning, teacher clarity, and the California Standards for the Teaching Profession (CSTP).

Areas of Strength

Our strength lies in our dedicated Professional Learning Community (PLC) time, centered on the analysis of student performance metrics and instructional practices.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Grade Level

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21

Conclusions based on this data:

1. As this is our second year as a school, the 2022-23 iReady data serves as a baseline year for our school.
2. 28% of our students achieved at or above proficiency in Diagnostic 1, while 40% of our students reached or exceeded the same benchmark in Diagnostic 3. This exceeded our initial goal by 14 points, demonstrating marked progress in student performance.
3. We plan on continuing to utilize Universal Design for Learning (UDL) to appropriately meet the needs of students and provide a personalized approach to instruction.

Areas of Need

While we celebrate this improvement, our ongoing goal is to strengthen Tier 1 instruction and intervention strategies to ensure consistent growth across all student groups and grade levels. Our primary objective is to enhance Tier 1 instruction through targeted professional development, with a specific focus on visible learning and teacher clarity, with the goal of refining instructional practices. Additionally, we plan to elevate teacher efficacy through professional development opportunities centered on understanding the new California Mathematics Framework and pedagogical approaches.

Areas of Strength

Our strength lies in our dedicated Professional Learning Community (PLC) time, centered on the analysis of student performance metrics and instructional practices.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Student Group

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21

Conclusions based on this data:

1. We do not have data for the years prior to the 2022-23 school year. As a brand of new school, in spring 2023, our students will participate in state testing for the first time. This will data will serve as a baseline for our school.

Areas of Need

Areas of Strength

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Student Group

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21

Conclusions based on this data:

1. We do not have data for the years prior to the 2022-23 school year. As a brand of new school, in spring 2023, our students will participate in state testing for the first time. This will data will serve as a baseline for our school.

Areas of Need

Areas of Strength

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			1528									12

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3			100%			0			0			0			1
4			0			100%			0			0			2
5			0			0			100%			0			1
6			0			50%			25%			25%			4
7			0			100%			0			0			1
8			33%			0			66%			0			3
All Grades			17%			41%			33%			8%			12%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. We do not have data for the years prior to the 2022-23 school year. EL students at Hillside Innovation Academy participated in the ELPAC for the very first time in spring 2023. Thus, this data metric serves as a baseline for our school.
2. Results indicate a range of English language proficiency levels for the 12 students tested. 11% of our students achieved at a Level 4, indicating a high proficiency level, while 21% reached Level 3, signifying moderate proficiency with some support. However, 16% scored at Level 2, indicating limited proficiency, and 2.1% were at Level 1, signifying minimal English skills and needing intensive support.
3. Continue with targeted interventions and designated ELD.

Areas of Need

Ensure the implementation of designated and integrated ELD focusing on vocabulary, grammar, and speaking skills for Levels 1 and 2.

Areas of Strength

Continue with a comprehensive school-wide literacy intervention during "win-win" time, with a strong emphasis on targeting and enhancing students' fluency and reading skills, ensuring they read at or above grade level. Incorporate the science of reading principles to inform instructional strategies and maximize the effectiveness of the intervention.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Hillside Innovation Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. We do not have data for the years prior to the 2022-23 school year. As a brand of new school, in spring 2023, our students will participate in state testing for the first time. This will data will serve as a baseline for our school.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

- We do not have data for the years prior to the 2022-23 school year. As a brand of new school, in spring 2023, our students will participate in state testing for the first time. This data will serve as a baseline for our school.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. We do not have data for the years prior to the 2022-23 school year. As a brand of new school, in spring 2023, our students will participate in state testing for the first time. This will data will serve as a baseline for our school.

School and Student Performance Data

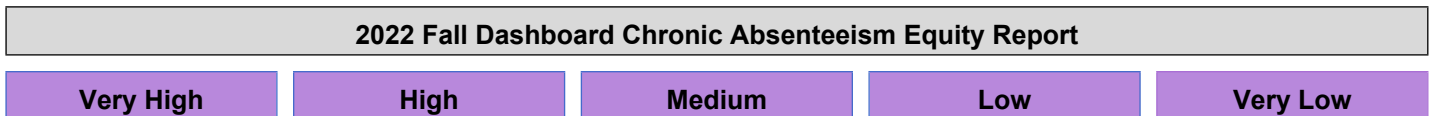
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

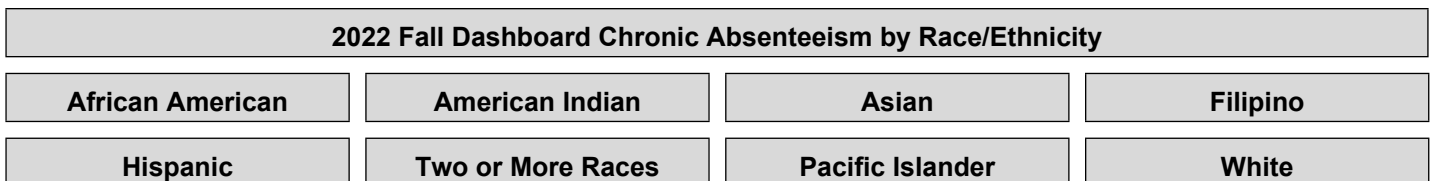
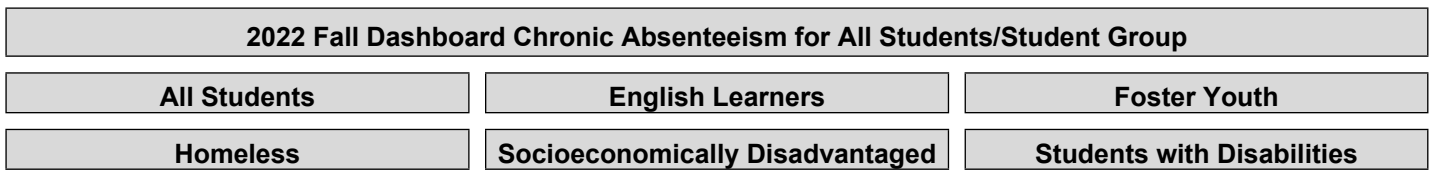
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. We do not have data for the years prior to the 2022-23 school year. We will collect this data throughout this year and it will serve as a baseline for our school.
2. However, Hillside Innovation Academy is a school of choice that requires a long-term independent study contract for student enrollment. Student engagement and work completion are the primary indicators of attendance, both of which are vital for student success. After a thorough analysis of attendance from our Aeries reports combined with academic data from a variety of data metrics, we have identified a need for professional development (PD) for our teachers in the area of Attendance Tracking and MTSS (Multi-Tiered System of Support) for Attendance.
3. We will continue implementing a robust MTSS for student re-engagement. This initiative includes regular meetings with our school re-engagement team, composed of the administrator, attendance personnel, teachers, and our district School Engagement and Foster Youth Liaison. These collaborative efforts will help identify and address attendance-related concerns effectively.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High Lowest Performance High Medium Low Very Low Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Our goal is to prioritize social-emotional learning and development through the implementation of Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices. These approaches contribute to maintaining a very low suspension rate by fostering a positive and inclusive school culture, emphasizing conflict resolution, and providing students with the tools to manage their emotions and behavior effectively.
2. We are committed to understanding and addressing the unique needs of our students who are experiencing homelessness or in foster care. Our intentional efforts involve building relationships with these students and collaborating closely with our School Engagement/Foster Youth Liaison to ensure that their needs are met. By providing targeted support and resources, we aim to create a stable and supportive environment for these vulnerable populations.
3. We make a concerted effort to leverage the expertise of our school counselor and mental health therapist to regularly meet with students who belong to vulnerable or special population groups. These professionals work closely with students to address their specific needs, offering counseling and guidance to promote their emotional well-being and overall success in school.

Resource Inequities

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

Hillside Innovation Academy is a school of choice that requires a long-term independent study contract for student enrollment. Student engagement and work completion are the primary indicators of attendance, both of which are vital for student success. After a thorough analysis of attendance and academic data, we have identified a need for professional development (PD) for our teachers in three specific areas:

