



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hilltop High School	37684113732849	June 2, 2025	June 9, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hilltop High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this school plan is to meet the needs of our school community as identified in our needs assessment.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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School Vision and Mission

Hilltop High School's Vision and Mission Statements

Hilltop High School is an AMAZING comprehensive 9-12 high school in the Sweetwater Union High School District. Boasting a rich tradition of rigorous academics, inclusive social experiences and competitive athletics, Hilltop High School is truly a school where students can and do excel! The faculty and staff continuously work to seek out innovative and engaging programs and activities to maximize students' experiences, and to provide students with robust and rewarding pathways to success while enrolled and beyond. With the appointment of a new principal (23-24) and the reconstitution of the administrative team, there has been a rededication to our commitment to students' needs while remaining connected to our traditions of the past.

Leadership Vision: Upon introduction at the beginning of the 23-24 school year, our faculty was challenged by the new principal to turn best INTENTIONS to ACTIONS. Realizing that staff arrive at school each day with the best intentions for students' success, all staff were asked to evaluate their actions that support that success. This gave support and inspiration to our department PLC foci, and motivated discussions of aligning our Single Site Plan goals to strategic actions to meet the needs of a variety of students in a variety of contexts. At the start of the 24-25 school year, our principal challenged us to evaluate the IMPACT of those ACTIONS upon student engagement, performance, and learning. Finally in the reorganization of the administrative leadership team to assign the roles of Assistant Principal of Teaching and Learning, Assistant Principal of Culture and Belonging, and Assistant Principal of Innovation and Engagement, Hilltop High School is striving to ensure that the promise of the education and experiences we offer to students daily is forever future-forward, dynamic, and progressive in meeting the needs of our students and maximizing their potential.

Mission Statement:

Hilltop High School will provide an academic, supportive, and collaborative culture that is safe and inclusive for all so that each student may become an active advocate of their own success.

Vision Statement:

Hilltop High School is committed to providing each student

- An inclusive environment which fosters empathy, physical health and emotional well-being
- Rigorous instruction
- Skills to succeed throughout high school and beyond

School Profile

Hilltop High School, home of the Lancers, is an AMAZING comprehensive 9-12 high school in the Sweetwater Union High School District. Boasting a rich tradition of rigorous academics, inclusive social experiences and competitive athletics, Hilltop High School is truly a school where students can and do excel! The faculty and staff continuously work to seek out innovative and engaging programs and activities to maximize students' experiences, and to provide students with robust and rewarding pathways to success while enrolled and beyond. With the appointment of a new principal (23-24) and the reconstitution of the administrative team, there has been a rededication to our commitment to students' needs while remaining connected to our traditions of the past.

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We are located in the heart of Chula Vista, a city of over 274,000 people. The high school is located south of the greater San Diego area and eight miles north of the international border with Mexico. In the 2020 Census, the City of Chula Vista

experienced a 12.5% population increase since the 2010 Census. The city's median income is \$81,272, an approximate 24% increase from the previous census. Currently, 25.3% of the population is under age 18, and the median age is 35.5 years old. The City of Chula Vista is roughly divided into the east and west sections. Hilltop High School, located in the older part of the city just west of the 805 freeway, features well-established neighborhoods, consisting of a mix of single-family homes and apartments. Public and district bus transportation and freeway proximity provide students access to the school; the surrounding residential area protects it from industry and main-street intrusion, thereby creating a safe and secure campus.

Hilltop High School staff and students are housed on a campus originally built over 60 years ago for 1,200 students. Beginning in the 2006-2007 academic school year, the school has undergone a series of renovations to modernize classrooms. Each remodeled classroom contains state-of-the-art technology, including Touch Screen TVs or Smart TVs, document cameras, sound systems and computers.

Hilltop High School is one of twelve comprehensive high schools in the Sweetwater Union High School District which is one of the largest secondary school districts in the nation. Hilltop High School was recognized by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for high achievement in student success as one of 1,866 public schools in California to receive the title of 2016 Honor Roll Star School, a part of a national effort to identify higher-performing schools and highlight successful practices that improve outcomes for students and includes measures of college readiness. In 2017, U.S. News & World Report ranked Hilltop High School number 1,930 of over 19,000 eligible schools in the U.S., and number 373 within California. This silver-ranking is based on our performance on state-required tests and how well we prepare students for college. In the Spring of 2021, Hilltop High School was recognized as a 2021 California Distinguished School. In 2021, California used a multiple measure accountability system to identify eligible schools based on their performance and progress on the state indicators as specified on the California School Dashboard. Hilltop High School was the only school in the Sweetwater Union High School District to earn this recognition in 2021. Further, in 2024, Hilltop High School received recognition from the College Board for achieving Silver Honor Roll Award for

Hilltop High School currently has 1,782 students enrolled. Many Hilltop High School student transfers are from other schools in the district and come to participate in the Foreign Language and Global Studies (FLAGS) program, the Academy of Hospitality and Tourism (AoHT), and the Academy of Information Technology (AoIT).

Over the course of the past several years, enrollment has declined from 2,101 for the 2017-2018 academic school year to 1,753 for the 2024-2025 academic school year. This decline parallels the decrease in enrollment district-wide.

The ethnic distribution is approximately 76% Hispanic or Latino, 15% White, 3% 2 or more races, 1% Asian, 2% African American, 1% American Indian, 0.4% Pacific Islander and 2% Filipino. Hilltop High School is comprised of approximately 17.4% English Learners with 88 students in English Language Development (ELD) classes in the Spring of 2024. Approximately 73.2% of students qualify for free or reduced lunch. The special education program serves 307 students (16%) of Hilltop High School. The school offers a variety of instructional services based on the needs of students.

The successful academic record at Hilltop High School is a result of various academic, support, and enrichment programs offered to students including: Accelerated, Honors, Advanced Placement (AP), Advancement Via Individual Determination (AVID), Structured English Immersion (SEI), Career Technical Education (CTE), Visual and Performing Arts (VAPA) courses, Academic Decathlon and Academic League. There is an active student organization (ASB) with over 65 clubs. A full array of sports for boys and girls are offered with participation increasing each year to approximately 50% of the student population. Trained peer mediators in two Connect Crew classes are available to assist students as needed with academic and social issues.

The district-wide "Compact for Success" program guarantees acceptance to San Diego State University for those students who qualify based on grade point average, attendance, course completion, and other factors. In the spring of 2024, 105 students of Hilltop High School seniors were admitted to San Diego State University based on the Compact for Success.

Through the coordinated efforts of our school counselors, school staff members, and community members, Hilltop High School has been able to provide students with financial assistance in the form of grants and scholarships. For the Class of 2023, students have been awarded more than 4,809,812 million dollars in Cal Grants/Pell Grants, University/Athletic Scholarships, and other scholarship funds to provide assistance with expenses to pursue post-secondary endeavors.

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The district LCAP plan addresses how the district will meet the Federal and State mandated Every Student Succeeds Act (ESSA). Data is analyzed in accordance with ESSA guidelines in this school plan. The School Plan for Student Achievement (SPSA) has measurable goals that address student achievement and the well being and are aligned with the district LCAP Goals. The goals have been developed based on examination of data and comprehensive needs assessment process with engagement and feedback from various stakeholder groups. The goals in the plan address closing the achievement gap for English Learners, Homeless, Foster Youth, and Students with Disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Educational Partners include Students, Parents, Teachers, Staff and the Community. Hilltop High School has monthly meetings to where our Educational Partners are active participants. While those monthly meetings are open to the community, there are additional meetings that reach specific subgroups. The totality of these meetings include, but are not limited to our School Site Council meeting, English Learner Advisory Council, Coffee with the Principal, Title 1 Information Meeting, and Future Lancer Night.

Throughout the school year, as we reviewed and received new monies, parents, students and staff provided input for the SPSA at various meetings:

- SSC Meeting 8/7/24 (11 participants)
- SSC Meeting 9/10/24 (12 participants)
- Coffee with the Principal 9/20/24 (34 participants)
- ELAC Meeting 9/10/24 (~13 participants)
- SSC Meeting 10/8/24 (9 participants)
- Coffee with the Principal 10/22/24 (7 Participants)
- ELAC Meeting 10/22/24 (7 participants)
- SSC Meeting 11/6/24 (11 participants)
- SSC Meeting 12/6/24 (8 participants)
- SSC Meeting 1/16/24 (7 participants)
- Coffee with the Principal 1/17/25 (34 participants)
- ELAC Meeting 1/17/25 (13 participants)
- SSC Meeting 2/7/25 (9 participants)
- Coffee with the Principal 2/19/25 (10 participants)
- ELAC Meeting 2/19/25 (10 participants)
- SSC Meeting 3/11/25 (9 participants)
- SSC Meeting 4/3/25 (9 participants)
- Coffee with the Principal 4/24/25 (50 participants)
- ELAC Meeting 4/17/25 (~7 participants)
- SSC Meeting 5/7/25 (10 participants)
 - ELAC Meeting 5/21/25 (30 parents)

Resource Inequities

Based on gap analysis and goals what inequities have you identified? Describe how you will address these inequities in your site goals/actions.

This section is required for all schools eligible for ATSI, TSI, and CSI only.

N/A

Annual Review 2024-2025

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
Provide support, scaffolds, and resources for students who challenge themselves beyond the base high school graduation requirements. (WASC Goal 2)	Hilltop HS was recognized by the College Board for increasing the number of students taking AP exams. In addition, Hilltop HS has seen a significant increase in the number of students earning a 3 or higher on AP exams. The California Dashboard Data indicates an overall increase in scores for the 2023-2024 school year. The ELA pass rate is 64%, Math 24%, and Science 23% (a 6% improvement since 2021-2022).	HHS has placed an emphasis on strengthening Tier I supports for students. In Integrated Math courses there are tutors in classes daily. They also hired a bilingual tutor to support SEI math courses. English 9 and 10 also have full time tutors as well. Teams are using their PLC time to examine lesson plans to provide supports. Funding is available for off site excursions and experiences as a way to go beyond the curriculum. Examples include: Anatomy and Physiology students visited the Wild Animal Park and AVID students visit colleges. Hilltop HS administration, teachers, and counselors have made an effort to encourage more students to take higher-level courses, including Advanced Placement. Teachers are part of the placement process and are responsible for making personal recommendations for	HHS need to increase the overall performance of ELs and SWDs to succeed in high school and post-secondary life. We need to continue to provide support, scaffolds, and resources for students who challenge themselves beyond the base high school graduation requirements. While suspension rates improved for SWD and EL students, African Americans, Hispanic, and Socioeconomically disadvantaged students declined slightly.	The administration and staff will examine strategies to improve math and science CAASPP scores for all students. We will review our schedules to ensure they are strategically aligned to better support the diverse needs of all our students. Hilltop HS administration, teachers, and counselors will continue to encourage more students take higher-level courses, including Advanced Placement. Teachers will continue to be part of the placement process and will make recommendations for students. Counselors will continue to enroll students in classes of rigor that match their ability, including AP and Dual Enrollment. CARPE: participation will provide our staff with tools to help students access university/college/FAFSA applications/resources

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		students. Counselors have been mandated to enroll students in classes of rigor that match their ability, including AP and Dual Enrollment. As a result, there has been an increase in the number of students taking AP exams since the 2020-2021 school year. In the 2023-2024 school year, approximately 1/3 of students took at least one AP exam. Of those, 53% took 2 or more exams. The percentage of students earning a 3 or higher on their AP exam has improved 20%, from 42.38% in 2021 to 62.7% on the 2024 AP exams.		
HHS Equity, Climate and Culture goals for 24-25 will focus on the following: 1)HHS will create a positive climate and culture through an equity lens, by implementing restorative practices school-wide. 2)Implementation of innovative and engaging experiences for the student learner which contribute to increased attendance and connection to both classroom and	Tardy Sweeps - conducted over the intercom during passing period. Musical tardy sweeps encourage students to get to class on time. The less class time students miss, the more opportunity for learning. After School Detention - held twice a week, after school detention sessions allow students to clear accumulated tardies (2 tardies for 30 minutes) while also providing a	Tardy Sweeps: Proficient - since returning to in person learning after the COVID-19 Pandemic, the amount of student tardies occurring during passing periods has reduced tremendously. Unfortunately, we still struggle with student tardiness at the beginning of the school day, during first period. _____x week (Tori) After School Detention &	Students continue to miss school at rates not fully recovered from pre-pandemic levels. Tardiness to the first period of the day continue to be a problem.	We will implement a restorative approach to attendance intervention and recovery. Modifications include efforts training personnel to emphasize in-seat attendance over recovery/ consistent and timely parental contact in home language. Collaboration between Targeted Resource Teacher and Attendance Coordinator will increase efforts to facilitate

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extracurricular activities. Goal 2:Attendance: Tardy Sweeps, After School Detention, Saturday Schools (see below), and Independent Study Contracts	safe and quiet environment for students to work on homework. Clearing attendance helps improve students' citizenship grades for classes as many teachers factor it into grades. Saturday Schools - allows for recovery of ADA while also providing space and teacher help for the completion of school work. Clearing attendance helps improve students' citizenship grades for many classes as many teachers factor it into grades. Independent Study Contracts - allows students who must be away from school for 5-15 school days for various reasons (i.e. health/ medical, personal family situations, extracurricular sports tournaments) the opportunity to complete coursework while away and simultaneously. clear their attendance	Saturday School: Developing - these opportunities for students are great. However, there is more of a push for students to attend tutoring sessions or Saturday Scholars sessions with more direct instruction/ teacher assistance to achieve the same attendance and citizenship grade improvements. (how many?) Independent Study Contracts: Emerging - the opportunity that site based IS Contracts provide students is great. Unfortunately, the forms and practices need to be revamped as the current system was created prior to the pandemic, when school work was primarily supplied via paper. It needs to be modernized to match the modern day, technological classroom format. District officials have been working to improve this practice to make it more beneficial for students and their families. Although data at the faculty meeting suggests that absenteeism is improving, we feel that chronic absenteeism has stagnated or even worsened. Question: if students are absent but cleared with Saturday school does this		Saturday Scholars to recover lost instruction before lost seat time.

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		contribute to our rates? Absenteeism isn't about clearing absences but instead getting students in seats during class time so they aren't missing lessons. (how many this year? completed?)		
Increase the overall performance of students through the development of "First Best Lesson" and effective PLC practices. (WASC Goal 3)	Hilltop HS has focused on improving the effectiveness of its Professional Learning Communities	Through weekly PLC meetings, teachers discuss lesson design, analyze student data, and set action plans. District and site training opportunities focus on language production activities, co-teaching instruction, and technology integration. Data is presented at staff meetings and there are celebrations for students and teachers. Both collegial and administrator learning walks (how many? avg) provide opportunities to observe teaching and learning first hand. The school is in the beginning stages of this program. Our district has implemented a shared calendar where all professional development opportunities are posted. This initiative promotes greater transparency and ensures that all staff have equitable access to professional growth	Staff members expressed that professional development was not always prioritized, particularly due to pressing needs related to textbook adoption and curriculum design. Additionally, some noted that district-led professional development opportunities were not consistently aligned to their specific instructional needs and were often communicated too late to secure substitute coverage. An identified area for growth is our implementation of learning walks. We must prioritize this collaborative practice as a key lever for professional learning and instructional improvement, ultimately supporting the success of both students and staff. PLC time is scheduled weekly for Fridays. A survey of departments indicated that many feel that there is not	

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		opportunities.	enough time for strong collaboration, many teachers are part of more than one PLC and thus pulled in multiple directions, and at least one department expressed concern about holding PLCs on Friday afternoons. Multiple teams also expressed concern that there was not enough time for data analysis with all the other things that they needed to work on during PLCs.	
Increase overall performance of ELs and SWDs to succeed in high school and post-secondary life. (WASC Goal 1)	At HHS, our goal is to create a student-centered master schedule that effectively meets the diverse academic and social-emotional needs of all our students.	Hilltop has 32 class sections with co-teachers, where a general education teacher and a SPED teacher work together to deliver content and support interventions for at-risk students. These sections include English and math courses, as well as 9th grade Ethnic Studies, Biology, and Chemistry courses. Each set of co-teachers is put through a special training hosted by SPED Resource Teachers. Lower level math classes also have a math tutor funded through Title I funds. Hilltop has 38 Structure English Immersion (SEI) classes where English Learners are clustered into groups based on their language skills. For example,	The graduation rate for SWD maintained while English Learners declined. While 58% of the students at Hilltop meet A-G requirements, only 27% of SWD and 21% of EL students meet the requirements.	We will continue to build a student-centered master schedule that effectively meets the diverse academic and social-emotional needs of all our students. We will continue to provide targeted interventions both during and after the school day to support our students with the greatest needs.

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		one biology class may have Long Term English Learners (LTELs) and be done primarily in English. These are students who have low ELPAC scores despite being in the US for more than 6 years. In addition, SEI PURE classes are conducted mostly in Spanish and transitioned to English by the end of the year. Teachers who teach these courses have had SEI training. A SEI training for all staff is planned. While the 2022-2023 SBAC data showed a decrease in the proficiency levels of EL students and SWD, there was improvement in 2023-2024. For English Learners, there was a 29.4 points increase in ELA and 29.1 points in math. Students with Disabilities improved by 35.1 points in ELA and 31.7 in math. Suspension rates declined significantly for SWD and also declined for English Learners.		
Explore the incorporation of Restorative Practices and SEL strategies into regular classroom instruction and the entire school culture. (WASC Goal 4)	Hilltop HS is in the process of systematizing the use of Restorative Practices and SEL strategies across all classrooms and the school. Staff members have requested more professional	Administration uses Restorative Practices when working with students who have made the wrong choices. To assist with this, the school has a Restorative Resource Teacher who helps lead restorative circles, helps train	There is a restorative program in place and restorative practices being implemented by the team, however there is a need for more restorative examples school-wide and in all classrooms.	We will continue the incorporation of Restorative Practices and SEL strategies into regular classroom instruction and the entire school culture. Continue to provide professional development and support as

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	development. While many staff have regular classroom discussions, team building circles, and provide strategies for managing anxiety, they indicate a need for more training for dealing with challenging behaviors.	staff, and works with students on behavior plans. Hilltop HS has a Climate and Culture Collective Committee, currently made up of staff with the intent of adding parents and students in the near future. The purpose is to monitor the climate of the school and ensure that the culture is aligned with site and district vision and mission statements. Hilltop HS also has a designated ED SWD Resource Teacher who assists with students diagnosed with an emotional disability and who are mainstreamed. Rather than grouping these students into a self contained classroom, many of these students are thriving in general education classes with the support of the Resource Teacher. All Departments show evidence for SEL strategies that are used throughout the year. There are school-wide resources available.	All Departments show evidence for SEL strategies that are used throughout the year. There are school-wide resources available. Systems and Structures are in place to maintain safety of all individuals in place. More evidence needs to be collected to support why over 50% of students still feel unsafe.	teachers implement these strategies. We will continue to examine ways to systematize existing academic and mental health intervention programs, policies, and processes into a more coherent and functional system that allow all staff members to be able to steer students toward needed academic and socio-emotional support services and resources. We will continue to hold regular Safety Committee meetings to review existing procedures and strengthen our safety systems. Through the Community Schools Grant, we will gain access to additional resources, which will be used to expand mental health supports and services for our students.
Examine ways to systematize existing academic and mental health intervention programs, policies, and processes into a	Hilltop HS is focused on collaboration between staff and administration. The staff is taking an inventory of all	A dedicated staff committed to school improvement, collaboration, and providing students with	Teachers and administrators recognize that SEL strategies and Restorative Practices are already in use by many,	Through the Community Schools Grant, we will gain access to additional resources, which will be used to expand

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more coherent and functional system that allow all staff members to be able to steer students toward needed academic and socio-emotional support services and resources. (WASC Goal 5)	current programs to identify which initiatives are yielding results and what areas need modification or are no longer needed. Based on the data collected, they identified a need to revisit Restorative Practices training and minimize class disruptions. The administration also made it a priority to align the SPSA, district LCAP Goals, Safety Plan, and WASC goals. Progress on WASC Goals link: https://docs.google.com/spreadsheets/d/1-KC-REoG_ZDe1HeJrEQ09b8IzX6NSHlv8FUkaNbESjc/edit?gid=640884534#gid=640884534	a sense of belonging. We are examining ways to systematize existing academic and mental health intervention programs, policies, and processes into a more coherent and functional system that allow all staff members to be able to steer students toward needed academic and socio-emotional support services and resources.	although they may not even realize it. Instead of SEL and Restorative Practices being new systems, they build upon what is being done. Therefore, staff members need to organize their thoughts, procedures, and strategies so that it becomes a usable system that all staff can draw upon.	mental health supports and services for our students.

School and Student Performance Data

Student Group Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Student Group Report for 2024

[Pivot Data by Student Group](#)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Yellow	Yellow	Green	Yellow	Yellow
English Learners	Orange	N/A	Green	Orange	Orange	Orange	Orange
Long-Term English Learners	Orange	N/A	Green	Orange	Orange	Orange	Orange
Foster Youth	N/A	N/A	--	N/A	--	--	N/A
Homeless	N/A	N/A	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Orange	Green	Green	Yellow	Yellow
Students with Disabilities	N/A	N/A	Green	Yellow	Orange	Orange	Orange
African American	N/A	N/A	Orange	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	--	--	--
Asian	N/A	N/A	--	--	--	--	--
Filipino	N/A	N/A	Blue	--	--	--	--
Hispanic	N/A	N/A	Orange	Green	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	Orange	Yellow	Blue	Orange	Orange
Two or More Races	N/A	N/A	Orange	--	--	--	--

Conclusions based on this data:

1. HHS is performing well in both graduation and suspension rates.
2. English Learners are below the student average in the Academic Performance category.

School and Student Performance Data

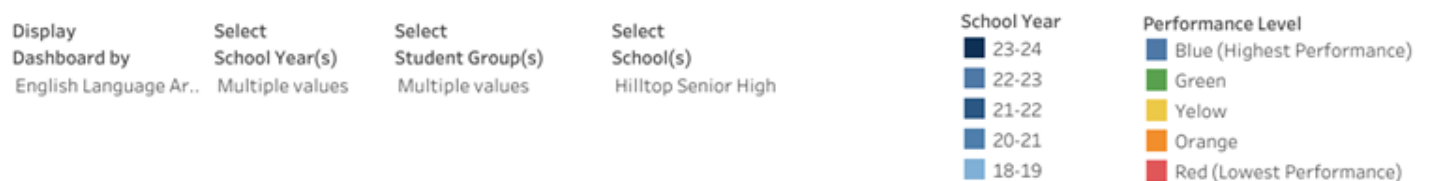
CAASPP Results: English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

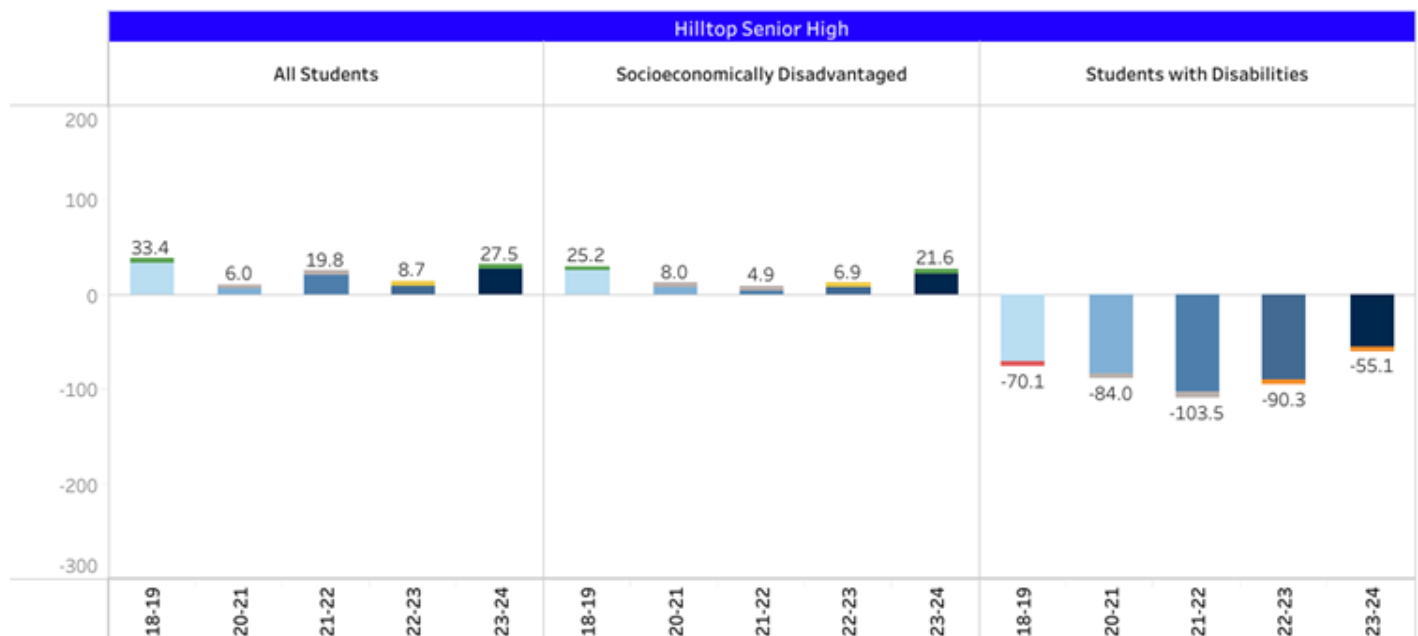
Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.



SBAC Distance from Standard by Student Group (English Language Arts)



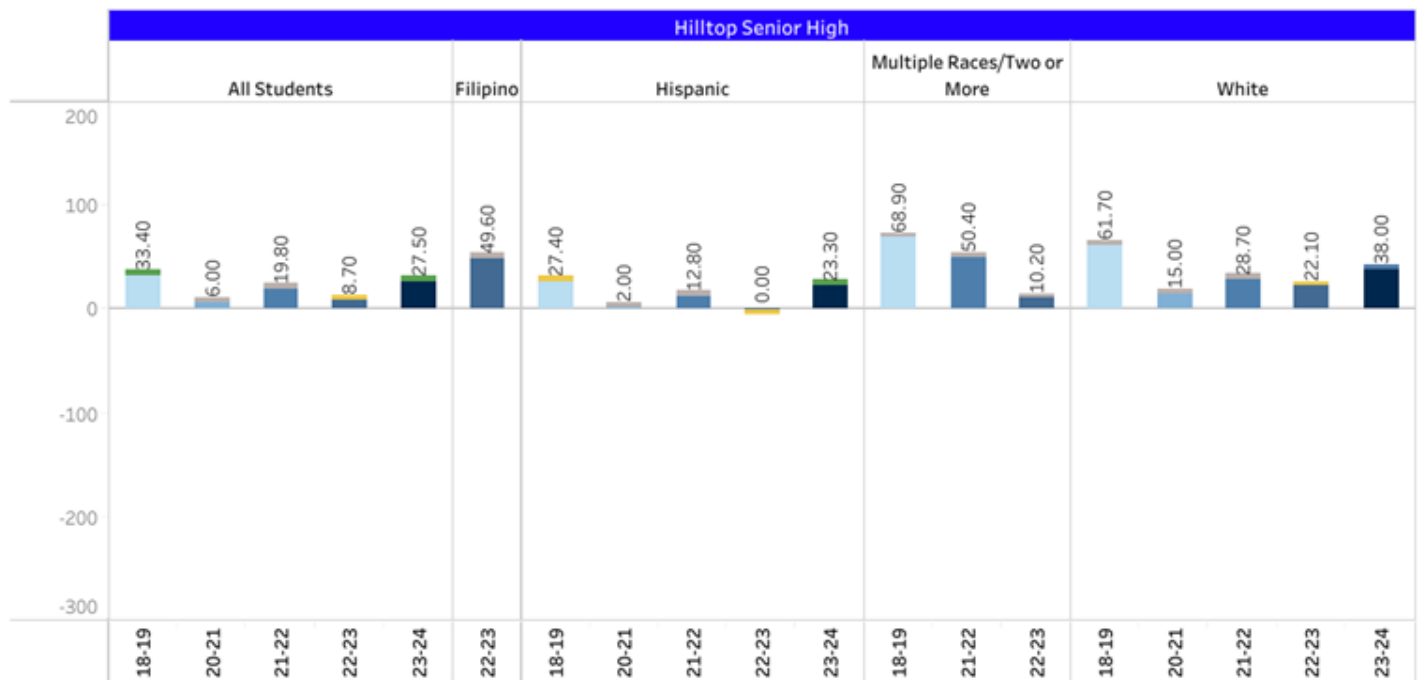
[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

SBAC Distance from Standard by Ethnicity (English Language Arts)

Sx5 Guideline

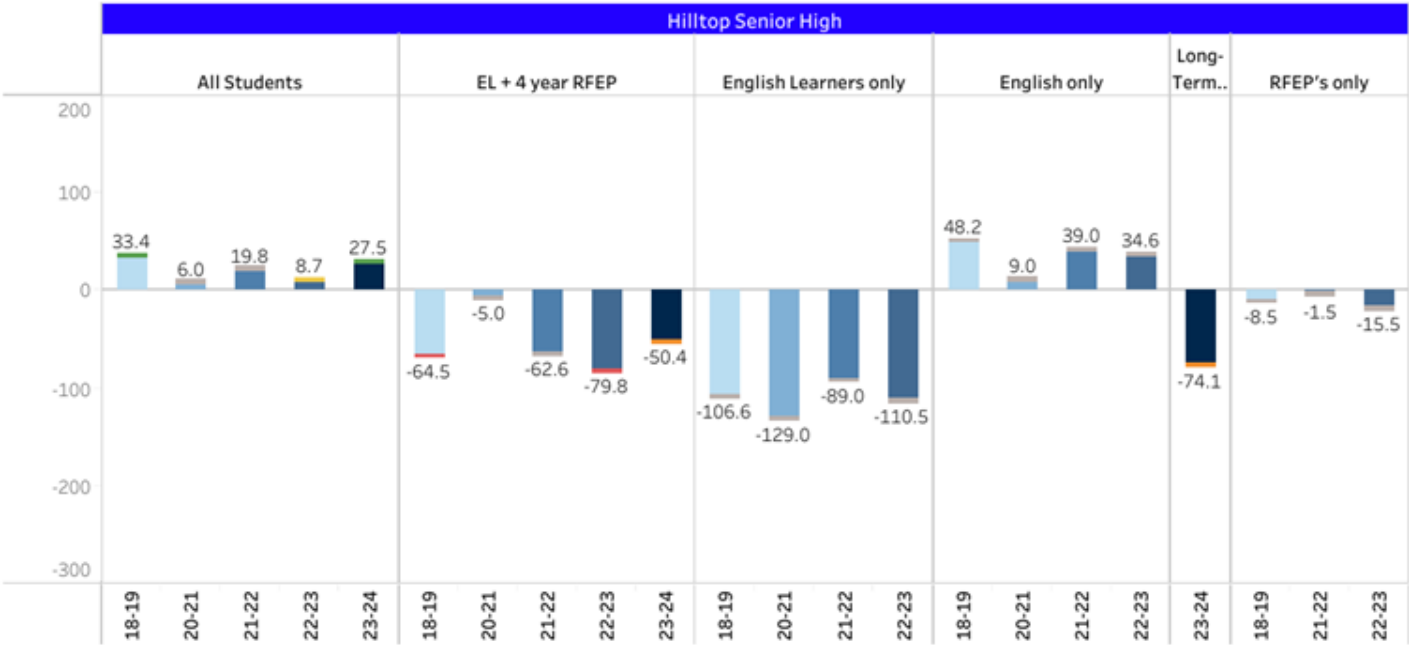


*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

SBAC Distance from Standard by Language (English Language Arts)

i

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Data Strengths or Performance Gaps:

- The California Dashboard Data shows significant improvements from 2022-2023 to 2023-2024 for English Learners (ELs) and Students with Disabilities (SWDs) in the areas of English language arts
- In the area of ELA, our EL subgroup increased by 29.4 points and moved into the orange performance level. Our SWDs increased by 35.1 points.

School and Student Performance Data

CAASPP Results: Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

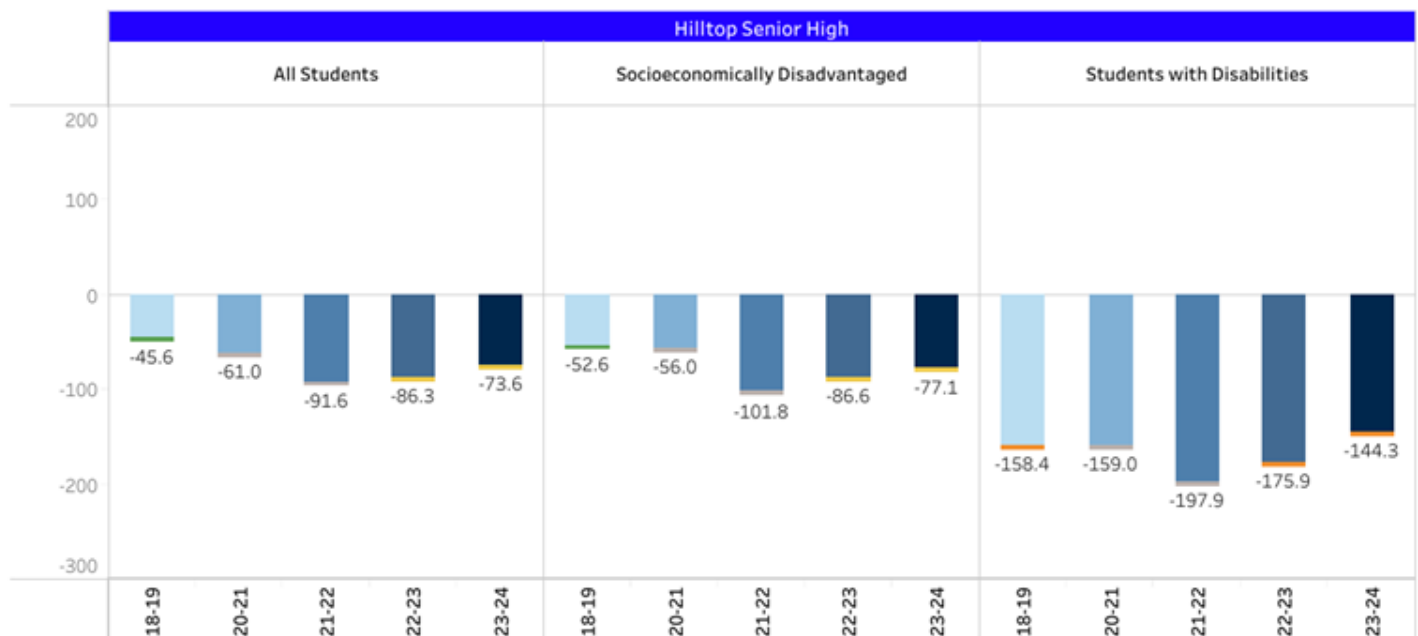
The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.