1. **Attendance Tracking:** It is imperative that our teachers have a clear understanding of how to accurately record attendance in our unique learning environment. PD sessions will focus on teaching proper procedures and utilizing tools for recording attendance during synchronous sessions and monitoring completion of asynchronous work.
2. **Frequent Monitoring:** Teachers will also receive training on the importance of regularly and frequently tracking attendance. PD will underscore the significance of timely intervention when students exhibit signs of disengagement or incomplete work.
3. **MTSS (Multi-Tiered System of Support):** We will continue implementing a robust MTSS for student re-engagement. This initiative includes regular meetings with our school re-engagement team, composed of the administrator, attendance personnel, teachers, and our district School Engagement and Foster Youth Liaison. These collaborative efforts will help identify and address attendance-related concerns effectively.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By June 2023, utilizing the end of year iReady diagnostic, each student will make, at minimum, an equivalence of one year's worth of growth, meet IEP goals, or be proficient, as defined by the grade-level band ELA i-Ready growth targets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Trends Report.	One year's worth of growth, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #2 Spring 2023. Our goal is that 38% of our students will be on or above grade level according to Diagnostic 3 administered May 2023.	50% of our students met or exceeded diagnostic 3. This exceeded our goal by 12 points.
iReady Reading Lesson Passing Rate	Our goal is to have our iReady Reading Lesson Passing Rate to 93%.	Our February 2023 iReady Lesson Passing Rate was 86%. This is 7 points less than our target.
CAASPP ELA Scale Score, 3rd-5th	For our school average, our goal is to reach a scale score for standards met in the following grades: 3rd-2432 4th-2473 5th- 2502	Our student scale score goal for CAASPP was: 3rd-students scored 2438. This exceeded our goal by 6 points.. 4th-students scored 2437. This is 36 points less than our target. 5th-students scored 2481. This is 21 points less than our target.
CAASPP ELA Scale Score, 6th-8th	Our goal is to reach a scale score for standards in met the following grades: 6th-2531 7th-2542 8th- 2567	6th-students scored 2461. This is 70 points less than our target. 7th-students scored 2526. This is 16 points less than our target. 8th-students scored 2525. This is 37 points less than our target.
CAASPP ELA Percent Met/Exceeded	By June 2023, 40% of our students will meet or exceed standards.	37% of our students met or exceeded this area. This is 3 points from our target.
CAASPP SWD	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in ELA.	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in ELA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Hillside Innovation Academy will implement the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, Wonders curriculum, the I-Ready program, and provide high-quality first best instruction to meet the needs of all students. Teachers will utilize their PLC time to analyze student work and data, create CFA's to guide instruction, and plan for measurable learning outcomes. As a school, we will also focus ELA instruction on the 14 priority standards identified by Achieve the Core and focus on utilizing the Close Reading Protocol, selection of complex texts, and TDQ's to plan and deliver these 14 standards.</p>	<p>Hillside Innovation Academy implemented the planned actions and services as stated. All teachers implemented the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, Wonders curriculum, the I-Ready program, and worked to provide high-quality first best instruction to meet the needs of all students. Teachers utilized their PLC time to analyze student work and data, create CFA's to guide instruction, and plan for measurable learning outcomes. As a school, we will also focused ELA instruction on the 14 priority standards identified by Achieve the Core and focus on utilizing the Close Reading Protocol, selection of complex texts, and Text Dependant Questions (TDQ's) to plan and deliver these 14 standards.</p>	<p>Instructional materials and programs (both state adopted and supplemental) for consistent implementation of CCSS via multiple resources (digital and print). 4000-4999: Books And Supplies District Funded 50,000</p>	<p>Instructional materials and programs (both state adopted and supplemental) for consistent implementation of CCSS via multiple resources (digital and print). 4000-4999: Books And Supplies District Funded 50,000</p>
<p>Implement the California Common Core Standards in English Language Arts.</p>	<p>All teachers implemented the California Common Core Standards in English Language Arts.</p>	<p>* Provide high quality first best instruction to meet the needs of all students. None Specified None Specified 0</p>	<p>* Provide high quality first best instruction to meet the needs of all students. None Specified None Specified 0</p>
<p>Utilize PLC to discuss assessments in order to plan backwards for first best instruction.</p>	<p>Teachers in elementary grades successfully utilize PLC to discuss assessments in order to plan backwards for first best instruction during dedicated Admin and</p>	<p>* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and</p>	<p>* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Teacher PLC time. All teachers in both elementary and middle school grades utilized Admin and Teacher PD days to analyze data and backwards plan for learning and instruction goals and targets.	Professional Development to support implementation. * Administrator conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0	Professional Development to support implementation. * Administrator conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0
All students are able to access supplemental technology programs to enrich language arts instruction.	All students are provided with chrome books. They are also provided with hotspots if needed. All our students are able to access supplemental technology programs to enrich language arts instruction.	* Provide high quality on-line resources to provide personalized support for students' individual instructional levels. 5000-5999: Services And Other Operating Expenditures District Funded 10,000 *Provide print materials for student use at home to support personalized learning 4000-4999: Books And Supplies District Funded 5,000	* Provide high quality on-line resources to provide personalized support for students' individual instructional levels. 5000-5999: Services And Other Operating Expenditures District Funded 10,000 *Provide print materials for student use at home to support personalized learning 4000-4999: Books And Supplies District Funded 5,000
Utilize and develop a comprehensive MTSS system during the 2022-23 school year .	We successfully utilized and developed a comprehensive MTSS systems during the 2022-23 school year .	* Develop streamlined systems through PLC to examine student progress and achievement data. * Ensure the SST system is comprehensive and provides a system of intervention based on student needs. *Offer tutoring opportunities to students outside the school day 1000-1999: Certificated Personnel Salaries District Funded 2,300	* Develop streamlined systems through PLC to examine student progress and achievement data. * Ensure the SST system is comprehensive and provides a system of intervention based on student needs. *Offer tutoring opportunities to students outside the school day 1000-1999: Certificated Personnel Salaries District Funded 2,300
Professional Learning Opportunities and/or materials to ensure high quality instruction, equity and access for all students (Workshops related to school priorities and initiatives).	Professional Learning Opportunities and/or materials to ensure high quality instruction, equity and access for all students (Workshops related to school priorities and initiatives) were provided.	District provided workshops and other virtual professional learning opportunities related to school priorities and initiatives. 5000-5999: Services And Other Operating	District provided workshops and other virtual professional learning opportunities related to school priorities and initiatives. 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student academic goal setting	We successfully implemented student academic goal setting.	Personalized student goal setting notebooks (including virtual notebooks) and incentives 4000-4999: Books And Supplies District Funded 1,050	Personalized student goal setting notebooks (including virtual notebooks) and incentives 4000-4999: Books And Supplies District Funded 1,050
All students are able to access supplemental reading material to enrich language arts instruction.	Supplemental reading material to enrich language arts instruction for all students utilizing retroactive Title I funds.	Increase literacy through engaging reading books 4000-4999: Books And Supplies Title I 2823.32	Increase literacy through engaging reading books 4000-4999: Books And Supplies Title I 2823.32

Analysis

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

To achieve the articulated goal in English Language Arts (ELA) of having 38% of students performing at or above grade level, as determined by iReady Diagnostic 3, our implementation of strategies and activities exceeded expectations with 50% of our students meeting or exceeding this benchmark. This remarkable success surpassed our initial goal by 12 points.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies implemented by Hillside Innovation Academy played a crucial role in supporting the goal of having 38% of students performing at or above grade level in English Language Arts (ELA), as determined by iReady Diagnostic 3. Here's how this strategy supported the goal:

1. Alignment with Standards and Curriculum: By ensuring that all teachers implemented the California Common Core Standards in ELA, the District's Units of Study, and the Wonders curriculum, we began the work of establishing a strong foundation for instruction.
2. Use of Data-Driven Instruction: The incorporation of the I-Ready program and the analysis of student work and data during Professional Learning Community (PLC) time allowed teachers to identify individual student needs. This data-driven approach has been fundamental to inform instruction and provide learning targets to address the specific areas where students require additional support or enrichment.
3. Close Reading Protocol and Complex Texts: Complex texts challenge students and promote deeper comprehension, which is essential for meeting the goal.
4. Text-Dependent Questions (TDQs): This approach promoted critical thinking and the development of higher-level reading skills.

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

The strategies were implemented as planned, and the budgeted expenditures were aligned with these strategies, resulting in successful outcomes that exceeded the initial goal. Overall, the strategy of aligning curriculum, standards, and instructional practices, combined with data-driven decision-making and a focus on priority standards and complex texts, created a comprehensive approach to ELA instruction. This approach ensured that students received targeted support where needed while also challenging them to achieve at or above grade level. It exemplifies a systematic and well-rounded strategy for achieving the stated goal.

We received retroactive Title 1 funds in August 2023 for the 2022-23 FY. We utilized \$2823.32 to purchase supplemental literacy material to enrich ELD instruction for all students. We will analyze the effectiveness of this particular action during the 2023-24 FY.

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.

Through professional development (PD) centered on the Science of Reading and Visible Learning, and utilizing the Professional Learning Community (PLC) framework, we are committed to further enhancing teacher efficacy in consistently delivering effective instructional strategies as an integral part of our everyday teaching practice.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By June 2023, utilizing the end of year iReady diagnostic, each student will make at minimum an equivalence of one year's worth of growth/meet IEP goals, or be proficient, as defined by the grade-level Math i-Ready growth targets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Trends Report.	One year's worth of growth, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #2 Spring 2023. Our goal is that 26% of our students will be on or above grade level according to Diagnostic 3 administered May 2023.	40% of our students met or exceeded diagnostic 3. This exceeded our goal by 14 points.
iReady Math Lesson Passing Rate	By June 2023, our goal is to increase a school wide average passing rate to 90% or higher.	Based on the February 2023 report, passing average for students in math was 88%. This is 2% from our target.
CAASPP Math Scale Score, 3rd-5th	For our school average, our goal is to reach a scale score for standards met in the following grades: 3rd-2436 4th-2485 5th-2528	3rd-students scored 2394. This is 38 points less than our target. 4th-students scored 2418. This is 55 points less than our target. 5th-students scored 2441. This is 61 points less than our target.
CAASPP Math Scale Score, 6th-8th	For our school average, our goal is for to reach a scale score for standards met in the following grades: 6th-2552 7th-2567 8th-2586	6th-students scored 2410. This is 121 points less than our target. 7th-students scored 2476. This is 66 points less than our target. 8th-students scored 2458. This is 108 points less than our target.
CAASPP Math Percent Met/Exceeded	By June 2023, 27% of our students will meet or exceed standards.	12% of our students met or exceed standards in Math. This is 5% away from our target.
CAASPP-SWD	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in Math.	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in Math.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Refinement and continued implementation of the California Common Core Standards in Mathematics	The planned action was implemented.	* Provide high quality first best instruction ith standards adopted and	* Provide high quality first best instruction ith standards adopted and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>supplemental math materials to meet the needs of all students. * Provide Professional Development for programs and materials to support refinement and continued implementation. 4000-4999: Books And Supplies District Funded 20,000</p>	<p>supplemental math materials to meet the needs of all students. * Provide Professional Development for programs and materials to support refinement and continued implementation. 4000-4999: Books And Supplies District Funded 20,000</p>
		<p>* Provide high quality first best instruction ith standards adopted and supplemental math materials to meet the needs of all students. * Provide Professional Development for programs and materials to support refinement and continued implementation. 5000-5999: Services And Other Operating Expenditures District Funded 20,000</p>	<p>* Provide high quality first best instruction ith standards adopted and supplemental math materials to meet the needs of all students. * Provide Professional Development for programs and materials to support refinement and continued implementation. 5000-5999: Services And Other Operating Expenditures District Funded 20,000</p>
		<p>* Administrators conduct timely walk-throughs and provide formative feedback to teachers 0</p>	<p>* Administrators conduct timely walk-throughs and provide formative feedback to teachers 0</p>
<p>Implement PLC's to analyze and plan mathematic instruction and assessments.</p>	<p>The plan action was implemented.</p>	<p>* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development to support continued implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0</p>	<p>* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development to support continued implementation. * Administrators conduct timely walk-throughs and provide None Specified None Specified 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administer math assessments to monitor student achievement during the 2022-23 school year (CFA's, interim, final assessments, culminating tasks, iReady diagnostics).	The planned action was implemented.	<ul style="list-style-type: none"> * Adhere to established dates three times a year, district-wide, to administer the iReady Math Assessment. * Ensure Teachers review student data and plan interventions based on iReady and formative assessments. * Provide additional instructional materials, resources, and Professional Development to support refinement and continued implementation. None Specified None Specified 0	<ul style="list-style-type: none"> * Adhere to established dates three times a year, district-wide, to administer the iReady Math Assessment. * Ensure Teachers review student data and plan interventions based on iReady and formative assessments. * Provide additional instructional materials, resources, and Professional Development to support refinement and continued implementation. None Specified None Specified 0
Utilize iReady, small group instruction, and personalized learning to provide a MTSS and Response to Intervention System during the 2022-23 school year.	The planned action was implemented.	<ul style="list-style-type: none"> * Develop regular periods to examine student progress and achievement data. * Ensure the SST system is robust and provides a system of intervention based on student needs. * Provide substitutes for classroom teachers in order to support SST meetings. * Offer tutoring opportunities to students outside the school day 1000-1999: Certificated Personnel Salaries District Funded 2360	<ul style="list-style-type: none"> * Develop regular periods to examine student progress and achievement data. * Ensure the SST system is robust and provides a system of intervention based on student needs. * Provide substitutes for classroom teachers in order to support SST meetings. * Offer tutoring opportunities to students outside the school day 1000-1999: Certificated Personnel Salaries District Funded \$2,360
Student academic goal setting	The plan action was implemented.	Personalized student goal setting notebooks (including virtual notebooks) and incentives (see expenditure for this noted in Goal 1) None Specified District Funded 0	Personalized student goal setting notebooks (including virtual notebooks) and incentives (see expenditure for this noted in Goal 1) None Specified None Specified 0
Refinement and continued implementation of the	Supplemental mathematics material to	Develop conceptual understanding of	Develop conceptual understanding of

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
California Common Core Standards in Mathematics.	enrich mathematic instruction for all students utilizing retroactive Title I funds.	mathematical concepts through hands on and virtual manipulatives and supplemental programs such as Zearn. 4000-4999: Books And Supplies Title I 9,729.47	mathematical concepts through hands on and virtual manipulatives and supplemental programs such as Zearn. 4000-4999: Books And Supplies Title I 9,729.47

Analysis

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

Our objective was to enhance the school-wide average passing rate in mathematics, gauged through iReady diagnostic scores and CASPP scores. The goal for iReady was for students to attain a proficiency rate of 90% or higher by June 2023 while meeting the specified scale scores for CAASPP. Our planned actions revolved around the ongoing refinement and sustained implementation of the Common Core State Standards in Mathematics. This encompassed the delivery of high-quality instruction through the use of district-endorsed math materials and the provision of professional development to facilitate this refinement.

The first fell slightly short and was 2% from our target, showcasing the effectiveness of our strategies. In contrast, the second goal fell considerably short of the target, highlighting the necessity for continuous refinement and adjustments in the strategies applied to attain the passing rate goal in mathematics.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness of the strategies employed for math varied. While some progress was made, the overall outcome fell short of the target passing rate. The strategies, which included aligning curriculum with Common Core State Standards, using district-adopted materials, and providing professional development, show promise and require time, consistency, and diligence to be successful in reaching the passing rate goal in mathematics.

In summary, the strategies used in math demonstrated potential and require further refinement and adjustments to achieve the desired passing rate goal.

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

The strategies for the math goal were implemented according to the plan, and the budgeted expenditures were appropriately allocated to support these strategies. However, the outcomes did not fully meet the initial goal.

Overall, the strategy involved aligning curriculum with Common Core State Standards, utilizing district-approved materials, and offering professional development. While these strategies showed promise, the outcomes suggest the need for further refinement and adjustments to reach the desired passing rate goal in mathematics. We received retroactive Title 1 funds in August 2023 for the 2022-23 FY. We utilized \$9,729.47 to purchase supplemental mathematics material to enrich mathematic instruction for all students. We will analyze the effectiveness of this particular action during the 2023-24 FY.

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.

Based on the analysis of the math goal and its outcomes, it's evident that some adjustments and refinements are needed to increase the likelihood of meeting the passing rate target. The following are changes as a result of the analysis:

1. Revised Passing Rate Target: The math passing rate objective needs revision and adjustment to ensure it aligns better with achievable outcomes, as indicated by the analysis of past results.

2. **Strategic Adjustments in Instruction:** The strategies and activities employed to improve math proficiency need to be reviewed and adjusted to address the specific areas where students are falling short. This includes refining curriculum alignment, enhancing instructional practices, or introducing targeted interventions.
3. **Increased Professional Development:** Prioritizing additional training for educators on effective math instruction techniques and the utilization of instructional materials is essential.
4. **Data-Driven Decision-Making:** The analysis highlights the importance of data-driven decision-making. The SPSA may emphasize the ongoing monitoring of student performance data and the use of this data to adjust instruction and interventions in real-time.
5. **Parent and Community Involvement:** Engaging parents and the community more actively in supporting math education by providing resources or hosting workshops to help families reinforce math skills at home, can be an effective strategy.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

By June 2023, each English learner will make one year's worth of growth in language development as measured by iReady reading proficiency metrics. Specifically, we will increase the number of students performing at grade level from 35% to 45%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Reading Diagnostic (EL Student Group)	Our goal is for 45% of EL students to score proficient or higher by June 2023.	This goal was exceeded by 5% with 50% of our EL students scoring proficient or higher on the Spring iReady Reading diagnostic.
ELPAC Percentage	By June of 2023, at minimum 25% of our EL students will meet or exceed standards.	We exceeded this goal by 33% with: 41% of students attaining a Level 3 score Approximately 17% of students reaching a Level 4 score.
CAASPP ELA Scale Score (EL Group), 3rd-5th grades	By June of 2023, the following EL student groups will achieve a minimum scale score of: 3rd grade- 2432 4th grade- 2473 5th grade- 2502	We had 0% meeting or exceeding standards in the CAASPP.
CAASPP ELA Scale Score (EL Group), 3rd-5th grades	By June of 2023, the following EL student groups will achieve a minimum scale score of: 6th grade: 2531 7th grade: 2552 8th grade: 2567	We had 0% meeting or exceeding standards in the CAASPP.
SWD	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in CAASPP ELA and Math.	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in CAASPP ELA and Math.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY: Provide daily structured time for English Language Development and continued implementation of the Wonders ELD program. Provide high quality first best instruction to meet	Provide daily structured time for English Language Development and continued implementation of the Wonders ELD program. Provide high quality first best instruction to meet the	Provide daily structured time for English Language Development and continued implementation of the Wonders ELD program. Provide high quality first	Provide daily structured time for English Language Development and continued implementation of the Wonders ELD program. Provide high quality first

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the linguistic needs of all students during designated and integrated English Language Development.	linguistic needs of all students during designated and integrated English Language Development.	best instruction to meet the linguistic needs of all students during designated and integrated English Language Development and targeted instruction based on students individual language levels. None Specified None Specified 0	best instruction to meet the linguistic needs of all students during designated and integrated English Language Development and targeted instruction based on students individual language levels. None Specified None Specified 0
Administer ELPAC Test to all EL's in TK-8 / by June 2022 and Initial ELPAC Test administration to all students designated as TBD.	Administer ELPAC Test to all EL's in TK-8 / by June 2022 and Initial ELPAC Test administration to all students designated as TBD.	<ul style="list-style-type: none"> * Ensure all identified EL students take the ELPAC * Ensure examiners are calibrated and obtain the appropriate training for ELPAC examination. * Provide release time, time cards, and/or substitutes for certificated and classified staff to support completion of ELPAC Testing. 1000-1999: Certificated Personnel Salaries District Funded 1,490 	<ul style="list-style-type: none"> * Ensure all identified EL students take the ELPAC * Ensure examiners are calibrated and obtain the appropriate training for ELPAC examination. * Provide release time, time cards, and/or substitutes for certificated and classified staff to support completion of ELPAC Testing. 1000-1999: Certificated Personnel Salaries District Funded 1,490
Provide all EL students with additional supplemental resources such as, but not limited to, Phonics for Reading, Rewards, and possible on-line resources to support language acquisition in ELA and Math.	Provide all EL students with additional supplemental resources such as, but not limited to, Phonics for Reading, Rewards, and possible on-line resources to support language acquisition in ELA and Math.	<ul style="list-style-type: none"> * Provide instructional materials, resources, and Professional Development to support ELD instruction and English language acquisition * Administrators conduct timely walk-throughs and provide formative feedback to teachers. 5000-5999: Services And Other Operating Expenditures Title III 3,176 * Provide literacy books for our ELL Parent Literacy Event 4000-4999: Books And Supplies Title III 1,000 	<ul style="list-style-type: none"> * Provide instructional materials, resources, and Professional Development to support ELD instruction and English language acquisition * Administrators conduct timely walk-throughs and provide formative feedback to teachers. 5000-5999: Services And Other Operating Expenditures Title III 1,000 * Provide literacy books for our ELL Parent Literacy Event 4000-4999: Books And Supplies Title III 1,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement integrated and designated ELD daily. Provide district adopted curriculum such as, but not limited to, the Wonders ELD resources to support literacy for all EL students to increase language acquisition and student achievement.	Implement integrated and designated ELD daily. Provide district adopted curriculum such as, but not limited to, the Wonders ELD resources to support literacy for all EL students to increase language acquisition and student achievement.	Provide instructional materials, resources, and Professional Development to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0	Provide instructional materials, resources, and Professional Development to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0
Provide all EL students with additional supplemental resources utilizing retroactive Title 1 funding.	Provide all EL students with additional supplemental resources utilizing retroactive Title 1 funding.	Provide instructional resources support ELD instruction and English language acquisition. 4000-4999: Books And Supplies Title I 2,250.00	Provide instructional resources support ELD instruction and English language acquisition. 4000-4999: Books And Supplies Title I 2,250.00

Analysis

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

The primary objective of this goal is to allocate dedicated time for teachers to effectively plan and deliver targeted English Language Development (ELD) instruction, both Designated ELD (dELD) and Integrated ELD (iELD), with the goal of addressing the unique needs of each student. This dedicated time is crucial to ensure consistent language development and annual growth for all students, particularly English Learners (ELs). During this time, teachers will engage in data analysis, curriculum planning, and collaborative discussions to best serve ELs, including Long-Term English Learners (LTEL), Reclassified Fluent English Proficient (RFEP), and Initially Fluent English Proficient (IFEP) students. Additionally, there will be focused discussions on the ELPAC assessment and its associated data during Professional Learning Community (PLC) sessions.