SBAC Distance from Standard by Student Group (Mathematics)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Hilltop Senior High

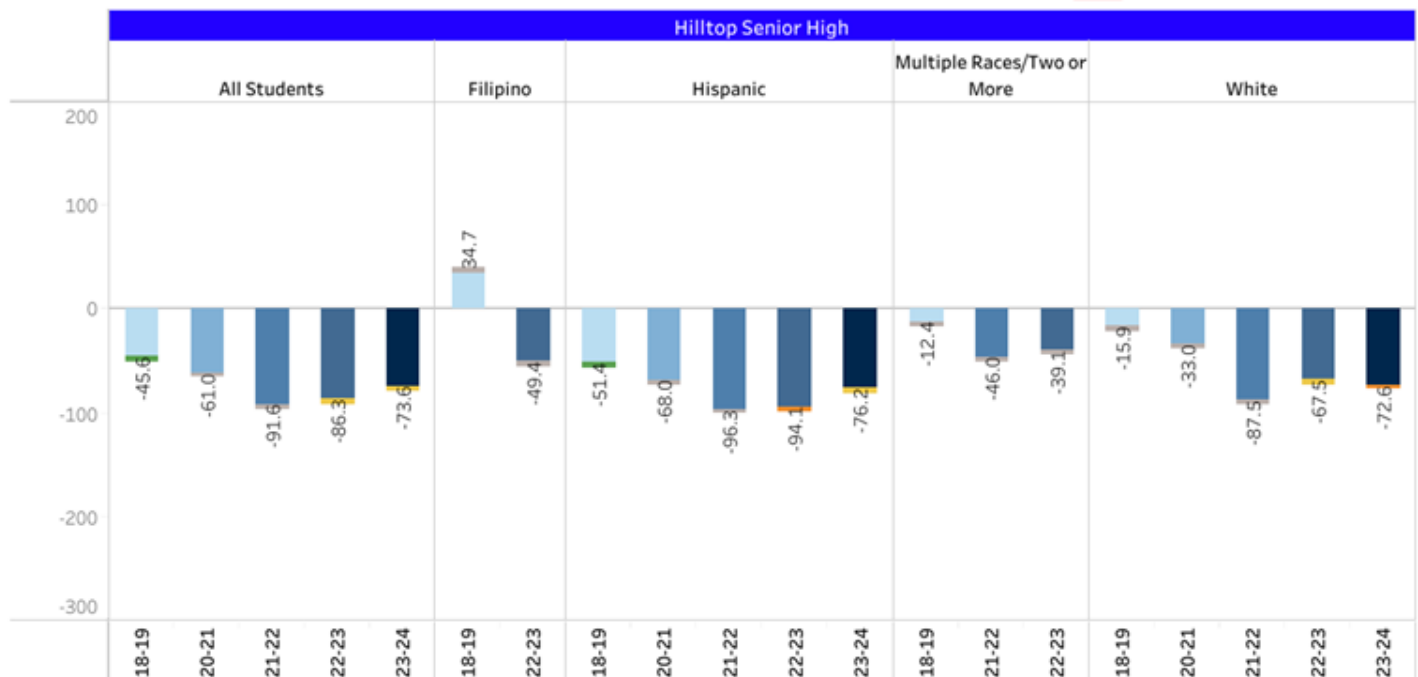
School Year
23-24
22-23
21-22
20-21
18-19

Performance Level
Blue (Highest Performance)
Green
Yellow
Orange
Red (Lowest Performance)

SBAC Distance from Standard by Ethnicity (Mathematics)



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Hilltop Senior High

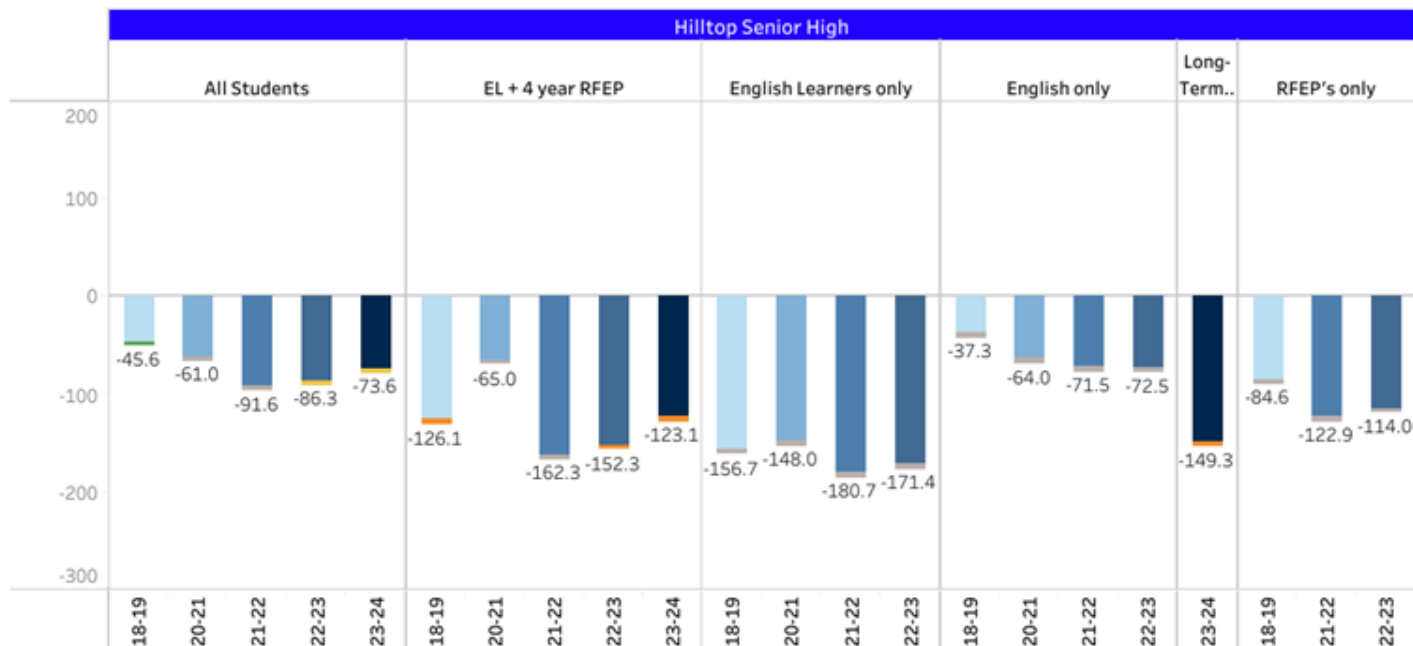
School Year
23-24
22-23
21-22
20-21
18-19

Performance Level
Blue (Highest Performance)
Green
Yellow
Orange
Red (Lowest Performance)

SBAC Distance from Standard by Language (Mathematics)



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Data Strengths or Performance Gaps:

1. The California Dashboard Data shows significant improvements from 2022-2023 to 2023-2024 for English Learners (ELs) and Students with Disabilities (SWDs) in the areas of mathematics
2. In the area of mathematics, our ELs increased by 29.1 points and our SWDs increased by 31.7 points.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education’s [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

Select
School Year(s)
Multiple values

Select
School Name
Hilltop Senior High

Select
Student Group
All Students

Performance Level

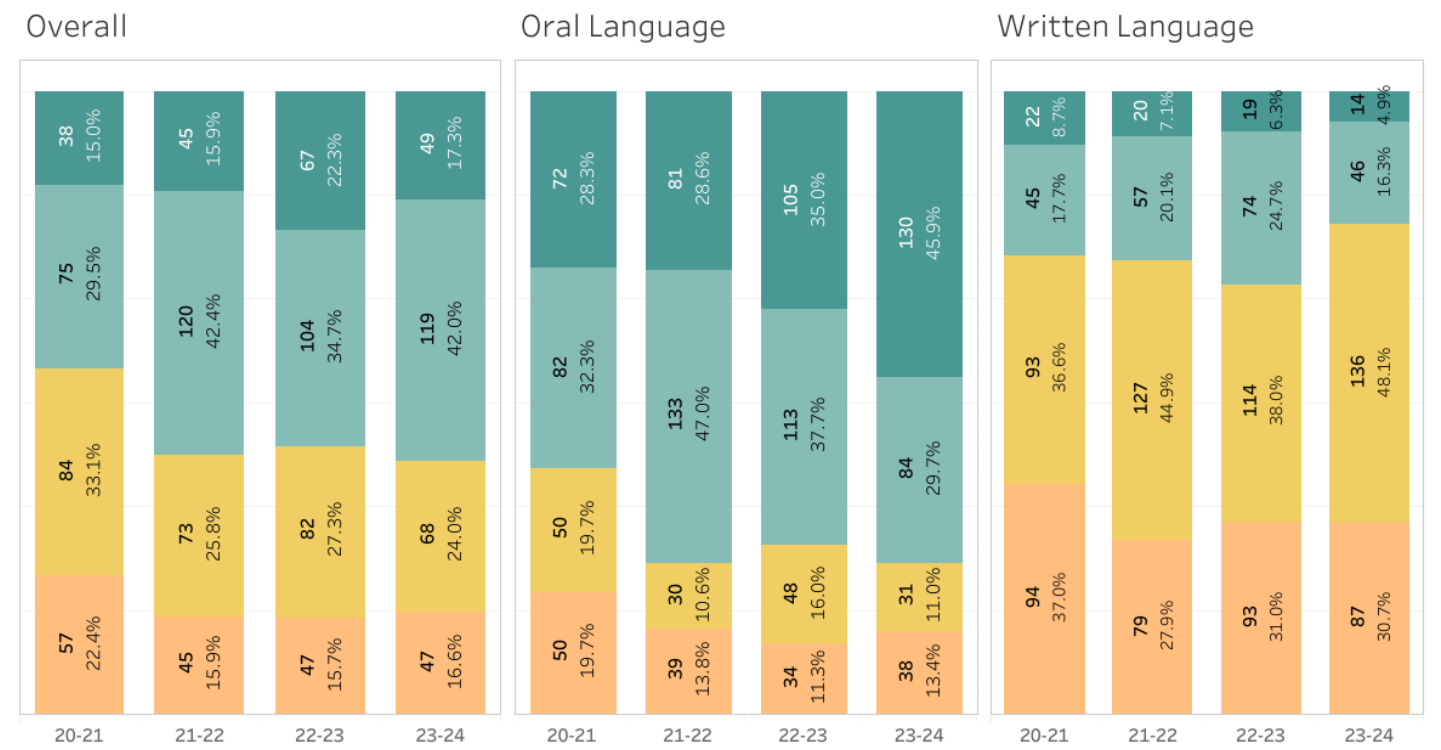
4 - Well Developed

3 - Moderately Developed

2 - Somewhat Developed

1- Minimally Developed

ELPAC Summary



Select
School Year(s)
Multiple values

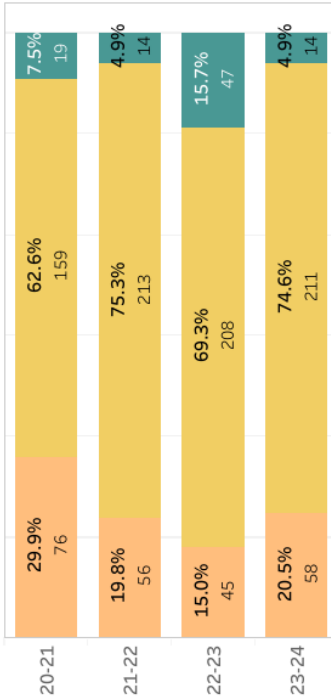
Select
School Name
Hilltop Senior High

Select
Student Group
All Students

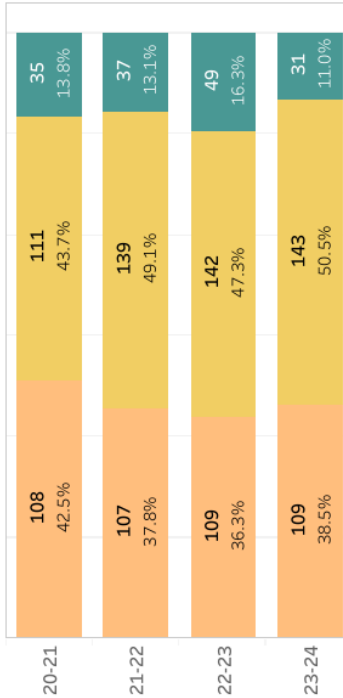
Performance Level
Well Developed
Somewhat/Moderately
Beginning

ELPAC Categories

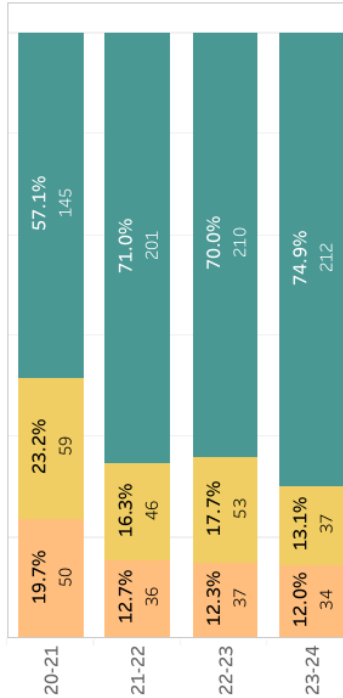
Listening



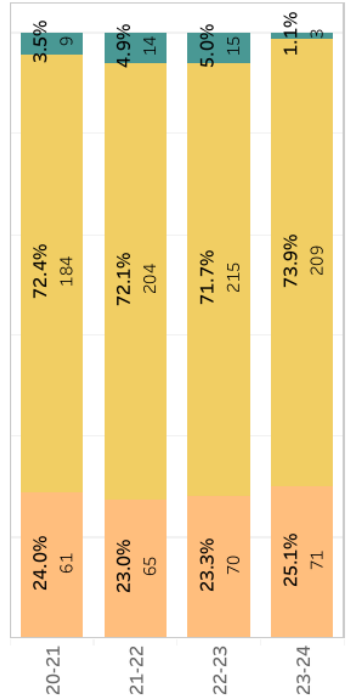
Reading



Speaking



Writing



Data Strengths or Performance Gaps:

- 16.5 % of our EL students progressed on the Summative ELPAC.

School and Student Performance Data

Academic Performance College/Career Indicator

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Report for All Students/Student Group

Select School Year(s)
Multiple values

Select School Name(s)
Hilltop Senior High

Select Student Group(s)
Multiple values

School Year

23-24

22-23

19-20

18-19

Performance Level

Green

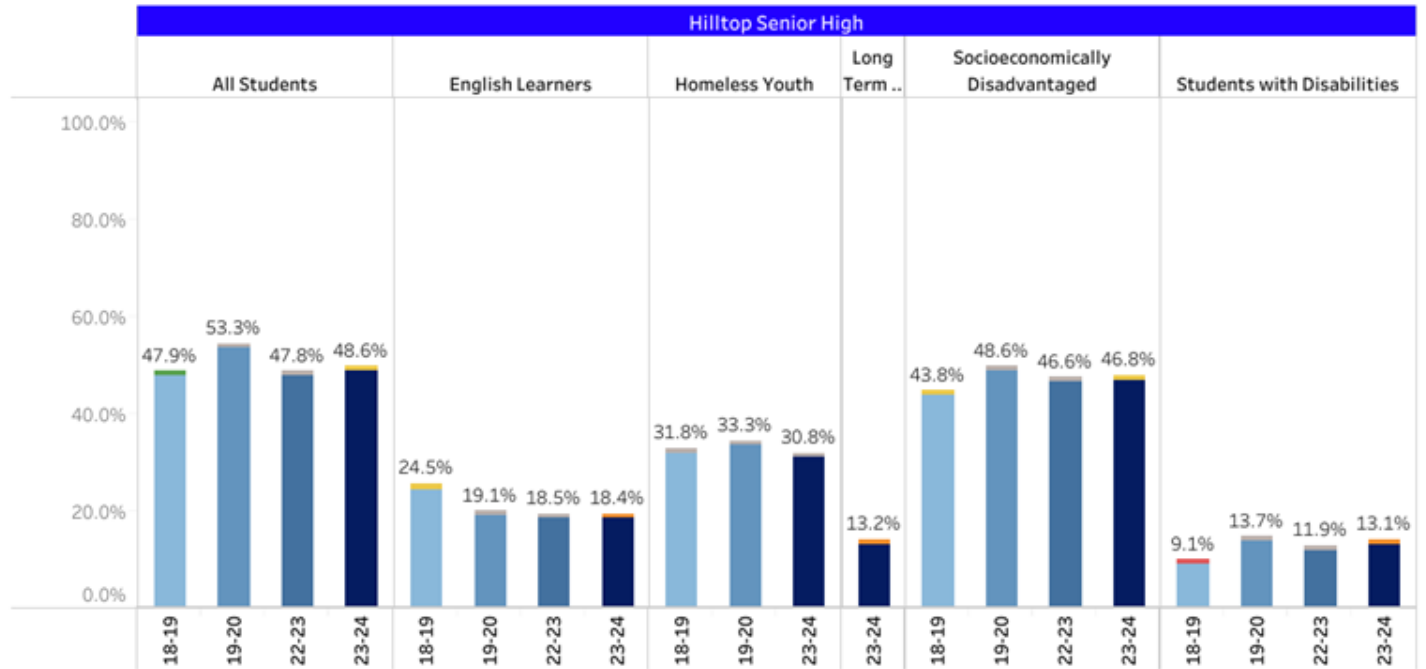
Yellow

Orange

Red (Lowest Performance)

College Career Indicator by Student Groups

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

2024 Fall Dashboard College/Career Reportby Race/Ethnicity

Select School Year(s)
Multiple values

Select School Name(s)
Hilltop Senior High

Select Student Group(s)
Multiple values

School Year

23-24

22-23

19-20

18-19

Performance Level

Green

Yellow

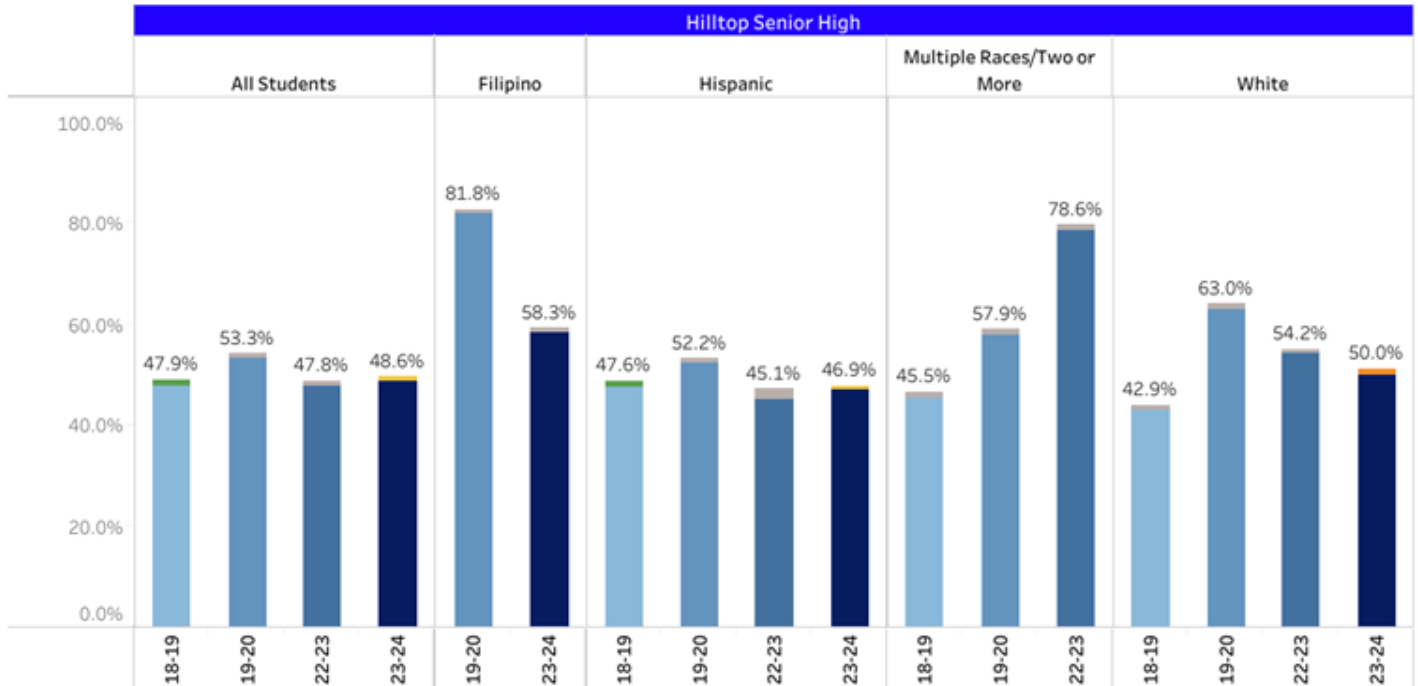
Orange

Red (Lowest Performance)

College Career Indicator by Ethnicity



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. Of the 425 senior students at HHS, less than half of them are prepared for College or a Career.
2. English Learners and Students with Disabilities represent 2 groups that are very low in college and career readiness.

Academic Engagement Chronic Absenteeism

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

2024 Fall Dashboard Chronic Absenteeism for All Students/Student Group

Performance Level

	Hilltop Senior High																									
	All Students					English Learners					Homeless Youth					Long Ter..	Socioeconomically Disadvantaged					Students with Disabilities				
100%																										
80%																										
60%																										
40%																										
20%																										
0%																										
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2023-2024	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	10.5%	4.2%	19.7%	25.3%	29.7%	16.6%	7.1%	22.7%	29.4%	34.3%	15.4%	7.7%	50.0%	41.2%	55.6%	36.0%	11.2%	4.5%	22.3%	26.5%	30.1%	15.7%	8.0%	34.3%	33.6%	32.7%

Hilltop High School

2024 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Hilltop Senior High

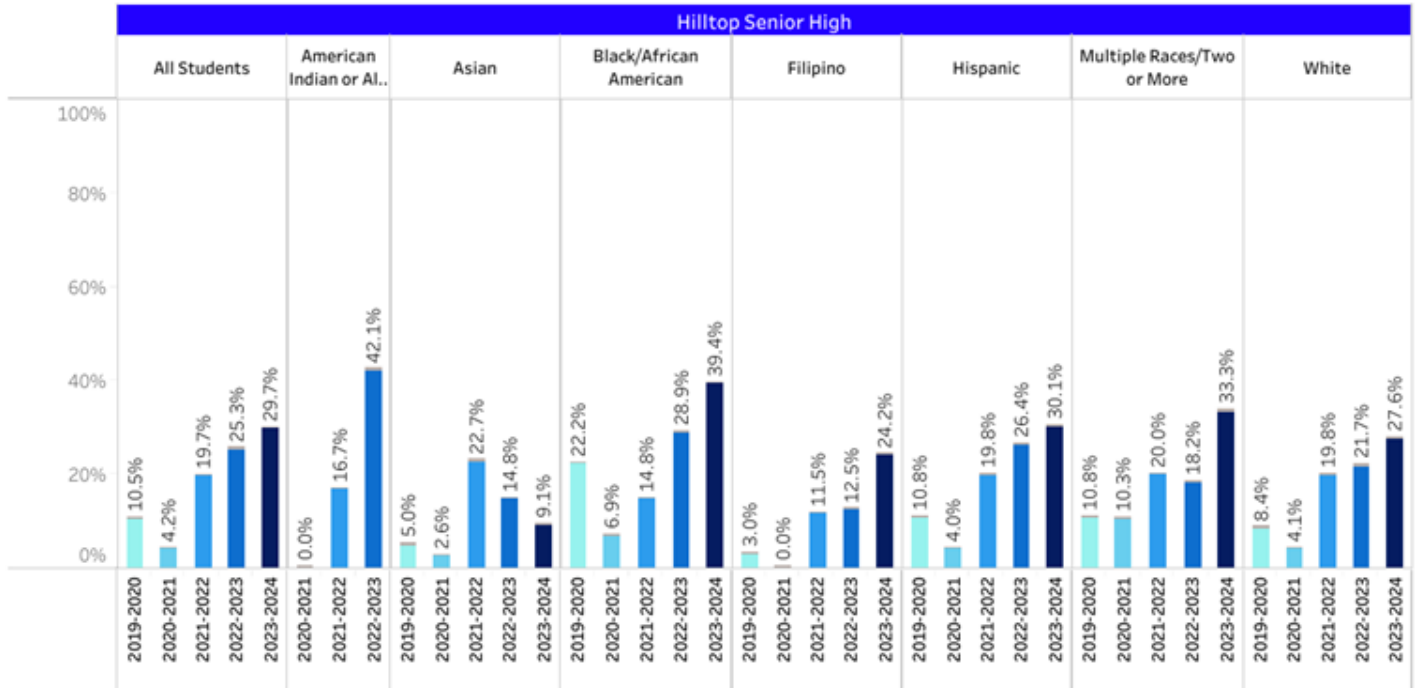
School Year
 2023-2024
 2022-2023
 2021-2022
 2020-2021

Performance Level

Chronic Absenteeism Rate by Ethnicity



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

- Chronic absenteeism remains a significant challenge at Hilltop High School, and we are committed to implementing targeted strategies to improve student attendance

School and Student Performance Data

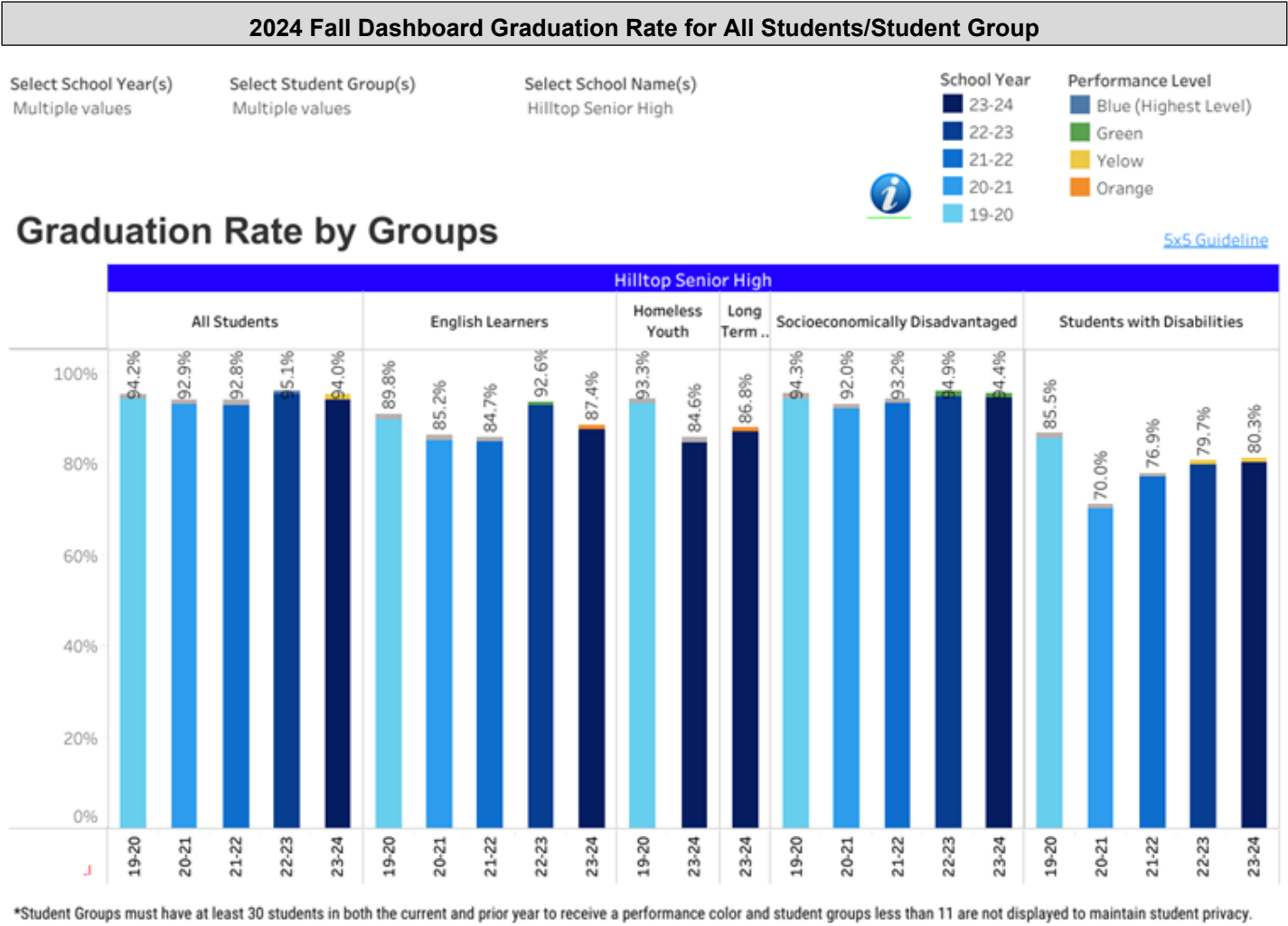
Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides number of student groups in each level.



2024 Fall Dashboard Graduation Rate by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Hilltop Senior High

School Year

23-24
22-23
21-22
20-21
19-20

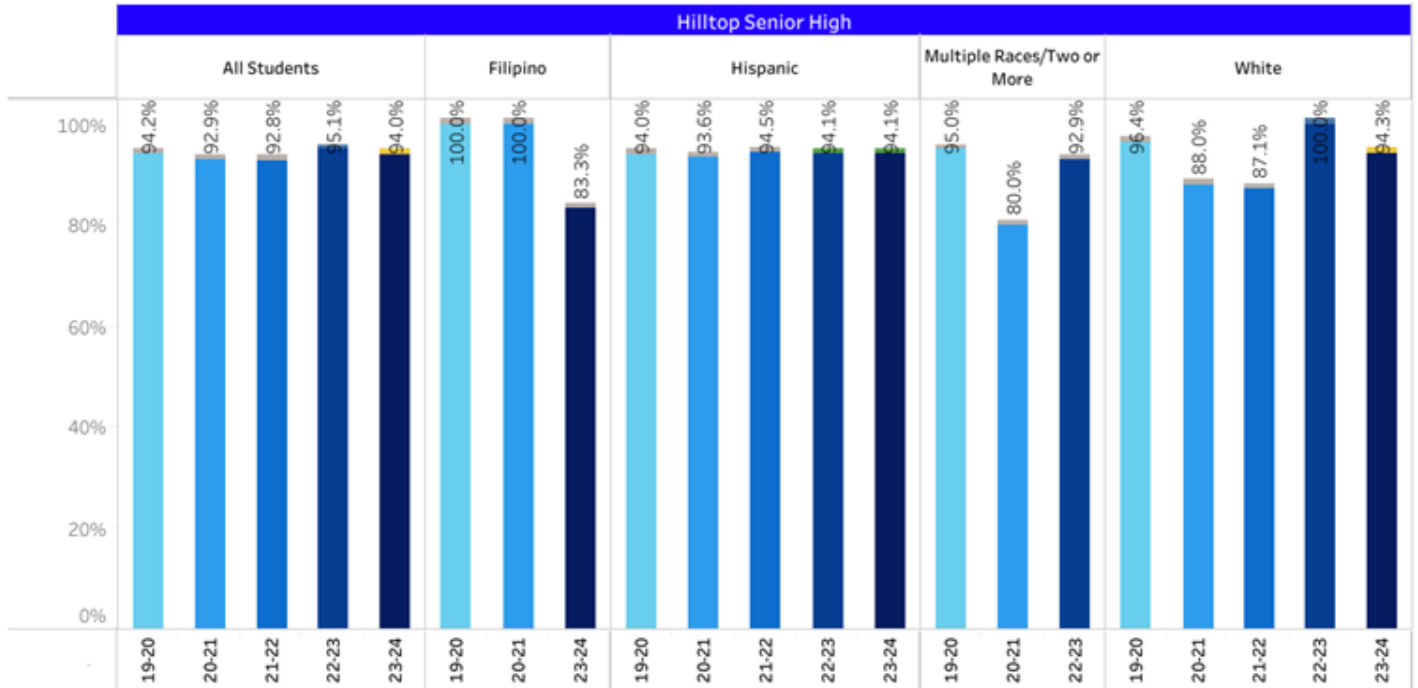
Performance Level

Blue (Highest Level)
Green
Yellow
Orange



Graduation Rate by Ethnicity

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. The graduation rate at HHS was 94% for all students during the 2023-24 school year. A slight decline from the previous school year.
2. Changes in graduation rates are mixed, with SWDs having maintained, while EL students and the All Students indicator having declined slightly.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