Here is a summary of the main actions to implement this goal:

1. Structured ELD Time: Provide daily structured time for English Language Development (ELD) and fully implement the Wonders ELD program. Cluster students based on their ELPAC proficiency levels (SEI & ELM) to tailor instruction to their linguistic needs within both designated and integrated English Language Development settings.
2. ELPAC Testing: Administer the ELPAC Test to all EL students in TK-5 to assess their English language proficiency.
3. Supplemental Resources: Supply all EL students with additional supplemental resources, which may include Phonics for Reading, Rewards, and potentially online resources. These resources aim to support language acquisition in both English Language Arts (ELA) and Mathematics.
4. Integrated and Designated ELD: Implement both integrated and designated ELD instruction on a daily basis to ensure a comprehensive approach to language development.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies employed to achieve the articulated goal is summarized as follows:

1. Structured ELD Time: Providing dedicated daily time for English Language Development (ELD) instruction utilizing the Wonders ELD program served to be an effective strategy. Clustering students based on their ELPAC proficiency levels ensured targeted instruction was essential for language development. This strategy promoted a systematic approach to ELD.
2. ELPAC Testing: Administering the ELPAC Test to all EL students was a critical strategy for assessing their English language proficiency allowing educators to understand the students' linguistic needs and tailor instruction accordingly.
3. Supplemental Resources: Providing EL students with supplemental resources, such as Phonics for Reading, proved to be a valuable strategy to support foundational skills in ELA. These resources offered additional support beyond the regular curriculum.

4. Integrated and Designated ELD: Implementing both integrated and designated ELD instruction on a daily basis was a comprehensive strategy. It ensured that language development was integrated into all content areas while also providing dedicated ELD time. This approach addressed the linguistic needs of students in a structured manner.

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

The intended implementation and budgeted expenditures to implement strategies/activities to meet the articulated goal has served to be highly effective as indicated by the iReady and ELPAC performance metrics cited above. The following is a summary of the overall effectiveness of the strategies/activities:

1. Providing daily structured time for English Language Development and full implementation of the Wonders ELD program ensures equitable and rigorous access to learning.
2. Administration of the ELPAC Test to all EL's in TK-5, allows us to establish a baseline and annual growth data of our EL students.
3. Supplemental Resources: Providing EL students with supplemental resources, such as Phonics for Reading, proved to be a valuable strategy to support foundational skills in ELA. These resources offered additional support beyond the regular curriculum.
4. Implementation of integrated and designated ELD time daily provides EL students with access to first best instruction as well as the scaffolds necessary to best support them in their acquisition of English.

We received retroactive Title 1 funds in August 2023 for the 2022-23 FY. We utilized \$2,250.00 to purchase Imagine Learning as a supplemental ELD resource to enrich ELD instruction for all students. We will analyze the effectiveness of this particular action during the 2023-24 FY.

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.

A specific change that will be made is the addition of the Imagine Learning Program to support English language acquisition for students scoring a level 1 or 2 on the ELPAC.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By June 2022, Hillside Innovation Academy will maintain a low chronic absenteeism rate of less than 10% annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
In progress	Well be determined based on data from baseline year.	Hillside Innovation Academy is an Alternative School of Choice and is Course-Based Long-Term Independent Study program with the exception of students enrolled in the Academy Program. As such, attendance is based on student work completion.
Chronic Absenteeism Number	By June 2023, we will maintain a chronic absentee rate of 10% or less.	Based on the Aeries Student Information System, the average number of students reported as Chronically Absent for the 2022-23 school year was 53 which equals to a rate of approximately 29%. This is 19% higher than the expected outcome. There is a high likelihood that the actual outcome data is skewed due to errors in attendance tracking in middle school class periods.
Attendance Rate	By June 2023, our attendance rate will be 96% or higher.	We exceeded this goal by 2% and attained an average attendance rate of 98.5.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY: Monitor monthly attendance rates via use of district wide program "Attention 2 Attendance," follow through with SART/SARB process unique to Hillside Innovation Academy, provide monthly or quarterly incentives/awards for perfect attendance, and implement systems,	Monitor monthly attendance rates via use of district wide program "Attention 2 Attendance," follow through with SART/SARB process unique to Hillside Innovation Academy, provide monthly or quarterly incentives/awards for perfect attendance, and implement systems,	Monitor monthly attendance rates via the use of district-wide program "Attention 2 Attendance," follow through with SART/SARB process, and implement systems, primarily positive messaging, to detour tardies and chronic absenteeism. None	Monitor monthly attendance rates via the use of district-wide program "Attention 2 Attendance," follow through with SART/SARB process, and implement systems, primarily positive messaging, to detour tardies and chronic absenteeism. None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
primarily positive messaging, to deter tardies and chronic absenteeism.	primarily positive messaging, to deter tardies and chronic absenteeism.	Specified None Specified 0	Specified None Specified 0
		Utilize a consistent monitoring process for all students with IEP's who have been identified as chronically absent. None Specified None Specified 0	Utilize a consistent monitoring process for all students with IEP's who have been identified as chronically absent. None Specified None Specified 0
		Creating Attendance Awards * Posting Attendance Rates * Conferencing with parents about attendance * Monthly Class Attendance Awards/Incentives Provide an array of positive incentives to both inform and celebrate great attendance. 4000-4999: Books And Supplies District Funded 210	Creating Attendance Awards * Posting Attendance Rates * Conferencing with parents about attendance * Monthly Class Attendance Awards/Incentives Provide an array of positive incentives to both inform and celebrate great attendance. 4000-4999: Books And Supplies District Funded 210

Analysis

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

Here are the strategies we employed to successfully achieve our goal:

1. Monitoring Attendance: We monitored monthly attendance rates using the district-wide program "Attention 2 Attendance" to track student attendance patterns.
2. SART/SARB Process: We followed through with the SART/SARB process, which is unique to Hillside Innovation Academy, to address attendance-related issues comprehensively.
3. Incentives and Awards: We introduced monthly or quarterly incentives and awards to recognize and motivate students with perfect attendance.
4. Tardiness and Chronic Absenteeism: We drafted and implemented our MTSS for re-engagement systems, with a primary focus on positive messaging, to deter tardiness and chronic absenteeism among our students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities mentioned above collectively contributed to significant improvements in attendance rates, a reduction in tardiness, and a decrease in chronic absenteeism. The combination of data monitoring, structured intervention processes, incentives, and positive messaging created a comprehensive approach to address attendance challenges and promote regular attendance among students, aligned with our school's goals effectively.

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

We do not have any major differences at this time.

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.

A strategy we will employ is training teachers on how to appropriately enter attendance for Synchronous time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

By June 2023, Hillside Innovation Academy will maintain a low suspension rate, of less than 2% annually, by focusing on full implementation of restorative justice practices, utilization of M.T.S.S., and implementation of SEL lesson using the Second Step Curriculum for all students in our Virtual program, Acellus Learning Modules for our Homeschool Program, and Admentum for students in our Academy Program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Incidents Number	By June 2023, our goal is to maintain a suspension rate of less than 2%	We met this goal and attained a suspension rate of less than 2%.
CHKS School Engagement	By June 2023, at least 30% of our students will report that they have meaningful participation in school.	13% of students in Middle School reported a meaningful participation rate.
CHKS Safety	By June 2023, at least 75% of our students will report that they feel safe at school.	86% reported "no harassment"
CHKS Facilities	By June 2023 at least 75% of our students will report that they have well maintained facilities.	"Promotion of Parent Involvement" was 58%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY: Implement SEL lessons using the Second Step Curriculum for all students in our Virtual program, Acellus Learning Modules for our Homeschool Program, and Admentum for students in our Academy Program.	Implemented SEL lessons using the Second Step Curriculum for all students in our Virtual program, Acellus Learning Modules for our Homeschool Program, and Admentum for students in our Academy Program.	Utilize Second Step Curriculum, Edmentum and or Acellus Modules to provide essential SEL lessons to all students 5000-5999: Services And Other Operating Expenditures District Funded 35,000	Utilize Second Step Curriculum, Edmentum and or Acellus Modules to provide essential SEL lessons to all students 5000-5999: Services And Other Operating Expenditures District Funded 35,000
Family Engagement Opportunities	Family Engagement Opportunities	<ul style="list-style-type: none"> Community engagement events Family nights Parent resources for supporting students' learning None Specified District Funded 6,100	Community engagement events <ul style="list-style-type: none"> Family nights Parent resources for supporting students' learning None Specified District Funded 6,100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enrichment opportunities through field trips, events, and clubs.	Enrichment opportunities through field trips, events, and clubs.	Field trips 5000-5999: Services And Other Operating Expenditures District Funded 15,000	Field trips 5000-5999: Services And Other Operating Expenditures District Funded 15,000
		Enrichment opportunities offered through clubs and special events 1000-1999: Certificated Personnel Salaries District Funded 5,000	Enrichment opportunities offered through clubs and special events 1000-1999: Certificated Personnel Salaries District Funded 5,000