2024 Fall Dashboard Suspension Rate for All Students/Student Group

Select School Year(s)
All

Select Student Group(s)
Multiple values

Select School Name(s)
Hilltop Senior High

School Year

23-24

22-23

21-22

20-21

19-20

Performance Level

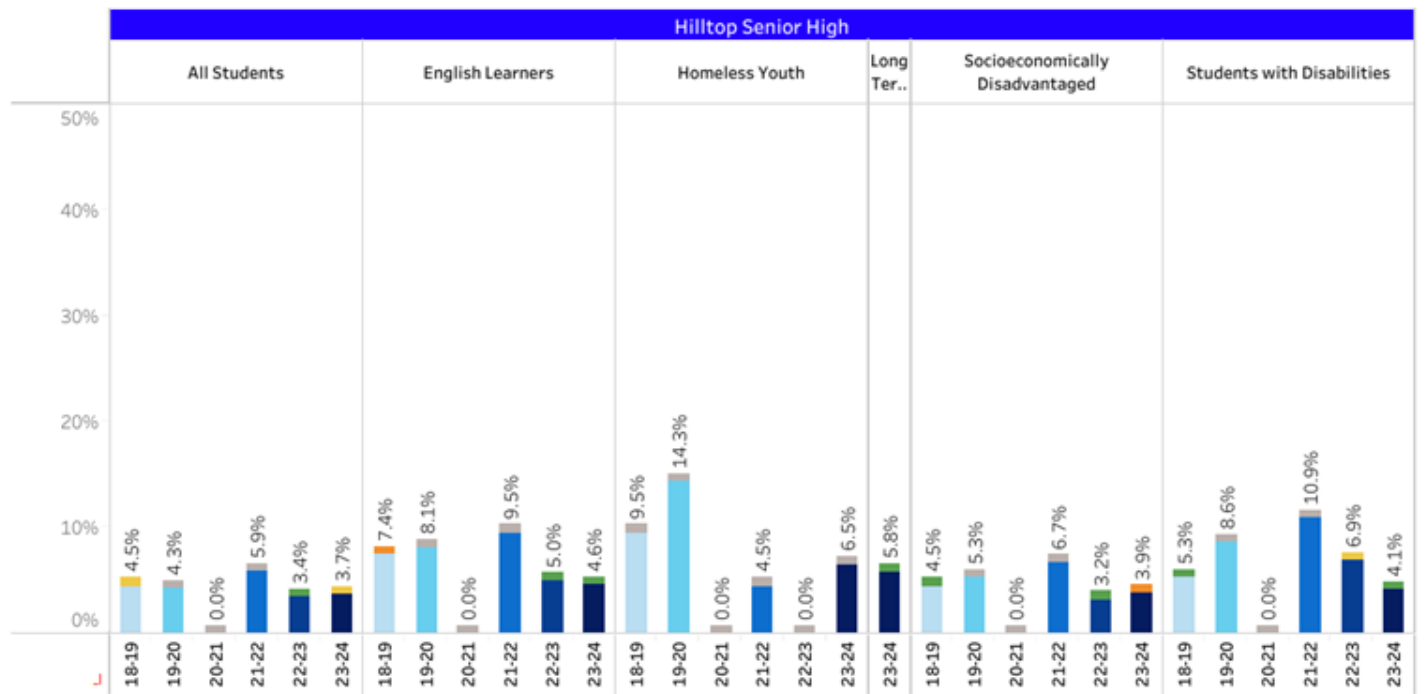
Green

Yellow

Orange

Suspension Rate by Groups

[Sx5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

2024 Fall Dashboard Suspension Rate by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Hilltop Senior High

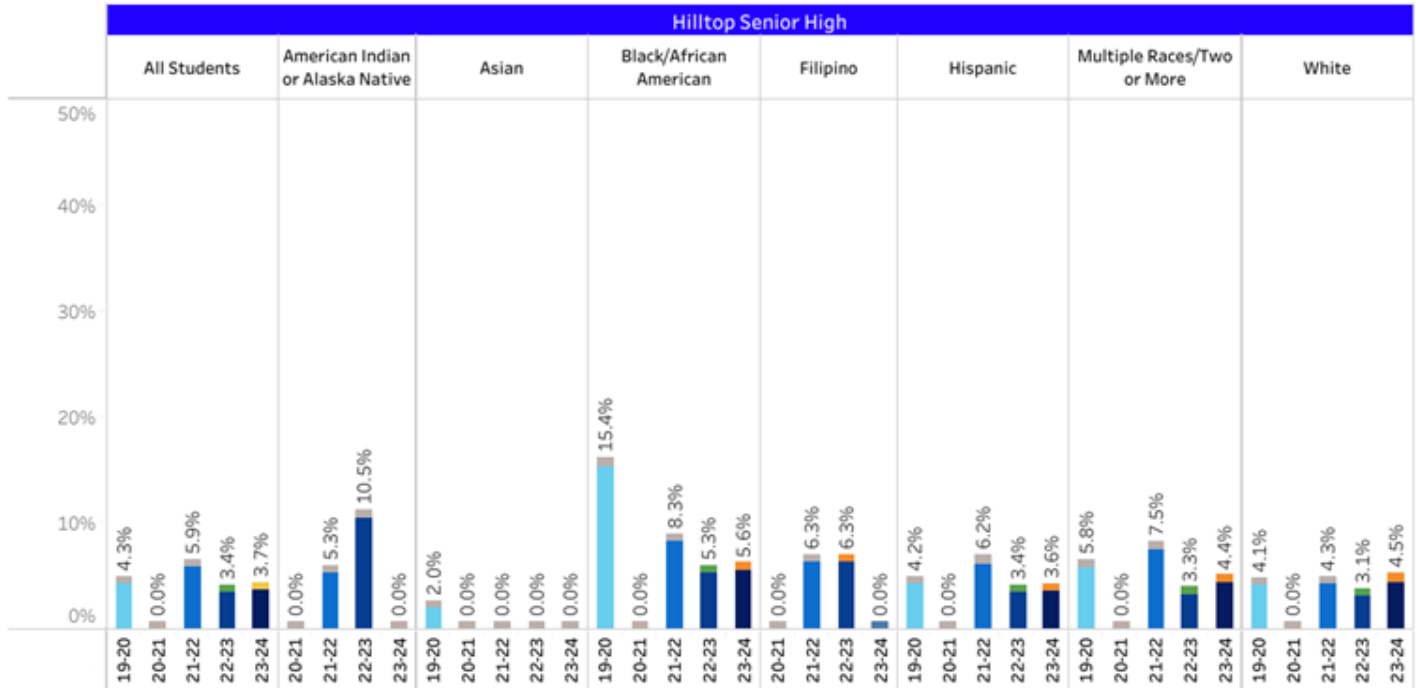
School Year
23-24
22-23
21-22
20-21
19-20

Performance Level
Green
Yellow
Orange



Suspension Rate by Ethnicity

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. In the 2023-24 school year, the suspension rates were slightly higher for all students at HHS.
2. The suspension rate has improved for SWDs and ELs, however, those rates have declined slightly for African American students, Hispanic, and socioeconomically disadvantaged students

School and Student Performance Data

AP Exams

Select Display Chart
By School

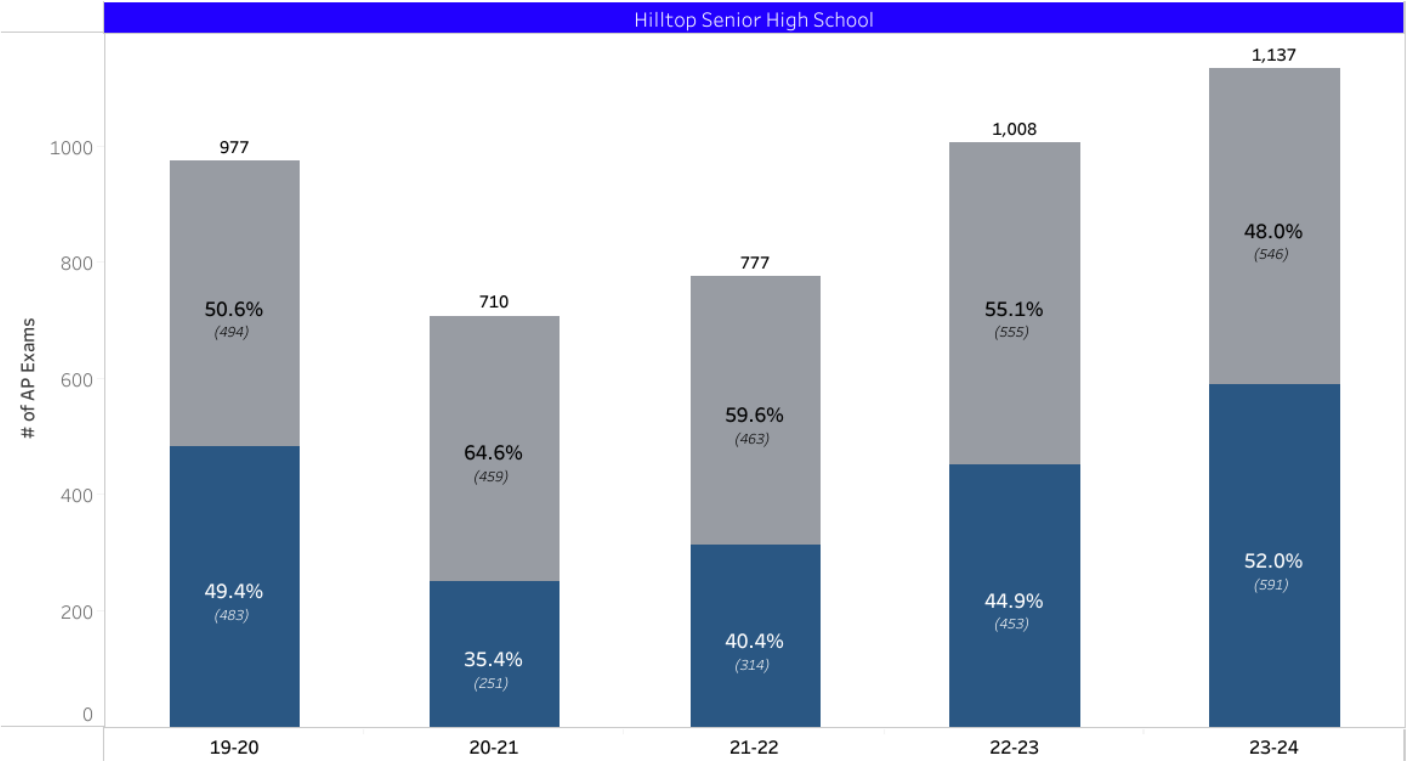
Select School(s)
Hilltop Senior High School

Select School Year
Multiple values

Select AP Exam
All

Pass Fail

AP Exam By School (All)



Conclusions based on this data:

1. Hilltop HS was recognized by the College Board for increasing the number of students taking AP exams.
2. The increase in students taking multiple tests in the last couple of years reflects enhanced academic support

PSAT/SAT Participation

Select
Exam Type
PSAT

Select
School Year(s)
Multiple values

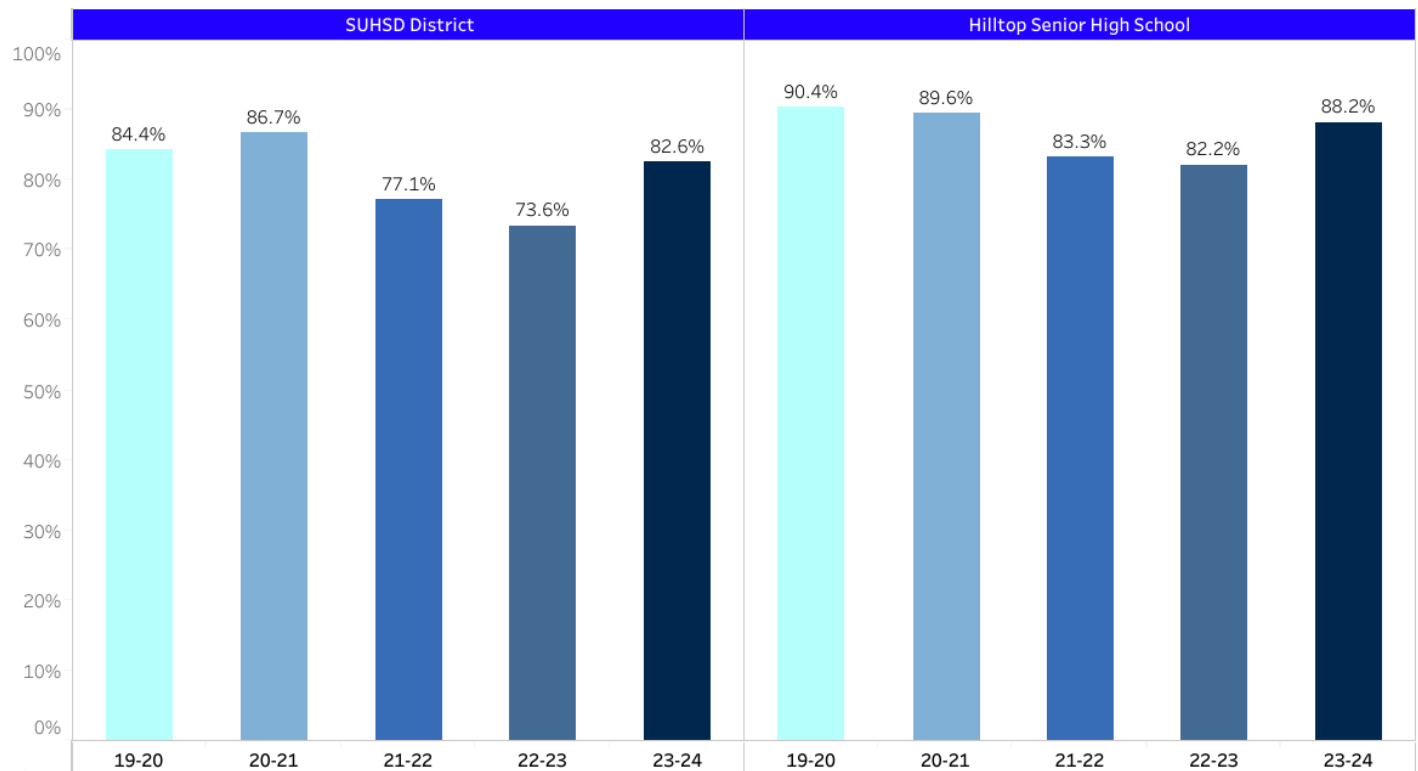
Select
School Name(s)
Multiple values

School Year

- 23-24
- 22-23
- 21-22
- 20-21
- 19-20



PSAT Participation Rate



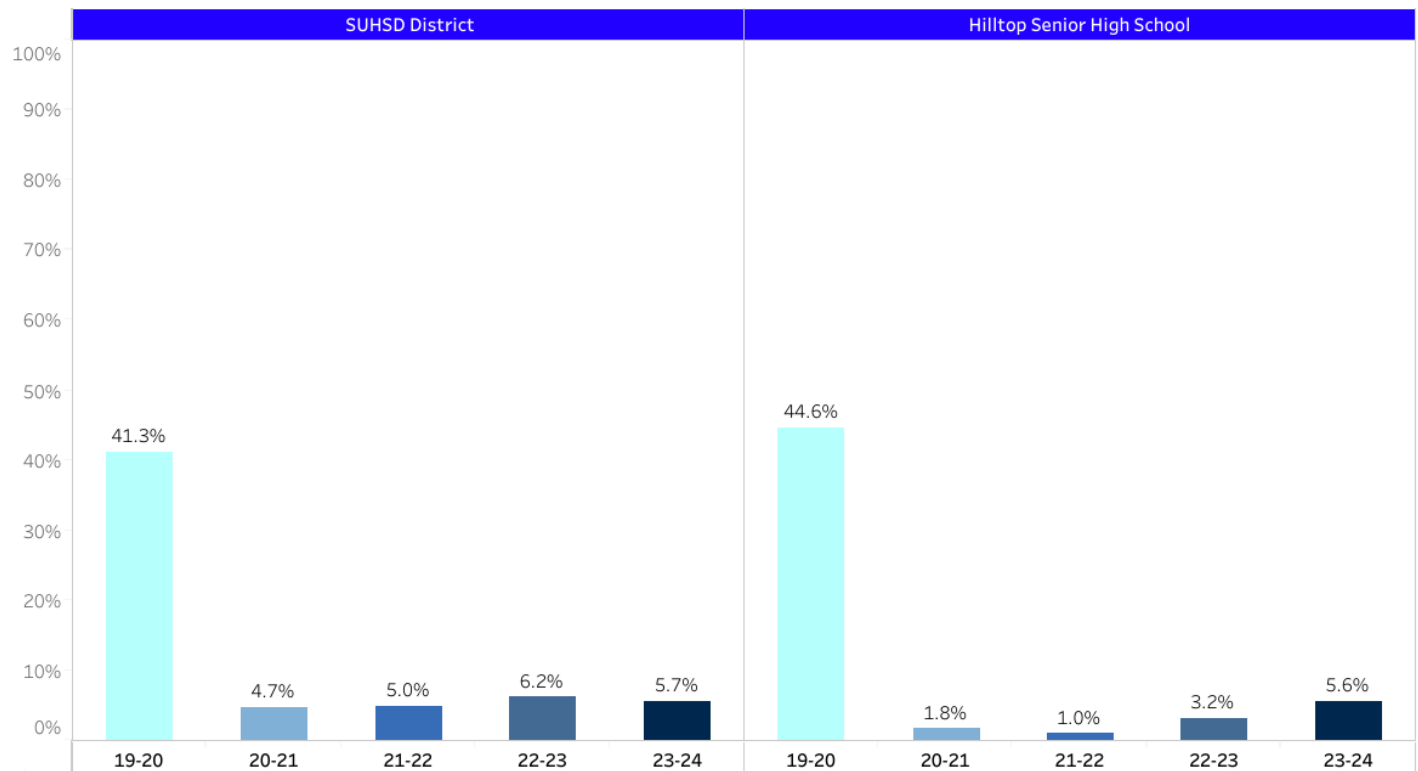
Select
Exam Type
SAT

Select
School Year(s)
Multiple values

Select
School Name(s)
Multiple values

School Year
23-24
22-23
21-22
20-21
19-20

SAT Participation Rate



Conclusions based on this data:

1. Because we do not require students to take the SAT or PSAT, our participation data does not fully reflect the college and career readiness needs of our student population

Grades (D and F Rate)

Select
Rate Calculation
D and F Rate

Select
School Year(s)
Multiple values

Select
School(s)
Hilltop Senior High Sch..

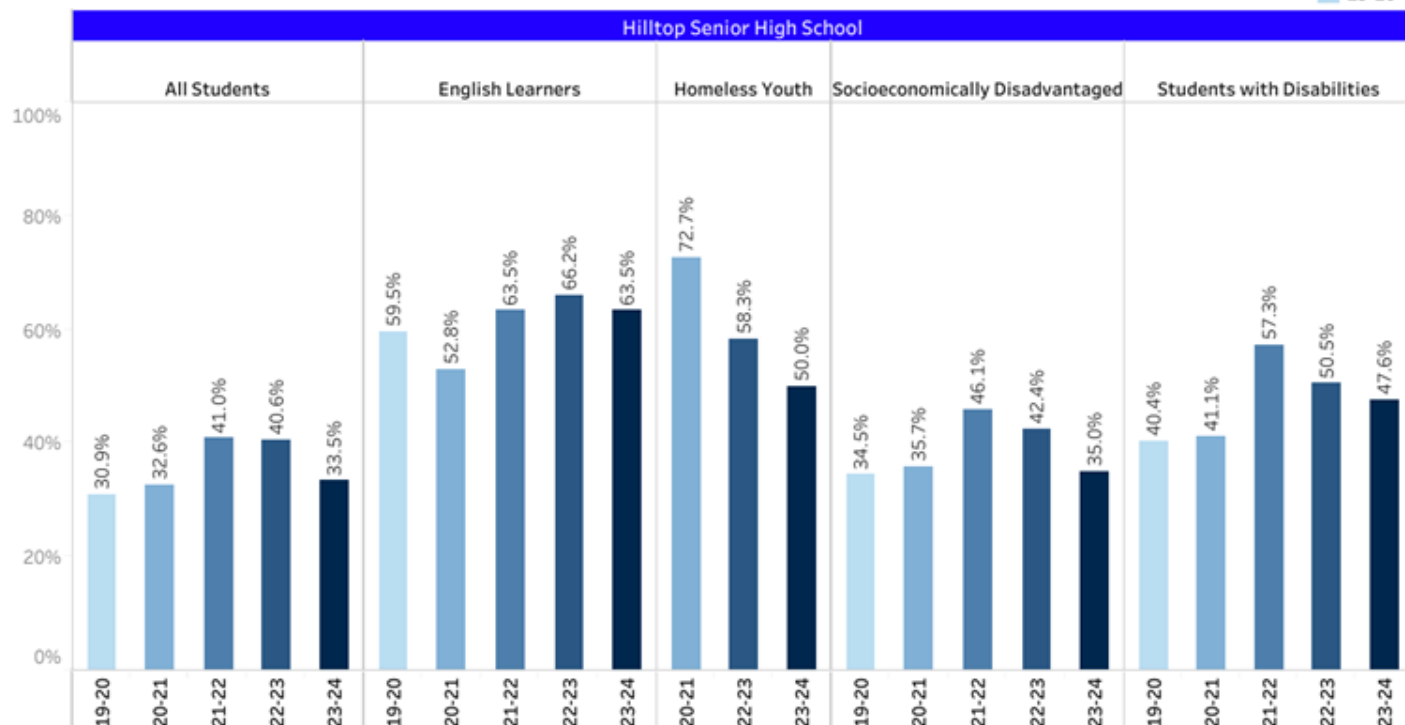
Select
Student Group(s)
Multiple values

Select
Grading Term
Sem 2

Select
Department
CORE Classes

School Year
23-24
22-23
21-22
20-21
19-20

D and F Rate (Student Groups) by CORE Classes



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Select
Rate Calculation
D and F Rate

Select
School Year(s)
Multiple values

Select
School(s)
Multiple values

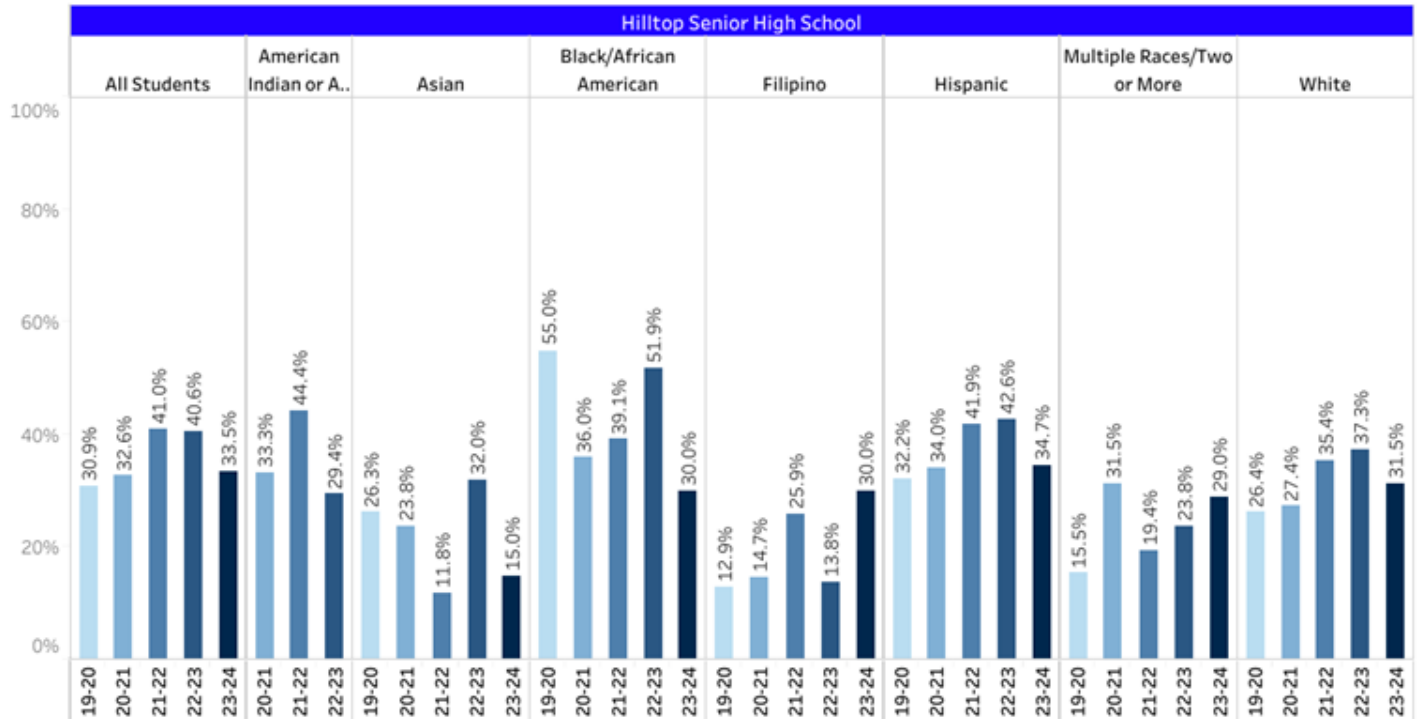
Select
Student Group(s)
Multiple values

Select
Grading Term
Sem 2

Select
Department
CORE Classes

School Year
23-24
22-23
21-22
20-21
19-20

D and F Rate (Ethnicity) by CORE Classes



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. The overall D and F rate rose from 30.9% in 2019–20 to 40.6% in 2023–24
2. Despite a brief drop in 2022–23, the rate climbed again in 2023–24, suggesting persistent challenges in academic performance.

Survey & Interview Data

Using any surveys or other means of gathering input from your stakeholders, explain areas of strength and determine areas of performance gaps and your plan for improvement.

CORE Summary Data

- **Strengths:** Approximately 215 students participated in the '24-'25 CORE SEL Survey; 1255 students participated in the 2024-2025 administration. Based on low sample size of 2024-2025 CORE SEL Survey, data is limited and unreliable. We will continue to utilize the 2023-2024 data to inform our next steps.

These were the findings:

- Approximately 54% of the students who took the survey are happy to be at HHS.
- Approximately 91% of the students who took the survey felt that they came to class prepared.
- Approximately 73% of the students who took the survey felt that they could increase their intelligence by challenging themselves.
- Approximately 60% of the students who took the survey feel that their teachers go out of their way to help students.

- **Growth:** Based on low sample size of 2024-2025 CORE SEL Survey, data is limited and unreliable. We will continue to utilize the 2023-2024 data to inform our next steps.

Approximately 48% of the students who took the survey feel like they are part of the school.

- Approximately 52% of the students who took the survey feel the teachers at HHS treat them fairly.
- Approximately 49% of the students who took the survey feel safe when they are at school.
- Approximately 54% of the students who took the survey are happy to be at HHS.
- Approximately 38% of the students who took the survey felt that they can do well on all their tests, even when they are difficult.

Based on the results of this survey, there is a need to ensure students feel safe on campus and a sense of "connectedness" to HHS. In addition, there is a need to provide/advertise the academic supports available to students that feel like they are unable to master the hardest topics in their classes.

California Healthy Kids Survey Summary Data

- **Strengths:** Approximately 355 Freshmen and 337 Juniors took the 2024-2025 CHKS, these were the findings:
 - Approximately 46% of the 9th graders and 50% of the 11th graders who took the survey feel part of HHS.
 - Approximately 53% of the 9th graders and 63% of the 11th graders who took the survey feel safe at HHS.
 - Approximately 69% of the 9th graders and 64% of the 11th graders who took the survey feel there is a teacher who believes I will be a success.
- **Growth:** Our goal is to increase feelings of connectedness to HHS. In addition, there is a need to ensure students feel safe on campus and a sense of "connectedness" to HHS.

Other surveys (Please list and add the strengths and growth)

AP Exam Data (Teachers):

Strengths:

HHS Advanced Placement Results: the year 2023-2024 shows an increase in students taking two or more tests compared to prior years, indicating that the efforts from administration, teachers, and counselors to encourage students into higher level courses has yielded an improvement in student engagement and testing opportunities. Overall, the data suggests a steady test participation across the years. The increase in students taking multiple tests in the last couple of years reflects enhanced academic support, greater access to testing, and an emphasis on the benefits of taking rigorous coursework.

Growth:

- Stricter protocols in place for when students want to DROP an AP classes
- AP classes can be encouraged / promoted among all

Empathy Interviews

Students	Teachers	Others
Results from 2024/2025 Student Empathy Interviews	We re-established the CCC in the 2024-2025 academic school year. There were in-depth conversations about student data, established goals for the committee that were aligned to the SPISA, and revised the mission statement.	Parent Responses to the 2024-2025 CommunitySchool Grant Survey (849 parents responded)
Students identified the need in the following areas:		Top four Hilltop High needs:
The focus was on "connectedness". Some of reasons student are engaged in school:		*Mental Health Services
* 37% of sophomores respondents said that their teacher makes the class the least favorite	2023-2024:	*College and Career Readiness programs and supports
* 39% of sophomores respondents said that the content in class was the least favorite	While, the 2021-2022 CCC had established a new mission: "The Culture and Climate Committee will promote a supportive, collaborative, safe, and inclusive environment that fosters physical and emotional health and will create positive interactions and activities which strengthen school culture", unfortunately we were not able to reestablish the CCC during the 23-24 school year. Due to the change in administration, HHS will look to the beginning of 24-25 to allow the new administrative team to set the vision for the CCC moving forward.	*Improve English Learner Progress
* 10% of sophomores respondents said that the environment made that class the least favorite		* Provide resources for FYH and Disadvantaged Youth
Strengths:		
* 60% of sophomores respondents said that they participate in extracurricular activities such as sports or clubs		
* 53% of sophomores respondents said they consider themselves successful or very successful in school		
* 62% of sophomores respondents said they come to school because they like learning new things		

Data Summary & Root Cause Analysis

Category	Strength(s)	Performance Gap(s)
Dashboard: Student Group Report	In 23-24, 94% of seniors completed graduation requirements. The HHS suspension rate during the 23-24 school year was 3.7%.	When taking the SBAC - English Learners are far below the standard in both English and Math, scoring 110.5 points below the standard in ELA and 171.4 points below the standard in Math. According to the Sweetwater Public Dashboard, the D/F rate for ELs and SWD during Semester 1 of 2023-24 school year was 65.5% and 47.2.% respectively.
CAASPP (English Language Arts)	According to the California Dashboard All	ELA:

	Students, English Learners and Students with Disabilities scored closer to the standard in English and in Math. 2023-2024 SBAC Scores: All Students: ELA: 27.5 points above the standard. English Learners: ELA: 50.4 points below the standard Students with Disabilities: ELA: 55.1 points below the standard	Our SWD scored 90.3 points below the standard, categorizing this subgroup in the orange performance level. Our ELs scored 110.5 points below the standard, categorizing this subgroup in the orange performance level.
CAASPP (Math)	According to the California Dashboard All Students, English Learners and Students with Disabilities scored closer to the standard in English and in Math. 2023-2024 SBAC Scores: All Students: Math: 73.6 points below the standard. English Learners: Math: 123.1 points below the standard Students with Disabilities: Math: 144.3 points below the standard	Math: Our SWD scored scored 175.9 points below the standard, categorizing this subgroup in the orange performance level. Our ELs scored 171.4 points below the standard, categorizing this subgroup in the orange performance level.
ELPAC (Summative Assessment)	According to the Sweetwater Dashboard for 2023-2024, 59.3% of our ELs are making progress towards English language proficiency (Performance Levels: Well Developed and Moderately Developed) .	There is a continued need to support ELs in the classroom and impress the importance of the ELPAC Assessment and supporting these students with their progress towards English proficiency. There is a need for a school wide effort to supporting students through professional development and the PLC process.
College Career Indicator (High School)	The most current data available is from the 2023-2024 school year. According to the CORE Dashboard, the percentage of HHS students meeting the College and Career Readiness indicator is 48.6%, up slightly from 47.8% the year previous. 18.4% of ELs are meeting the College and Career Readiness Indicator and 13.1% of SWDs met the College and Career Readiness Indicator.	There was a decline (18.4% prepared) in our ELs but an increase in SWDs (13.1% prepared) meeting the College and Career Ready Indicator. There is a need to increase the transition support for ELs and SWD and monitor proper placement in the CTE pathways and/or electives.
Chronic Absenteeism	Current attendance data indicates that the chronic absenteeism rate decreased to 23% from 29% when comparing to the 2024-2025 school year to that of 2023-2024. According to data from Data	There is a need to explore why LTELs have the highest rate of at-risk and chronic absenteeism. Currently attendance support efforts are being addressed through Saturday school, Saturday

Insights 2024-2025, 23% of our students are chronically absent and 27% at risk of being chronically absent:

Scholars and after school detention. HHS will emphasize restorative practices approach to absenteeism remediation.

ELs:
STELS
At-risk: 28%
Chronically absent: 25%

LTEs
At-risk: 34%
Chronically absent: 32%

SWD
At-risk: 29%
Chronically absent: 32%

Black or African American
At-risk: 32%
Chronically absent: 21%

White
At-risk: 35%
Chronically absent: 22%

Hispanic or Latino
At-risk: 30%
Chronically absent: 21%

Two or More Races
At-risk: 24%
Chronically absent: 26%

Graduation Rate (High School)

According to the CORE Dashboard, 94% of Hilltop High School students graduated in the 2022–2023 school year—a slight decrease of 1% from the previous year. While the overall graduation rate remains strong, disaggregated data reveals areas of concern that warrant attention.

While Hilltop High School has seen an overall increase in graduation rates, data continues to highlight the need to improve College and Career Readiness (CCR) outcomes, particularly for our English Learner (EL) and Students with Disabilities (SWD) populations.

English Learners (ELs) experienced a notable 5.2% decline, with a graduation rate of 87.4%.

Although our EL and SWD students are graduating at higher rates than in previous years, their CCR indicators remain below district and state expectations. This underscores the importance of implementing targeted supports—such as increased access to A-G aligned coursework, CTE pathways, dual enrollment opportunities, and individualized academic advising—to ensure all students graduate truly prepared for postsecondary success.

Students with Disabilities (SWD) maintained a steady graduation rate of 80%, showing no change from the previous year.

Long-Term English Learners (LTEs) saw a 3.8% decrease, graduating at a rate of 86%.