Analysis

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

Our school goal was successfully achieved through several key strategies:

1. Social and Emotional Learning (SEL): Implementing SEL lessons using various curricula helped students develop essential emotional and social skills. This reduced disruptive behaviors, as students were better equipped to manage their emotions and build positive relationships.
2. Family Engagement: Creating opportunities for family involvement strengthened the school community. Active family engagement ensured early intervention in behavioral issues and contributed to a sense of support, reducing the need for suspensions.
3. Enrichment Opportunities: Offering diverse enrichment activities such as field trips, events, and clubs enriched students' school experiences. These activities kept students engaged, motivated, and safe by providing constructive and supervised outlets for their interests and energy.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, these strategies collectively created a positive and inclusive school environment, where students felt valued, supported, and connected, ultimately leading to the successful achievement of our goal in this area.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the successful outcomes achieved through the implementation of these strategies, we plan to maintain and continue utilizing these approaches in the upcoming 2023-24 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By June 2024, utilizing the end of year iReady diagnostic, each student will make, at minimum, an equivalence of one year's worth of growth, meet IEP goals, or be proficient, as defined by the grade-level band ELA i-Ready growth targets.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

In the past year, we successfully exceeded our initial goal by 12 points, with 50% of our students meeting or surpassing this benchmark. Despite this success, our primary focus remains on literacy, recognizing that a robust foundation in literacy skills is paramount for success in all academic disciplines and in life.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Trends Report.	iReady Diagnostic #1 Fall 2023: the goal is one year's worth of growth or maintain proficiency. Our results at this time indicate that 34% of our students are at or above grade level according to Diagnostic 1 administered Aug.-Sept. 2023.	One year's worth of growth, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #2 Spring 2024. Our goal is that 60% of our students will be on or above grade level according to Diagnostic 3 administered May 2024.
iReady Reading Lesson Passing Rate	Our current iReady Reading Lesson Passing Rate is 83%.	Our goal is to have our iReady Reading Lesson Passing Rate to 93%.
CAASPP ELA Scale Score, 3rd-5th	Our student scale score goal for CAASPP was: 3rd-students scored 2444. 4th-students scored 2401. 5th-students scored 2440.	For our school average, our goal is to reach a scale score for standards met in the following grades: 3rd- increase by 3% from 2444 to 2517 4th- increase by 3% from 2401 to 2473 5th- increase by 3% from 2440 to 2513
CAASPP ELA Scale Score, 6th-8th	6th-students scored 2391. 7th-students scored 2510. 8th-students scored 2488.	Our goal is to reach a scale score for standards met in following grades: 6th-increase by 3% from 2391 to 2463 7th-increase by 3% from 2510 to 2576

Metric/Indicator	Baseline	Expected Outcome
		8th- increase by 3% from 2488 to 2563
CAASPP ELA Percent Met/Exceeded	37% of our students met or exceeded this area. This is 3 points from our target.	Our goal is to have a 3% increase from 37% by June 2023 with 40% of our students meeting or exceeding standards.
SWD	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in ELA.	We do not have data for our SWD students at this point. However, our growth goal for 2023-2024 is a 2% increase from baseline metrics in ELA.

Planned Strategies/Activities

Strategy/Activity 1

Hillside Innovation Academy will implement the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, Wonders curriculum, the I-Ready program, and provide high-quality first best instruction to meet the needs of all students. Teachers will utilize their PLC time to analyze student work and data, create CFA's to guide instruction, and plan for measurable learning outcomes. As a school, we will also focus ELA instruction on the 14 priority standards identified by Achieve the Core and focus on utilizing the Close Reading Protocol, selection of complex texts, and TDQ's to plan and deliver these 14 standards.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials and programs (both state adopted and supplemental) for consistent implementation of CCSS via multiple resources (digital and print) in the area of ELA, Science, and Social Studies.

Strategy/Activity 2

Implement the California Common Core Standards in English Language Arts, Science and Social Studies.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,100.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	* Provide high quality first best instruction to meet the needs of all students.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	* Provide high quality first best instruction to meet the needs of all students via NGSS materials and resources.

Strategy/Activity 3

Utilize PLC to discuss assessments in order to plan backwards for first best instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	None Specified
Description	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development to support implementation. * Administrator conduct timely walk-throughs and provide formative feedback to teachers.

Strategy/Activity 4

All students are able to access supplemental technology programs to enrich language arts instruction. Examples of some of the supplemental materials and programs include but are not limited to Myon, AR, and NGSS resources.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3075.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development to support implementation. * Administrator conduct timely walk-throughs and provide formative feedback to teachers.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Utilize and develop a comprehensive MTSS system during the 2022-23 school year .

Students to be Served by this Strategy/Activity

ALL

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide students with targeted intervention to meet their personal goals through support such as but not limited to FEV tutoring, after school tutoring and the summer learning program.

Strategy/Activity 6

Professional Learning Opportunities and/or materials to ensure high quality instruction, equity and access for all students (Workshops related to school priorities and initiatives such as but not limited to Orton Gillingham).

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	District provided workshops and other virtual professional learning opportunities related to school priorities and initiatives.

Strategy/Activity 7

Utilize assessments, personalized learning, MTSS, and student academic goal setting to comprehensively support students.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental ELA Resources to support student learning.
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	* Adhere to established dates three times a year, district-wide, to administer the iReady ELA Assessment. * Ensure Teachers review student data and plan interventions based on ESGI, iReady and formative assessments.

* Provide additional instructional materials, resources, and Professional Development to support refinement and continued implementation.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By June 2024, utilizing the end of year iReady diagnostic, each student will make at minimum an equivalence of one year's worth of growth/meet IEP goals, or be proficient, as defined by the grade-level Math i-Ready growth targets.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

Our Math iReady metrics for fall 2023 indicate that 16% of our students are meeting or exceeding standards as such, increasing Math proficiency for all students is an area of focus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Trends Report.	iReady Diagnostic #1 Fall 2023: the goal is to make one year's worth of growth or maintain proficiency. Our results at this time indicate that 16% of our students are at or above grade level according to Diagnostic 1 administered Aug.-Sept. 2023.	One year's worth of growth, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #2 Spring 2024. Our goal is that 50% of our students will be on or above grade level according to Diagnostic 3 administered May 2024.
iReady Math Lesson Passing Rate	As of Fall 2023 the school wide average rate for students passing lessons was at 89%.	By June 2024, our goal is to increase a school wide average passing rate to 90% or higher.
CAASPP Math Scale Score, 3rd-5th	3rd-students scored 2394. 4th-students scored 2418. 5th-students scored 2441.	Our goal is to increase scores by 3% from baseline to reach a scale score of the following for grades listed: 3rd-2466 4th-2491 5th-2514
CAASPP Math Scale Score, 6th-8th	6th-students scored 2410. 7th-students scored 2476. 8th-students scored 2458.	Our goal is to increase scores by 3% from baseline to reach a scale score of the following for grades listed: 6th-2482 7th-2550 8th-2532
CAASPP Math Percent Met/Exceeded	12% of our students met or exceed standards in Math.	By June 2024, 27% of our students will meet or exceed standards.
SWD	We do not have data for our SWD students at this point. However, our	We do not have data for our SWD students at this point. However, our

Metric/Indicator	Baseline	Expected Outcome
	growth goal for 2023-2024 is a 2% increase from baseline metrics in Math.	growth goal for 2023-2024 is a 2% increase from baseline metrics in Math.

Planned Strategies/Activities

Strategy/Activity 1

Refinement and continued implementation of the California Common Core Standards in Mathematics

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,275.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	* Provide high quality first best instruction with standards adopted and supplemental math materials to meet the needs of all students. * Provide Professional Development for programs and materials to support refinement and continued implementation.
Amount	3,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	* Provide high quality first best instruction with standards adopted and supplemental math materials to meet the needs of all students. * Provide Professional Development for programs and materials to support refinement and continued implementation.
Amount	1025.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

* Provide high quality first best instruction with standards adopted and supplemental math materials to meet the needs of all students.
* Provide Professional Development for programs and materials to support refinement and continued implementation.
*Annual purchase of consumable books for replacement and growth.

Strategy/Activity 2

Implement PLC's to analyze and plan mathematic instruction and assessments.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount 5,000.00

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description
* Provide high quality first best instruction to meet the needs of all students.
* Provide additional instructional materials, resources, and Professional Development to support continued implementation.
* Administrators conduct timely walk-throughs and provide formative feedback to teachers.

Amount 1,000.00

Source Title I

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description
* Provide additional instructional materials, resources, and Professional Development to support continued implementation.

Amount 5,000.00

Source LCFF

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description
* Provide high quality first best instruction to meet the needs of all students.
* Provide additional instructional materials, resources, and Professional Development to support continued implementation.
* Administrators conduct timely walk-throughs and provide formative feedback to teachers.

Amount	800.00
Source	LCFF
Budget Reference	None Specified
Description	Provide high quality first best instruction to meet the needs of all students through vertical alignment and collaboration

Strategy/Activity 3

Administer math assessments to monitor student achievement during the 2022-23 school year (CFA's, interim, final assessments, culminating tasks, iReady diagnostics).

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	<ul style="list-style-type: none"> * Adhere to established dates three times a year, district-wide, to administer the iReady Math Assessment. * Ensure Teachers review student data and plan interventions based on ESGI, iReady and formative assessments. * Provide additional instructional materials, resources, and Professional Development to support refinement and continued implementation.