These trends highlight the need for targeted supports to ensure all students—particularly English Learners and LTEs—are on track to graduate college- and

career-ready. Continued monitoring and responsive interventions will be essential in reversing these declines and promoting equitable outcomes.

Suspension Rate

The HHS suspension rate during the 23-24 school year was 3.7%.

We need to further explore why our Students with Disabilities have the highest suspension rates.

According to the CA Dashboard, our suspension rates (3.7%) categorized us in the yellow performance level. Our SWD, African American, ELs, Filipino, Hispanic, Two or More Races and Socioeconomically Disadvantaged sub groups were in the "orange" performance level.

AP Exams (High School and Granger)

During the 2023–2024 school year, Hilltop High School administered a total of 1,137 AP Exams—an increase of 127 exams compared to the 2022–2023 school year. In addition to the rise in participation, the school also saw an improvement in performance, with a 52% pass rate in 2023–2024, up from 45% in the previous year.

During the 2023–2024 school year, Hilltop High School administered 1,137 AP Exams—an increase of 127 exams from the previous year. This growth reflects an increase in the number of students participating in AP coursework. The school also experienced a rise in performance, with a 52% pass rate compared to 45% in 2022–2023.

While we celebrate this progress, there remains a need to continue expanding access to AP courses and exams, particularly among underrepresented student groups, while also working to increase overall pass rates. To inform next steps and support targeted interventions, we plan to disaggregate the AP data by student subgroup. This will allow for a deeper analysis of who is participating, who is passing, and what supports are needed to ensure equity and success for all students.

PSAT/SAT Participation (High School)

Our SAT rates demonstrate a significant decrease in participation rate. We will keep our data from the previous year to review our needs as this past year is not an accurate picture of our SAT Participation.

There is a desire to increase our PSAT participation rates. In addition, Hilltop High is considering bringing back the administration of the ASVAB for seniors, in order to provide more post secondary opportunities for students.

PSAT:
HHS had an 88.2% participation rate for the 2023-2024 school year.

Grades (D and F Rate)

According to the Data Insights, the D/F rate for Semester 1 of 2024-25 school year was
EL's - 41.5%
SWD - 39.5%
All Students - 41.9%

There are multiple factors attributing to the D/F rate for ELs and SWDs. The high rates of absences this school year posed additional challenges to our students especially our EL's and SWD's. We need to decrease our D/F rates for all subgroups

Other

Approximately 77.3% of our '24-'25 families are considered to be Socioeconomically Disadvantaged..

by implementing school-wide strategies that best meet the needs of the identified populations.

There is a need to provide and support students with basic needs that allows them to be successful in school, including experiences that keep students well-informed about the world around them. Our students lack the background knowledge needed to become engaged in common core lessons, where world-wide relevance is necessary.

Priority	Greatest Needs	Root Cause(s)
1	Decrease D/F Rates for ELs and SWDs	HHS has identified a lack of "connectedness" to school as a source of academic failure and poor attendance.
2	Increase attendance/engagement	HHS has identified a lack of "connectedness" to school as a source of academic failure and poor attendance.
3	Increase the percentage of students that complete the A-G requirements and CTE completers.	HHS has identified a a need for stronger academic performances in the classroom.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Excellence in Teaching and Learning				
LEA/LCAP GOAL:				
Goal 1 Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.				
SCHOOL GOAL #1:				
HHS Learning Goals for 25-26 will be aligned to the 2025 WASC Goals. WASC Goal #1: Increase overall performance of ELs and SWDs to succeed in high school and post-secondary life. WASC Goal #2: Provide support, scaffolds, and resources for students who challenge themselves academically beyond the base high school graduation requirements. WASC Goal #3: Increase the overall performance of all students through the development of the first best lesson and effective PLC practices. 1)Provide highly organized effective first instruction for ELs (SEI courses) and SWDs (CoTeach, Fundamentals, Inclusion) that are reliant upon determining Daily Learning Outcomes, utilize high-leverage instructional strategies (written and oral academic language production), and create common learning assessments across. 2)Implement innovative experiences for the learner which contribute to increased engagement and application of knowledge and skills, and additional supports that lead to increased attendance. 3)Provide for student and teacher support through the assignment of effective resource personnel, planning, and systemization.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
HTH has identified a need to close the achievement gap for EL's, SWD's				
Measuring and Reporting Results				
Metric	Baseline 2024-2025	Desired Outcome 2024-25	Actual Outcome 2024-2025	Desired Outcome 2025-26
D/F Rates for ELs	As of Semester 1 (2023-2024) the overall D/F rate in core courses for our English Learners was 65.6%.	D/F Rate for ELs to 60%		
D/F Rates for SWDs	As of Semester 1 (2023-2024) the overall D/F rate in core courses for Students with Disabilities was 47.2%.	D/F Rate for SWD to 40%		

CA Dashboard Graduation Rates	According to the Sweetwater Public Dashboard List, 95.1% of all HTH seniors met the graduation requirements in the 2022-2023 school year.	Graduation Rate for all students to 98%		
Graduation Rate SWD	According to the Sweetwater Public Dashboard List, the 2022-2023 graduation rates for Students with Disabilities was 79.7%	Graduation rate to 85%		
Graduation Rate ELs	According to the Sweetwater Public Dashboard List, the 2022-2023 graduation rates for English Learners was 92.6%	Graduation rate 95%		

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
1.2 Supplemental staffing ensures support for teaching and learning.	All activities must be based on an identified need.					
- Paraprofessionals support students' individualized needs and support effective initial instruction that leads to student engagement and mastery.	Staffing 1.2.1 Student Program Facilitators (SPF) support EL, LI, FY, HY, students' academic success and meet with struggling students to develop intervention plans. SPF assist with STEL/LTEL monitoring, meet with students, calls parents, set up meetings and work directly with students and families. (approved by SSC 4/9/25) (WASC)	Student Program Facilitator Salary Full-time (8 hours)	Unduplicate d Student Groups	Personnel (FTEs or Hrs)	3010 Title I 419	63000
- Paraprofessionals support students' individualized needs and support effective initial instruction that leads to student engagement and mastery.	Staffing 1.2.2 Student Program Facilitators (SPF) support EL, LI, FY, HY, students' academic success and meet with struggling students to develop intervention plans. SPF assist with STEL/LTEL monitoring, meet with students, calls parents, set up meetings and work directly with students and families. (approved by SSC 4/9/25) (WASC)	Student Program Facilitator Salary Full-time (4 hours)	Unduplicate d Student Groups	Personnel (FTEs or Hrs)	3010 Title I 419	54405

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Site AVID coordinators will work with site administrators and counselors to implement the AVID program including recruiting college tutors from local colleges and universities.	AVID Coordinator Resource Teacher position supplements the services to students in regards to LCAP Goal 1. The area of need that the positions support to address: support underrepresented students with college readiness. The supplemental duties include: - Recruit and train Peer Academic Tutors from current 11th grade class for next academic school year (New to HHS for students who are academically strong) - Share/model AVID strategies with staff (via PLCs and/or faculty meetings) - Present Professional Learning Modules to staff as tie into Site Plan goals - Collect AVID Data - Monitor AVID placement focus on LI/EL students - Work with AVID teacher(s) to provide continued training/support for tutorials - Assist with AVID student's recruitment focus on LI/EL students - Coordinate/conduct AVID Parent Nights (approved by SSC 4/9/25) (WASC CLN 1, 2, & 3) Staffing 1.2.3	AVID Coordinator (.2 FTE)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	24300
- Resource teacher to increase access to academic support in core class. (NEW)	Staffing 1.2.4 CARPE: This position supplements the services provided by the counselors and AVID teachers. (approved by SSC 4/9/25)	Staff (.2 FTE)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	25000
- Resource teacher to increase access to academic support in core class. (NEW)	Staffing 1.2.5 HHS will offer identified students in the Integrated Math III curriculum a period 0 IM III Workshop class to support the frontloading of key concepts and skills to prepare for their academic success while concurrently enrolled in the regular IM III course. (approved by SSC 4/9/25)	Math Workshop (0.2 FTEs)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	17047

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Resource teachers to facilitate teacher training and curriculum integration that include how to meet the needs of all students in the classroom, including EL, LI, FY, HY, SWD.	Staffing 1.2.6 This position supplements the services to students regarding LCAP Goal 1 and Goal 2 The supplemental duties include: Supplemental class activities supporting Language Arts/Math. Provide increased differentiated instructions by focusing on oral language, written language development, and numeracy skills. Increased feedback to students in the use of academic English/numeracy Develop supplemental materials for SPED students Supports students struggling in reading, composition skills, and numeracy success Focus on the needs of dually identified students (approved by SSC 4/9/25)	Special Education Resource (.4 FTEs)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	22709
- Resource teacher to increase access to academic support in core class. (NEW)	Staffing 1.2.7 CARPE: This position supplements the services provided by the counselors and AVID teachers. (approved by SSC 4/9/25)	Resource Teacher	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	18838
- Extend library/media centers hours and resources in order to support all students before and after school, including student athletes.	1.2.4 The library will be a hub for intervention programs. The hours will be extended to before, after school, lunch, and/or Saturdays to facilitate student access to tutoring, additional educational opportunities, and/or academic interventions. In addition, the extra hours of operation will increase access to supplemental materials, online resources and technology to improve student achievement for all students.	Extra Duty	School wide	Extra Duty	S/C Lib. Extra Dty 325	12053
		Supplies	School wide	Supplies	S/C Lib. Inst. Mat. 224	18267
1.3 Targeted/Supplemental interventions provide support for teaching and learning to unduplicated student groups:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	Targeted Support Resource Teacher: This position supplements the services to students in regards to Goal 1, 2, and 3. The area of need that the positions support to address: academic support for LI and EL students and Professional Development. The supplemental duties include: - Monitoring, coordinating, and implementing interventions and integrated services to assist LI, FY/HY, EL, and IEP students in reaching mastery of standards. - Meet regularly with an identified cohort of at-risk students to provide support. - Regularly inform staff on data and guide a discussion on using data to inform instruction. - Align additional supports to student needs and track the intervention and support data. - Identify needed interventions, support student participation in the interventions, and monitor progress. - Assist with identifying parent training needs and assist with arrangements to secure training. - Support the implementation of SPSA goals for unduplicated students (WASC CLN 1, 2, and 3) (approved by SSC 4/9/25) Staffing 1.3.3	Targeted Support Resource Teacher Personnel Salary (.6 FTEs)	Unduplicate d Student Groups	Personnel (FTEs or Hrs)	3010 Title I 419	65000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Expand College and Career Readiness activities, workshops and meetings to provide support for students who may need additional support to explore and build skills for post-secondary educational and career opportunities.	Staffing 1.3.4 School site will provide transportation (district and charter, as needed) for all students to and from curriculum-based educational experiences that take learning beyond the school campus, and provide hands-on learning experiences and promote student engagement in the curriculum (i.e. Sciences, English, Social Science, Math, World Languages and AVID related experiences), as well as social and cultural related learning. Experiences may include, but are not limited to Huntington Library, Union State in Los Angeles, Little Tokyo, Museum of Tolerance, Long Beach Aquarium, Beckman Center at Zoo/Wild Animal Park, as well as other excursions that are approved throughout the year. Teacher/department in charge of the field trip will institute a before and after student survey with each trip to collect data on student mastery of the curriculum.	FLAGS Coordinator Resource Teacher Salary (.2 FTEs)	School wide	Personnel (FTEs or Hrs)	SSC 334	24200
- Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	HHS will provide students and teachers with supplemental standards-aligned instructional materials, supplies, technology and program licenses (such as, but not limited to Kami, Pear Deck, and/or other supplemental licenses) to support mastery of standards for all students and increase student engagement and to support the following school wide target strategies: • SEI Strategies • SpEd Strategies • SEL Strategies • AVID School-wide Strategies • Integration of Technology HHS will equip the classrooms with technology to sustain rigorous pedagogy and to support the integration of technology to enrich classroom lessons and activities (WASC CLN 1, 2, & 3). HHS will provide supplemental standards-aligned instructional materials, supplies, technology and program licenses that will prepare students for post-secondary life: college or career, become socially responsible and engaged; and life long learners and problem solvers (WASC CLN 1 & 2). 1.3.4	Licenses/software Supplies	School wide School wide	Supplies Supplies	3010 Title I 419 3010 Title I 419	25,000 36833

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.5 HHS will provide targeted support to students to include, but not limited to student progress monitoring, targeted tutoring, small group after-school tutoring, grade recovery, support group interventions, development of student study groups, attendance interventions, family check-in meetings, parent/student tech support, app support, summer bridge, summer math acceleration, etc. HHS will purchase equipment (not exceeding \$20,000), materials, and supplies needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision-making. HHS will equip the classrooms with technology to sustain rigorous pedagogy and to support the integration of technology to enrich classroom lessons and activities (WASC CLN 1, 2, & 3). Selected staff and admin will provide social-emotional support; provide assistance to ensure learning acceleration and learning recovery connected to content; support student connectivity; outreach to students, family, and staff to ensure well-being (WASC CLN 1 & 2).	Extra Duty: Certificated	School wide	Extra Duty	3010 Title I 419	17000
		Supplies	School wide	Supplies	3010 Title I 419	48000
		Extra Duty: Certificated	School wide	Extra Duty	S/C Inter. 315	10,171
		Extra Duty: Classified	School wide	Extra Duty	3010 Title I 419	3000
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.6 Credit recovery and/or Saturday Scholar teachers will teach select cohorts of unduplicated students to provide opportunities for students to recover missing credits to meet graduation requirements and to assist with learning loss mitigation. In addition, teachers will provide SEL support to students who are struggling academically and/or socially/emotionally and will provide opportunities for students to reconnect to Hilltop High. HHS will provide supplies, snacks and drinks to support students in credit recovery (WASC CLN 1).	Extra Duty	School wide	Extra Duty	S/C Inter. 315	15950

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	Academic tutors will be hired and placed in AVID classes. Additional Academic Tutors will be placed in classes with the highest need to provide academic support for struggling ELs, SWD, LI, FY/HY, and At-Promise Students. - Academic tutors will carry a "mini-caseload" and will have target students to monitor in assigned classes. - Academic tutors will provide academic support during and after school tutoring (as assigned). - Academic tutor will also act as a mentor for students and will work with students and families providing 1:1 support. (WASC CLN 1) School site will provide transportation (district and charter, as needed) for students within the AVID program to and from curriculum-based educational experiences that take learning beyond the school campus, and provide hands-on learning experiences and promote student engagement in the curriculum (i.e. Sciences, English, Social Science, Math, World Languages and AVID related experiences), as well as developing a college going culture through college visits. HHS will provide supplemental standards-aligned instructional materials, supplies, technology and program licenses that will prepare students for post-secondary life: college or career, become socially responsible and engaged; and life long learners and problem solvers (WASC CLN 1 & 2).	Academic Tutors	School wide	Personnel (FTEs or Hrs)	S/C AVID Tutors 332	13000
		Supplies	School wide	Supplies	S/C AVID Tutors 332	304
	1.3.7					
- Ensure additional academic support to students by providing summer school opportunities.	1.3.8 Summer Bridge: HHS will provide support to: 1). ELD Students: focus on improving reading comprehension, literacy skills and fluency 2). incoming 9th graders: focus on improving literacy and math skills 3). Incoming seniors: focus on preparing for college and career readiness For both groups, will infuse SEL, team building and will prep students for success in high school (WASC CLN 1). HHS will provide supplies, snacks and drinks to support students participating in interventions.	Extra Duty	Unduplicated Student Groups	Extra Duty	3010 Title I 419	5000
		Supplies	Unduplicated Student Groups	Supplies	3010 Title I 419	500
		Extra Duty	School wide	Extra Duty	S/C Inter. 315	10,000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	Resource teachers, classroom teachers, counselors and admin will provide/participate in professional development in Professional Learning Communities (PLC's) and/or teachers to increase the overall performance of all students through the development of the first best lesson and effective PLC practices (WASC CLN 3). Department pullouts second semester. First best lessons to incorporate the following school wide focus areas: • SEI Strategies • SpEd Strategies • SEL Strategies • AVID School-wide Strategies • Integration of Technology HHS will provide additional time beyond Pro Hours for PLC's to meet, document common practices and develop first best lessons (i.e. curriculum camps) (WASC 1, 2, & 3). 1.3.9	Extra Duty	School wide	Extra Duty	3010 Title I 419	500
		Extra Duty	School wide	Extra Duty	S/C Pullout PD 402	32069
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	1.3.10 Increase the number of teachers that are EL, AP, AVID, and SEL trained to prepare students to succeed in high school and post-secondary life. Hilltop High will contract with West Ed to support the implementation of the instructional model which allows site leadership and teachers to have a common language to objectively discuss, plan, and examine intentional classroom instruction to improve student achievement. In addition, HHS will increase the number of EL, LI, SWD, FY, and HY students who challenge themselves academically beyond the base high school graduation requirements (WASC CLN 2). We will support students taking advanced placement exams by promoting the importance of these exams. (approved by SSC 4/9/25)	Contracts/Consultants	English Learners	Contracts/Services	3010 Title I 419	0
		Conferences/Professional Development	School wide	Travel (PD)	3010 Title I 419	6000
		Conferences/Professional Development	School wide	Other	3010 Title I 419	4,000
		exams/supplies	School wide	Other	3010 Title I 419	5000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Expand College and Career Readiness activities, workshops and meetings to provide support for students who may need additional support to explore and build skills for post-secondary educational and career opportunities.	1.3.11 Counselors along with other staff will coordinate various presentations to students and their families to educate them on graduation requirements, testing information, college/university prerequisites and available interventions. Counselors will attend and participate in PD to have current information to present to students and their families regarding graduation requirements, testing information, college/university prerequisites, SEL training and available interventions.	Extra Duty Conferences/PD	School wide School wide	Extra Duty Travel (PD)	3010 Title I 419 3010 Title I 419	500 1,000
- Expand College and Career Readiness activities, workshops and meetings to provide support for students who may need additional support to explore and build skills for post-secondary educational and career opportunities.	1.3.12 School site will provide transportation (district and charter, as needed) for all students to and from curriculum-based educational experiences that take learning beyond the school campus, and provide hands-on learning experiences and promote student engagement in the curriculum (i.e. Sciences, English, Social Science, Math, World Languages and AVID related experiences), as well as social and cultural related learning. Experiences may include, but are not limited to Huntington Library, Union State in Los Angeles, Little Tokyo, Museum of Tolerance, Long Beach Aquarium, Beckman Center at Zoo/Wild Animal Park, as well as other excursions that are approved throughout the year. Teacher/department in charge of the field trip will institute a before and after student survey with each trip to collect data on student mastery of the curriculum. HHS will purchase equipment, materials, and supplies needed to grow student achievement and support struggling students. Such items and materials are essential in relation to the goals of growing the FLAGS program and supporting the overarching goals and graduation rates amongst our FLAGS students.	Transportation Supplies (admission tickets, passes, etc) Substitutes	School wide School wide School wide	Transportation Supplies Substitutes	SSC 334 SSC 334 SSC 334	7,665 6377 9525