Amount	540.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	<ul style="list-style-type: none"> * Adhere to established dates three times a year, district-wide Assessments. * Ensure Teachers review student data and plan interventions based on iReady and formative assessments. * Provide additional instructional materials, resources, and Professional Development to support refinement and continued implementation

Strategy/Activity 4

Utilize iReady, small group instruction, and personalized learning to provide a MTSS and Response to Intervention System during the 2022-23 school year.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide students with targeted intervention to meet their personal goals through support such as but not limited to FEV tutoring, after school tutoring and the summer learning program.

Strategy/Activity 5

Student academic goal setting

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Personalized student goal setting notebooks (including virtual notebooks) and incentives (see expenditure for this noted in Goal 1)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By June 2024 English learners will demonstrate a year's worth of growth in their language development, as assessed by their performance/proficiency band determined by ELPAC results. We aspire to have 35% of our students not only meet but also exceed these proficiency standards.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

To ensure each EL student is making adequate yearly growth in their English language development.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Reading Diagnostic (EL Student Group)	50% of our EL students scored proficient or higher on the Spring iReady Reading diagnostic.	Our goal is for 55% of EL students to score proficient or higher by June 2023.
ELPAC Percentage	41% of students attained a Level 3 score Approximately 17% of students reached a Level 4 score.	By June of 2024, our goal is for 44% or more of our EL students will meet or exceed standards.
CAASPP ELA Scale Score (EL Group), 3rd-5th grades	Our student scale score goal for CAASPP was: 3rd-students scored 2444. 4th-students scored 2401. 5th-students scored 2440.	For our school average, our goal is to reach a scale score for standards met in the following grades: 3rd- increase by 3% from 2444 to 2517 4th- increase by 3% from 2401 to 2473 5th- increase by 3% from 2440 to 2513
CAASPP ELA Scale Score (EL Group), 3rd-5th grades	6th-students scored 2391. 7th-students scored 2510. 8th-students scored 2488.	Our goal is to reach a scale score for standards met in following grades: 6th-increase by 3% from 2391 to 2463 7th-increase by 3% from 2510 to 2576 8th- increase by 3% from 2488 to 2563
SWD	We do not have data for our SWD students at this point. However, our	We do not have data for our SWD students at this point. However, our

Metric/Indicator	Baseline	Expected Outcome
	growth goal for 2023-2024 is a 2% increase from baseline metrics in CAASPP ELA and Math.	growth goal for 2023-2024 is a 2% increase from baseline metrics in CAASPP ELA and Math.

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY: Provide daily structured time for English Language Development and continued implementation of the Wonders ELD program. Provide high quality first best instruction to meet the linguistic needs of all students during designated and integrated English Language Development.

Students to be Served by this Strategy/Activity

EL students

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Provide daily structured time for English Language Development and continued implementation of the Wonders ELD program. Provide high quality first best instruction to meet the linguistic needs of all students during designated and integrated English Language Development and targeted instruction based on students individual language levels.

Strategy/Activity 2

Administer ELPAC Test to all EL's in TK-8 / by June 2022 and Initial ELPAC Test administration to all students designated as TBD.

Students to be Served by this Strategy/Activity

EL Students

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1020.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	* Ensure all identified EL students take the ELPAC * Ensure examiners are calibrated and obtain the appropriate training for ELPAC examination. * Provide release time, time cards, and/or substitutes for certificated and classified staff to support completion of ELPAC Testing.

Strategy/Activity 3

Provide all EL students with additional supplemental resources such as, but not limited to, Phonics for Reading, Rewards, and possible on-line resources to support language acquisition in ELA and Math.

Students to be Served by this Strategy/Activity

EL students

Timeline

2023-24

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	2,500.00
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	* Provide instructional materials, resources, and Professional Development to support ELD instruction and English language acquisition * Administrators conduct timely walk-throughs and provide formative feedback to teachers.

Amount	1,344.00
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	* Provide instructional materials, resources for students and families to support student learning.

Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Provide instructional materials, resources to support student learning.

Strategy/Activity 4

Implement integrated and designated ELD daily. Provide district adopted curriculum such as, but not limited to, the Wonders ELD resources to support literacy for all EL students to increase language acquisition and student achievement.

Students to be Served by this Strategy/Activity

EL Students

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

3000.00

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Provide instructional materials, resources, and Professional Development to support implementation such as but not limited to on-line programs such as Imagine Learning.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance and school connectedness

Goal Statement

By June 2024, Hillside Innovation Academy will maintain a low chronic absenteeism rate of less than 10% annually.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

Our goal is to maintain an average school-wide attendance rate of at least 96% and continue to our focus on maintaining a low chronic absenteeism rate of 10% or less annually.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Number	Data indicates our average chronic absent rate to be approximately 47%.	By June 2024, we will maintain a chronic absentee rate of 10% or less.
Attendance Rate	Data indicates our average attendance for the year to be over 90%.	By June 2024, our attendance rate will be 96% or higher.

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY: Monitor monthly attendance rates via use of district wide program "Attention 2 Attendance," follow through with SART/SARB process unique to Hillside Innovation Academy, provide monthly or quarterly incentives/awards for perfect attendance, and implement systems, primarily positive messaging, to deter tardies and chronic absenteeism.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Principal
Teachers
School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Monitor monthly attendance rates via the use of district-wide program "Attention 2 Attendance," follow through with SART/SARB process, and implement systems, primarily positive messaging, to detour tardies and chronic absenteeism via multiple forms of communication such as but not limited to Aeries mass communication system such as Parent Square and emails.

Amount	1,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Utilize a consistent monitoring process for all students with IEP's who have been identified as chronically absent.

Amount	205.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Creating Attendance Awards * Posting Attendance Rates * Conferencing with parents about attendance * Monthly Class Attendance Awards/Incentives Provide an array of positive incentives to both inform and celebrate great attendance.

Amount	1,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide an array of positive resources to engage student learning and celebrate great attendance.

Strategy/Activity 2

Support student learning and school connectedness through resources and enriching and highly engaging learning opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Amount	4275.00
Source	LCFF
Budget Reference	None Specified
Description	Boost student learning and school connectedness with Chromebooks, engaging activities, and field trips.
Amount	2,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Support struggling student learning and school connectedness through tutoring.

Strategy/Activity 3

Student engagement and school connectedness through high interest activities.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal
Teachers
Family Engagement Foster Youth Liaison

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Community Learning Events and parent engagement programs like PIQUE to support community involvement.
Amount	2712.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Community outreach and engagement events and activities.
Amount	0

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide language translation services to communicate with and engage families from diverse cultural and language backgrounds.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe and Engaging Learning Environments

Goal Statement

By June 2024, Hillside Innovation Academy will continue to maintain a low suspension rate, of less than 2% annually, by focusing on full implementation of restorative justice practices, utilization of M.T.S.S., and implementation of SEL lesson using the Second Step Curriculum for all students in our Virtual program, Acellus Learning Modules for our Homeschool Program, and Admentum for students in our Academy Program.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

Our goal is to continue maintaining a low suspension rate by continuing to focus on the implementation of restorative justice practices, utilization of M.T.S.S., and implementation of SEL lessons.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Incidents Number	1% of students were suspended in the 2022-23 school year.	By June 2024, our goal is to maintain a suspension rate of less than 2%
CHKS School Engagement	13% of students in Middle School reported a meaningful participation rate.	By June 2024, our goal is to increase this area by 3%, from 13% to 16%
CHKS Safety	86% reported "no harassment".	By June 2024, our goal is to increase this area by 3%, from 86% to 89%
CHKS Facilities	"Promotion of Parent Involvement" was 58%	By June 2024, our goal is to increase this area by 3% from 58% to 61%

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY: Provide SEL supports and services and implementation of SEL lessons using the Second Step Curriculum for all students in our Virtual program, Acellus Learning Modules for our Homeschool Program, and Admentum for students in our Academy Program.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Teacher
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	16,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	*Provide additional instructional materials and resources to support the various alternative programs at HIA *Provide Professional Development to support implementation of UDL practices *Provide SEL resources and services to support student overall wellbeing through access to mental health personnel and agencies these include school based mental health therapist, CareSolace, BCBA support and the OLWEUS anti-bullying program. * Administrator conduct timely walk-throughs and provide formative feedback to teachers.

Strategy/Activity 2

Provide personalized support via MTSS for academic achievement.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1230.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	SEL-B Goal Setting Notebooks to support personalized learning.
Amount	1000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Goal setting Notebooks to support personalized learning.
Amount	0

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide targeted supports and tutoring through services such as FEV

Strategy/Activity 3

Enrichment opportunities through field trips, events, and clubs.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Amount	18,000.00
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Source	LCFF
---------------	------

Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Goal setting incentives and celebrations, Field trips
--------------------	---

Amount	3,280.00
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Source	LCFF
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Enrichment opportunities offered through clubs and special events
--------------------	---

Amount	815.00
---------------	--------

Source	LCFF
---------------	------

Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	GATE Enrichment opportunities offered through special events.
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Amount	3,000.00
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Source	Title I
---------------	---------

Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Field Trips
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Strategy/Activity 4

School/family engagement.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal
Secretary
Translator

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services to support school/family engagement.
Amount	8,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for activities, clubs, sports.

Strategy/Activity 5

School Safety

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal
Secretary
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,730.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Emergency and individual student supplies to support student safety and wellbeing in the school environment.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	25,556.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	191,926.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	21,712.00	0.00
Title III	3,844.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	166,370.00
Title I	21,712.00
Title III	3,844.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,300.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	81,984.00
5000-5999: Services And Other Operating Expenditures	82,567.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	8,075.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	12,300.00
2000-2999: Classified Personnel Salaries	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF	67,640.00
5000-5999: Services And Other Operating Expenditures	LCFF	72,355.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
None Specified	LCFF	8,075.00
4000-4999: Books And Supplies	Title I	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I	7,712.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
4000-4999: Books And Supplies	Title III	1,344.00
5000-5999: Services And Other Operating Expenditures	Title III	2,500.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Lilly Ellefsen	Principal
Shelia Jackson	Classroom Teacher
Crystal Robbins	Other School Staff
Diana Campos	Parent or Community Member
Selia Romero	Parent or Community Member
Xochilt Lopez	Parent or Community Member

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
	State Compensatory Education Advisory Committee
	English Learner 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 10/4/2023.

Attested:

	Principal, Lilly Ellefsen on 10/4/2023
	SSC Chairperson, Diana Campos on 10/4/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

HILLSIDE INNOVATION ACADEMY - VIRTUAL & HOMESCHOOL PROGRAM INDEPENDENT STUDY AGREEMENT

This agreement outlines the guidelines and expectations for students and parents/guardians participating in the Independent Study program. Please read this agreement carefully to understand the program's objectives, methods of study, methods of evaluation, resources, parent/guardian and student responsibilities.

Objectives and Methods of Study:

The Independent Study program at Hillside Innovation Academy is designed to enable students to reach their full potential while staying on track with grade-level expectations. The program adheres to the Romoland School District's curriculum and aligns with all applicable district and state content standards. Students will have access to all necessary resources, including electronic devices and internet connectivity, to successfully complete their assignments.

To ensure academic progress and prevent students from falling behind their peers or facing the risk of dropping out, independent study assignments must be completed within one week of being assigned. This policy applies to all grade levels and program types, with exceptions made only in accordance with the District's policy.

Methods of Evaluation:

Students will be evaluated based on their completion of assigned work and their demonstration of mastery of the specified standards required for each course. Regular assessments and evaluations will be conducted to ensure students are making satisfactory educational progress. Students whose cumulative work production/attendance is less than 60% will be assigned probationary status. Students who fail to complete a course as scheduled will meet with the Coordinator of Alternative Programs to conduct an evaluation which may result in the termination of the Independent Study Agreement, resulting in the student returning to their home school.

Resources:

Students participating in the Independent Study program will have access to school district personnel, textbooks, curriculum materials, and supplementary resources to support their learning.

Equal Educational Opportunity - Independent Study Program:

The Romoland School District's Independent Study option is designed to deliver the knowledge and skills outlined in the district's adopted curriculum. The content of the Independent Study program aligns with grade-level state content standards, ensuring it is comparable to in-person, classroom-based instruction.

For students who may not be performing at grade level or require additional support in specific areas, the respective school site will identify and provide academic and other necessary support tailored to address their needs.

It is essential to note that the Independent Study program does not offer any exclusive benefits beyond what is provided to all students enrolled in similar public schools within the Romoland School District. The program ensures equal educational opportunities for all students in the district.

Daily Schedule and Virtual Learning:

Students in the Virtual and Homeschool programs are expected to follow their respective daily schedules as indicated in the table below. Schedule for virtual classes will include both synchronous (live) and asynchronous (self-paced) learning. Students in both programs are required to keep their cameras on and

actively participate in virtual classes. Daily attendance and timely completion of assignments are essential for success in the Independent Study program.

Virtual Elementary-Regular Bell Schedule

Grade	Start Time	Recess	Lunch	End Time	Instructional Minutes
TK	7:50 a.m.	9:35 - 9:55	11:00-11:40	1:50 p.m.	320
K	7:50 a.m.	9:55 - 10:15	11:00-11:40	1:50 p.m	320
1	7:50 a.m.	9:15 - 9:35	11:30 - 12:10	2:10 p.m	320
2	7:50 a.m.	9:15 - 9:35	11:50 - 12:30	2:10 p.m	320
3	7:50 a.m.	9:35 - 9:55	12:00 - 12:40	2:10 p.m	320
4	7:50 a.m.	9:55 - 10:10	12:15 - 12:55	2:10 p.m	325
5	7:50 a.m.	9:55 - 10:10	12:25 - 1:05	2:10 p.m	325

Virtual Elementary- Modified Day Schedule

Grade	Start Time	Recess	Lunch	End Time	Instructional Minutes
TK	7:50 a.m.	9:20 - 9:40	11:15-11:55	12:15 p.m.	225
K	7:50 a.m.	9:40 - 10:00	11:15-11:55	12:15 p.m.	225
1	7:50 a.m.	9:40 - 10:00	11:00 - 11:40	12:15 p.m.	205
2	7:50 a.m.	9:20 - 9:40	10:45 - 11:25	12:15 p.m.	205
3	7:50 a.m.	9:20 - 9:40	10:30 - 11:10	12:15 p.m.	205
4	7:50 a.m.	N/A	10:15 - 10:50	12:15 p.m.	230
5	7:50 a.m.	N/A	10:00 - 10:35	12:15 p.m.	230

Virtual Middle School

Regular Schedule			Modified Day Schedule		
Period	Time	Minutes	Period	Time	Minutes
1	8:10-9:00	50	1	8:10-8:45	35
2	9:03-9:50	47	2	8:48-9:20	32
Break	9:50-10:00				
3	10:03-10:50	47	3	9:23-9:55	32
4	10:53-11:40	47	4	9:58-10:30	32
Lunch	11:40-12:10		Lunch	10:30-11:00	

5	12:13-1:00	47	5	11:03-11:35	32
6	1:03-1:50	47	6	11:38-12:10	32
7	1:53-2:40	47	7	12:13-12:45	32
Total Instructional Minutes		332	Total Instructional Minutes		227

Homeschool Program

Daily Check-ins Scheduled with Teacher	
TK/Kindergarten:	7:50 AM – 1:50 PM
Grades 1-8:	7:50 AM – 2:10 PM
Minimum Day:	7:50 AM – 12:15 PM

Assignments:

Based on the Romoland School District Board Policy 6158, here are the assignment-related guidelines:

1. Evaluation for Independent Study Eligibility:

If a student misses three assignments or does not demonstrate satisfactory educational progress, as assessed by the general supervising teacher, an evaluation will be conducted to determine the student's eligibility to continue in independent study.

2. Indicators for Educational Progress:

The evaluation of a student's educational progress will be based on the following indicators:

- Achievement and active participation in the independent study program.
- Completion of assignments, assessments, or other evidence indicating the student's engagement with the coursework.
- Demonstrated understanding of the required concepts.
- Progress made towards successful course completion.

3. Assignment Due Date:

The maximum length of time between the date an assignment is issued and the date the assignment is due is five calendar days. This applies to all grade levels.

4. Submission of Assignments:

- Method of Submission: Assignments should be submitted electronically via the learning platform or email, in-person, or any other pre-approved means specified in the course syllabi or by the supervising teacher.
- Frequency: Assignments are to be submitted weekly or as assigned by the learning platform or supervising teacher.
- Day: Assignments are due on the designated Assignment Due Date.
- Time: Assignments should be submitted by the end of the school day.
- Place: Assignments can be submitted through Google Classrooms if electronically, or in-person if specified by the teacher.

It's essential for students to adhere to these guidelines to ensure successful completion of the independent study program and avoid potential eligibility issues.

5. Reporting Academic Progress:

- Frequency: Academic progress will be reported in accordance with the RSD 2023-24 school year calendar and as requested by the parent/guardian.
- Day/Time: Reports will be provided in accordance with the RSD 2023-24 school year calendar and as requested by the parent/guardian.
- Manner/Place: Academic progress reports and report cards will be available on the Aeries Parent Portal. Parent/teacher conferences will also be conducted through the same portal.

6. Communicating with Parent/Guardian Regarding Academic Progress:

- Frequency: Teachers will communicate with parents/guardians on a weekly basis.
- Day: Communication will occur on Thursdays or Fridays.
- Time: The communication will take place in the afternoon.
- Place: Communication will be conducted through email or reports from the learning platform.

These practices and policies aim to establish effective channels of communication between teachers and parents/guardians, allowing for regular updates on the student's academic progress and ensuring timely submission of assignments. The Aeries Parent Portal will be the primary platform for comprehensive progress reporting, including quarterly reports and report cards, while weekly updates and assignment-related communication will be conveyed via email or the learning platform.

Academic and Other Supports to Address the Needs of Pupils Not Performing at Grade Level:

The Romoland School District implements a multi-tiered system of support to cater to the diverse learning needs of students, including English learners, individuals with exceptional needs (consistent with the student's individualized education program or 504 plan), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health support. Students who may require additional support in various areas will receive the following services:

- Supplemental academic support (MTSS Tier II or Tier III)
- English Language Development (ELD) Support
- Attendance Tiered Re-engagement Plan
- Social-Emotional Learning
- Social-Emotional Support for Homeless or Foster Youth Students
- Students with Disabilities: Supplemental Academic Support (MTSS Tier II or Tier III)

These practices and policies aim to address the needs of students not performing at grade level or requiring additional assistance, ensuring a supportive and conducive learning environment within the Romoland School District.

Parent/Guardian Responsibilities:

Parents/guardians play a crucial role in supporting their child's education in the Independent Study program. It is important for parents/guardians to:

- Ensure their child attends school regularly, on time, and completes all assignments.
- Regularly communicate with the student's teacher and monitor their progress.
- Support the school's expectations, including having cameras on during virtual classes.
- Supervise their child to ensure the completion and submission of all assignments.
- Create a positive learning environment at home and emphasize the value of education.

I UNDERSTAND THAT:

- Independent Study provides a voluntary educational alternative for my child.
- I agree to the conditions listed under "Student Responsibilities."

- My child's learning objectives and evaluations align with those of a traditional school program.
- If my child has an IEP, it must include provisions for enrollment in independent study.
- Virtual services will fulfill my child's IEP requirements, waiving the right to challenge their effectiveness.
- I can return my child to in-person instruction by contacting Hillside Innovation Academy.
- I am responsible for supervising my child's work and ensuring the submission of assignments.
- An evaluation will occur if my child fails to make satisfactory progress in independent study.
- Credit is based on mastery of learning and completing assigned standards.
- My child will have access to school district resources, curriculum, textbooks, and community support.
- I am aware of the communication methods and times for academic progress updates.
- If connectivity or equipment issues arise, I will contact my child's teacher for assistance.
- Independent Study is for one calendar year, and future years require a new agreement.
- Specific academic and support resources are available for English Language Learners, students with exceptional needs, those in foster care, experiencing homelessness, and needing mental health support.
- Broadband internet access at home is recommended for the best online educational experience, and a cellular hotspot may be provided if necessary.

I AGREE TO:

- Encourage my child about the value of education through regular discussions.
- Ensure my child attends school daily, on time, and completes all assignments.
- Support school expectations, including active participation with cameras on during synchronous instruction.
- Monitor my child's progress through the designated parent portal.
- Ensure my child receives adequate sleep, medical care, and proper nutrition.
- Collaborate with school staff to support my child's education.
- Ensure my child submits original and authentic work without plagiarism.
- Ensure my child participates in on-campus and in-person district and statewide testing.

Student Responsibilities:

Students are expected to take ownership of their learning and demonstrate commitment to their studies.

Students are expected to take ownership of their learning and commit to their studies by:

- Actively participating in virtual classes, having cameras on during synchronous sessions, and completing assignments on time.
- Attending extra support sessions to improve learning progress.
- Respecting teachers, classmates, and school staff in all interactions.
- Submitting original work free from plagiarism, showcasing their abilities.
- Participating in on-campus and in-person district and statewide testing.

I UNDERSTAND THAT:

- Independent Study is voluntary, and my student can return to their regular school program next year.
- I will receive textbooks, supplies, teacher supervision, and all necessary resources like other students.
- I must follow the Romoland School District's discipline code and behavior guidelines.
- Any violation or failure to meet requirements may result in dismissal from the Independent Study Program.
- Failure to complete one consecutive week of assignments may lead to a review of my participation in Independent Study.

I AGREE TO:

- Keep my camera on and actively participate in virtual classes.

- Attend school regularly and submit completed assignments on time.
- Attend additional support sessions as required to improve my learning progress.
- Follow the district's dress code policy during virtual and on-campus activities.
- Respectfully interact with teachers, classmates, school staff, and family members.
- Submit original, non-plagiarized work that reflects my abilities.
- Participate in on-campus and in-person district and statewide testing.

Technology Damage Policy:

Romoland School District provides Chromebooks to students in at-home instructional programs to support education and technology needs. Each student is responsible for the assigned device. If a Chromebook is lost, damaged, or not returned, the student and parent/guardian must pay \$265 for a replacement. Willful damage incurs a \$45 repair fine, and a loaner Chromebook is provided during repairs. The district offers mobile hotspots for students without home internet. Devices must be returned upon disenrollment or by the requested due date; failure to do so results in a reported stolen device and a replacement fee. Costs:

- Chromebook repairable damage: \$45
- Chromebook liquid or extensive physical damage: \$265
- Chromebook/Hotspot lost, stolen, or unable to be returned: \$265/\$100
- Late fee for devices returned after due date: \$25.

Re-engagement Strategies:

If a student fails to meet the program's requirements or exhibits a lack of engagement, re-engagement strategies may be implemented. These strategies aim to support the student in their learning journey and may include meetings with teachers, administrators, or changes to the program's schedule.

VOLUNTARY STATEMENT:

The Independent Study program is an optional educational alternative that students voluntarily choose, which includes students who may have been expelled. As per Romoland School District Policy, all students who opt for Independent Study must be provided with the alternative of classroom instruction. Furthermore, it is important to emphasize that students who choose Independent Study retain the continuing option to return to the classroom setting whenever they wish. The Romoland School District ensures that Independent Study remains a flexible and voluntary educational option, offering students the opportunity to transition back to in-person classroom instruction when they desire.

Appeal Process:

Parents/guardians have the right to appeal any decision regarding their child's placement or school program. ~~The Romoland School District's appeal process should be followed for any such concerns.~~ Please contact the Director of Pupil Services at 951-926-9244 for more information.

Independent Study Classes and Time Period - 2023-2024 School Year

Time Period:

Hillside Innovation Academy 2023-2024 Bell Schedule (Monday-Friday, in accordance with Romoland School District School Calendar 2023-24).

Daily Instructional Minutes do not include lunch and breaks

- Transitional Kindergarten (TK): General Education - 275 minutes/Modified 225

- Kindergarten (K): General Education - 275 minutes/Modified 225
- Grade 1: General Education - 294 minutes/Modified Day 205
- Grade 2: General Education - 294 minutes
- Grade 3: General Education - 294 minutes
- Grade 4: General Education - 303 minutes/Modified Day 230
- Grade 5: General Education - 303 minutes
- Grades 6-8:
- English Language Arts - 47 minutes/Modified Day 32 minutes
- Math - 47 minutes/Modified Day 32 minutes
- History - 47 minutes
- Science - 47 minutes
- Physical Education - 47 minutes
- Academic Success - 47 minutes/Modified Day 35
- Elective - 47 minutes
- Elective - 47 minutes
- Elective - 47 minutes

Supervising Teacher, Parent/Guardian, and Student Meetings

- **Frequency:** As per the RSD 2023-24 School Year Calendar and as requested by parents/guardians.
- **Time:** As per the RSD 2023-24 School Year Calendar and as requested by parents/guardians.
- **Location:** Virtual Meetings
- **Manner:** Semester Progress Reports, Semester Report Cards, Parent/Guardian/Teacher Virtual Conferences

District Commitment:

The Romoland School District is committed to providing a comprehensive instructional approach that caters to the needs of students in different grade levels.

Transitional Kindergarten through 3rd Grade: All students in these grade levels will receive daily synchronous and asynchronous instruction throughout the school year. This includes live interaction between the teacher and student, either in person or through internet or telephone communications. Synchronous instruction will be delivered by the teacher assigned to the student.

Grades 4th to 8th: Similarly, all students in grades 4th to 8th will receive daily synchronous and asynchronous instruction throughout the school year. Live interaction between students and District classified or certificated staff will be facilitated to maintain school connectedness. Such interactions may include wellness checks, progress monitoring, and provision of services and instruction. These interactions can occur in person or through internet or telephone communications.

The Romoland School District ensures that all students have access to the necessary connectivity and devices required to fully participate in the educational program and complete their work assignments. Additionally, the district will provide clear communication to students and parents/guardians about assignment submission procedures, reporting student's academic progress, and other important updates.

The district will maintain written or computer-based evidence of student engagement to monitor and support students' academic development effectively.

Furthermore, the content standards employed in the instructional program are designed to be substantially equivalent in quality and intellectual challenge to in-person instruction, ensuring a consistent and robust educational experience for all students.

Signatures and Dates:

I understand that students are expected to spend at least as much time on independent study assignments as they would in the regular classroom setting. I have read and understand the terms of this agreement and agree to all the provisions.

Student:	Date:
Parent/Guardian:	Date:
Supervising Teacher:	Date:
Educational Specialist (for special education programming):	Date:
Administrator:	Date:

Duration of Agreement (not to exceed one school year):
Start Date:
Ending Date:

Technology Needs:

Will the student need a district-issued computer device (Y/N):

Will the student need a district-issued hotspot for internet connectivity (Y/N):



HILLSIDE INNOVATION ACADEMY
Parent and Family Engagement Policy
2023-24

Title I, Part A School-Level Parent and Family Engagement Policy

Hillside Innovation Academy, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

The policy describes the means for carrying out the Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

- o Meet & Greet (Back-to-School Night)
- o School Facebook, Instagram, and Twitter Page
- o Parent Square
- o School Website
- o Various informational meetings
- o Informational Fliers/letters
- o Newsletter/Calendar of events

All calls through app called “Go To” or “Google Voice”

Email Reminders

Some parents stated that they prefer a mailed copy home.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy through participation in the SSC meeting.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

The Romoland School District involves parents/families in this process through the District Language Advisory Committee.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Comments of parents who find the plan to be unsatisfactory would be submitted at the end of the LEA plan if the parent concerns have not been resolved.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Parents are informed about the requirements of Title I during our virtual Meet & Greet/Back to School Event and at SSC meetings. Parents/families were surveyed to find out the most convenient time to meet. We use those results to schedule our school site meetings. We also seek feedback from parents throughout the year to make changes as necessary.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Parents/families were surveyed to find out the most convenient time to meet. We use those results to schedule our school site meetings. SSC meetings are held at the p.m. We also held our annual elections. To accommodate the needs of our families, parents/family feedback requested that meetings be held virtually. Home visits are also conducted to engage families.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the

school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The process for this section at HIA is done through the HIA School Site Council. All educational partners are involved in the planning, revising, and evaluating of the School Plan for Student Achievement through attendance at each school site meeting. If necessary, special meetings may be held and in between formal meetings, verbal correspondence is utilized with stakeholders.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

Information about Title I programs is shared during school site meetings, Parent/Teacher Conferences, Back to School Night, school Facebook, Instagram, and Twitter page, school newsletters published in ParentSquare, and school website.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

In the event the program is not satisfactory to the parents of participating children in Title 1, we would utilize suggestions from parents to make the program satisfactory through the analysis of data, resources, dialogue with parents, surveys that involve parent input. This information would then be taken into consideration with the HIA SSC to make an informed decision to make necessary changes to ensure equity and access is in place for all students who fall under title 1.

(Hillside Innovation Academy) is a brand new school that opened in the 2022-2023 school year. Because Hillside Innovation Academy is a year one school, it is currently not eligible for Title 1 funding or designation. However, we believe that informing all our parents about Title III and LCAP funding and involving and engaging parents as partners in the development of programs to support student growth through a personalized approach is crucial. Therefore, the School Parent and Family Engagement Policy was developed jointly and agreed upon with parents and family members of children participating in our Title III ~~Title I, Part A~~ programs on 3/14/23. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before Back to School Night of the 2023-2024 school year.

Signature Page

Enter Name and Title of Authorized Official:		
Sara Cerda, President		Date: 3-14-23
Shelia Jackson, SSC Member		Date: 3/18/2023
Crystal Jackson, SSC Secretary		Date: 3/14/2023
Lilly Ellefsen, Principal		Date: 3/14/23

Date: 3/14/23

California Department of Education
April 2020