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	1.3.13 Transportation (district and charter, as needed) for all students to and from curriculum-based educational experiences that take learning beyond the school campus, and provide hands-on learning experiences and promote student engagement in the curriculum (i.e. Sciences, English, Social Science, Math, World Languages and AVID related experiences), as well as social and cultural related learning, will be provided. Experiences may include, but are not limited to Huntington Library, Union State in Los Angeles, Little Tokyo, Museum of Tolerance, Long Beach Aquarium, Beckman Center at Zoo/Wild Animal Park, as well as other excursions that are approved throughout the year. HHS will purchase equipment, materials, and supplies needed to grow student achievement and support struggling students. Such items and materials are essential in relation to the goals of growing HHS programs and supporting the overarching goals and graduation rates amongst our students. Select teachers to participate in the LANCER-9UP (Unlimited Potential) Program through the SDCOE SD9UP Program to support monitoring of students and implementation of "best practice" teaching.	Substitutes	School wide	Substitutes	3010 Title I	5000
		Supplies	School wide	Supplies	3010 Title I	2500
		Transportation	School wide	Transportation	3010 Title I	28850
					419	419
1.4 Specific services and programs are available to meet the different academic needs and profiles of English Learners.	All activities must be based on an identified need.					
- Assist students by providing supplemental instructional materials specific to supporting English language acquisition for English learners.	1.4.4 In order to provide language development support in core subjects, STELS/LTEs will be provided additional materials (including, but not limited to software, books, etc) to reach mastery of standards (WASC CLN 1).	Supplies	English Learners	Supplies	3010 Title I	5,000
					419	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Equity, Climate, and Culture				
LEA/LCAP GOAL:				
Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.				
SCHOOL GOAL #2:				
HHS Learning Goals for 25-26 will be aligned to the 2025 WASC Goals. WASC Goal #3: Continue the incorporation of Restorative Practices and SEL strategies into all classrooms and overall school culture. 1)HHS will create a positive climate and culture by maintaining a Culture and Belonging Committee, training for and then implementing school-wide restorative practices (academic and social), and focussing on student socio-emotional wellbeing. 2)HHS will increase the percentage of students who consider themselves connected to the overall school culture by participating in club activites, leadership opportunities, athletics,.and performances. 3)Implementation of innovative and engaging experiences for the student learner which contribute to increased attendance and connection to both classroom and extracurricular activities.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
HTH has identified a lack of "connectedness" to school as a source of academic failure and attendance.				
Measuring and Reporting Results				
Metric	Baseline 2024-2025	Desired Outcome 2024-25	Actual Outcome 2024-2025	Desired Outcome 2025-26
Suspension Rates (EL and SWD rates)	According to the CA Dashboard, our suspension rates were (3.4%) at the end of the 2022/2023 school year. Our ELs (5.0%) and SWDs (6.9%) were the subgroups with the highest suspension rates.	Reduce suspension rates of ELs to less than 3%. Reduce suspension rates of SWDs to less than 5%.	According to the CA Dashboard, our suspension rates went up by .3% (to 3.7%) at the end of the 2024 school year.	

Attendance	27% of students have between 90% and 95% attendance rate (At Risk). 25% of students have less than 90% attendance rate (Chronically absent) (Data Insights 2022-2023).	Reduce rate of At Risk attendance from 27% to 17%.	The rate of students with Satisfactory Attendance (>95%) increased from 44% to 49%. The rate of Chronically Absent students decreased from 29% to 22%. There was marginal difference in the students on the verge of Chronically Absent (+2%) (between 90% and 95%) (Data Insights)	
Attendance Rates	During Semester 1 of the 2023-24 school year, the attendance rate HHS is 91.93% (before recovery).	Increase our attendance rate to at least 95% (before recovery).		
Chronic Absenteeism	According to data from Data Insights 2022-2023, 24% of our students are chronically absent.	Reduce rate of students that are chronically absent to less than 14%.		

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
Goal 2-Reach metric goals regarding attendance	All activities must be based on an identified need.					
- Increase attendance - Address chronic absenteeism - Decrease dropout rate	Staffing 2.1.1 In order to address the high absentee rates of F/H Youth, English Language Learners, and Students with Disabilities, a designated resource teacher for attendance will work with the staff and students to address the chronic absenteeism, increase daily attendance and decrease the dropout rate. (approved by SSC 4/9/25)	Attendance Coordinator (0.2 FTEs)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	22050
2.2 Supplemental staff and services ensure a safe and healthy learning environment for all students:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Resource teacher to provide students and staff with appropriate skills in order to provide an optimal learning environment for students and staff.	Staffing 2.2.1 Restorative Practice/Social Emotional Learning Resource Teachers and admin will provide social emotional support; support student connectivity; outreach to students, family and staff to ensure well being (WASC CLN 1, 2, & 3). (approved by SSC 4/9/25)	Restorative Resource Teacher Personnel Salary (0.4 FTEs) (Omar Mercado)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	22050
- Resource teacher to provide students and staff with appropriate skills in order to provide an optimal learning environment for students and staff.	Staffing 2.2.2 Staffing 2.2.2 Prep for Success teacher will teach select cohorts of unduplicated students with SEL and academic success strategies, reading for understanding, organizational, and life skills. Teacher will plan intervention lessons, provide differentiated curriculum to "At-Promise" students and collaborate with PLCs regarding the needs of unduplicated targeted students (WASC CLN 3). (approved by SSC 4/9/25)	Prep For Success Teacher Personnel Salary (0.4 FTEs) (Jessica Macias)	School wide	Personnel (FTEs or Hrs)	S/C Inter. 315	44050
- Resource staff to support students with absenteeism issues.	2.2.4 In order to address the high absentee rates of F/H Youth, designated support staff will work with district Foster and Homeless Youth Personnel to provide resources to guardians and supports to students experiencing homelessness or in foster care (i.e. bus passes, toiletries, clothing, food, binders, backpacks, school supplies, etc.) to ensure they have the resources necessary to get to school on-time every day.	Supplies	Homeless/Foster Youth	Supplies	3010 Title I 419	2050
2.3 Systematic support for all students to build a culture of equity:	All activities must be based on an identified need.					
- Continue to provide training for site personnel to appropriately respond to unduplicated students in crisis, social emotional needs, conflict resolution referrals, victims of bullying, social media, etc.	2.3.4 Resource teachers, classroom teachers and admin will provide professional development to engage adults, support students, and create equitable learning environments that promote academic, social, and emotional learning. In addition, professional development will be provided to appropriately respond to students in crisis (mental health, conflict resolution, victims of bullying, etc.). Opportunities to create a positive school climate to include, but are not limited to, school-wide presentations/motivational speakers (i.e. Keith Hawkins), social-emotional learning, circles, restorative activities, book studies, and support groups (WASC 1, 2, & 3).	Contracts/PD Supplies	School wide School wide	Contracts/Services Supplies	3010 Title I 419 3010 Title I 419	2000 2078

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Parent Involvement				
LEA/LCAP GOAL:				
Goal 3 Foster and honor parent/guardian and community engagement to support excellence in each student's success.				
SCHOOL GOAL #3:				
HHS Learning Goals for 25-26 will be aligned to the 2025 WASC Goals. WASC Goal #5: Systematize existing academic and mental health intervention programs, policies, processes into a more coherent and functional system that allow all staff members to be able to steer students toward needed academic and socio-emotional support services and resources. 1)implement Community Schools grant with fidelity and efficacy. 2)develop and implement systems that support student academic and socio-emotional support services and resources that are reliant on parent/guardian and family connections. 3)provide for increased school-home communication through a continuous improvement model.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
HTH has identified a lack of "connectedness" to school as a source of a lack of parent involvement.				
Measuring and Reporting Results				
Metric	Baseline 2024-2025	Desired Outcome 2024-25	Actual Outcome 2024-2025	Desired Outcome 2025-26
Attendance at Parent Workshops (Parent Educational Workshops)	During the 2024–2025 school year, parent engagement at our meetings was low, highlighting a need for more effective outreach and inclusive engagement strategies.	Increase parent participation/attendance at all parent workshops/trainings to average more than 25 parents per event.		
Parent Involvement (On site parent participation)	During the 2024-2025 school year, there was an approximate average of 35 parents attending extra curricular events (i.e. sports games, open house, online parent meetings, etc.)	Increase parent participation/attendance at all extra curricular events to at least 50 parents per event.		

Parent Participation (Designated parent participation)	During the 2024-2025 school year, HHS increased it's parent opportunities to include PTSO, open house, and student recognition ceremonies.	HTH will provide multiple opportunities for parents to engage in student led activities, participate in classroom walk-throughs (including, but not limited to ELD Presentations, School wide Learning Walk, etc.).		
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LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
3.1 District base programs to foster parent and community engagement:	All activities must be based on an identified need.					
- Provide designated Parent Centers at district and site levels.	3.1.4 Designated parent center is open before, during and after school to provide a welcoming environment. Parents have opportunities to engage virtually, as needed. Necessary supplies and equipment will be purchased to support access to IC Parent Portal, Jupiter Grades, etc. (supplies to include but not limited to laptops, printers, etc.) (WASC CLN 1 & 2).	Meeting Supplies	Unduplicate d Student Groups	Supplies	3010 Title I Prnt. 403	1136
		Meeting Supplies	Unduplicate d Student Groups	Supplies	S/C Prnt. Invl. 403	2000
- Ensure all governance and advisory groups are in place at the district and site levels and working to support all students' success.(DPAC, DELAC, SSC, ELAC, C&I, Title I)	3.1.5 Staff will prepare SEL activities for virtual/live meetings to allow for parents to get to know each other and become familiar with SEL activities used in classrooms with students. Resource teachers, classroom teachers and admin will provide needed information regarding services and programs for all students, especially LTELs, STELs, LI, FY, HY, and SWD (WASC CLN 1 & 2).	Meeting Supplies	Unduplicate d Student Groups	Supplies	3010 Title I Prnt. 403	500
- Improve first impressions and a welcoming environment by ensuring quality customer service, a positive visual atmosphere, and bilingual support at sites, district office, and community events.	3.1.6 For parent meetings, staff will provide a welcoming environment. Parents have opportunities to engage virtually, as needed. Necessary refreshments, supplies and equipment will be purchased to support the improvement of community member first impressions and provide a welcoming environment (supplies to include but not limited to laptops, printers, etc.). (WASC CLN 1 & 2).	Meeting Supplies	Unduplicate d Student Groups	Supplies	3010 Title I Prnt. 403	460
3.2 Supplemental staff and services to enhance relations between district, schools, and community:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Implement and support participation in parent trainings and institutes to support parent needs.	3.2.4 Resource teachers, classroom teachers, and admin will continue to organize and provide virtual/live parent meetings, parent trainings, workshops (i.e. SEL Workshops, Building Student Success Night, Coffee with the Principal, etc) and/or institutes to support parent needs (WASC CLN 1 & 2). Interpreters will be provided at all parent live/virtual meetings to provide equal access to the content.	Extra Duty	Unduplicated Student Groups	Extra Duty	3010 Title I Prnt. 403	463
		Meeting Supplies	Unduplicated Student Groups	Supplies	3010 Title I Prnt. 403	2103
		Supplies	Unduplicated Student Groups	Supplies	S/C Custodial 111	1,000
		Extra Duty	Unduplicated Student Groups	Extra Duty	S/C ParentInv 403	1,500
- Implement and support participation in parent trainings and institutes to support parent needs.	3.2.5 HTH contracts with organizations to provide virtual/live trainings for all parents (including, but not limited to: Mano a Mano, Hector Meza and/or Miriam Nenninger). HTH provides opportunities for all parents to attend live/virtual educational workshops/conferences such as, but not limited to, mini-CABE and Feria. Interpreters will be provided at all parent live/virtual meetings to provide equal access to the content (WASC CLN 1 & 2).	Contracts	Unduplicated Student Groups	Contracts/Services	3010 Title I Prnt. 403	1,000
		PD (Mini Cabe, etc)	English Learners	Travel (PD)	3010 Title I Prnt. 403	1878.00
		Extra Duty	Unduplicated Student Groups	Extra Duty	S/C Prnt. Invl. 403	1,000
		PD (Mini Cabe, etc)	English Learners	Travel (PD)	3010 Title I Prnt. 403	200
3.3 Opportunities for parents and community members to provide input on relevant issues that support all students' success.	All activities must be based on an identified need.					

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Systems of Support				
LEA/LCAP GOAL:				
Goal 4 Develop coherent and transparent systems for excellence to support each student's success.				
SCHOOL GOAL #4:				
HHS Learning Goals for 25-26 will be aligned to the 2025 WASC Goals. WASC Goal #5: Systematize existing academic and mental health intervention programs, policies, processes into a more coherent and functional system that allow all staff members to be able to steer students toward needed academic and socio-emotional support services and resources. 1)analyze and evaluate all curricular, co-curricular, and extra-curricular programs, activities, and courses for coherence and efficacy for maximum student success. 2)analyze and evaluate all curricular, co-curricular, and extra-curricular programs, activities, and courses for measurable efficacy of innovation and engagement.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
Paramount to the work of the new administration are its efforts to collaborate with staff (teachers and counselors) in order to systematize academic, SEL and mental health, and engagement goals into coherent and meaningful structures for HHS. Our staff and administration review our district and school drivers such as our School Plan for Student Achievement (SPSA), SUHSD LCAP Goals, our Safety Plan, and our WASC report. We continue to align our documents through the lens of continuous improvement. We review academic performance by looking at progress report 1, progress report II, and semester grade data; we review attendance records, and soft data in order to target areas requiring improvement.				
Measuring and Reporting Results				
Metric	Baseline 2024-2025	Desired Outcome 2024-25	Actual Outcome 2024-2025	Desired Outcome 2025-26

Our goal is to decrease the number of students who abuse the hall pass and wander around campus.	We are actively working to reduce the number of students out of class during instructional time. To support this effort, we are implementing a digital hall pass system to monitor student movement more effectively. Our goal is to minimize misuse and ensure students remain engaged in learning.	Our desired outcome is to accurately identify students who are misusing hall passes on any given day, allowing us to intervene promptly and support a more structured and focused learning environment.		
Establish a systematic process for collecting and analyzing data to inform decision-making and drive continuous improvement.	We gathered input from parents through our Community Schools survey and received 683 responses. The majority of parents and community members expressed strong support for allocating additional funding toward mental health resources for students and the broader community.	Our desired outcome is to expand access to mental health resources that support the well-being and emotional needs of our students.		
Align the SPSA, district LCAP Goals, Safety Plan, and WASC goals	Our desired goal at Hilltop High School is to strengthen collaboration between staff and administration. Continue to complete an inventory of all existing programs to determine which initiatives are producing positive outcomes and which require modification or discontinuation.	Based on the data collected, there is a clear need to revisit Restorative Practices training and implement strategies to minimize classroom disruptions.		

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
4.1 Systems continue to be in place that support student engagement and success:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Nurture, value, and build relationships between and among all employees through purposeful collaboration including improved communication, on-boarding, in-boarding, mentoring, and coaching.	4.1.4 Hilltop High School will hold quarterly meetings for new teachers to provide ongoing support, foster collaboration, and ensure a strong start to their teaching journey.	PD	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	1000
4.3 Systems are in place that ensure highly qualified personnel are recruited and hired in a timely manner to support student success.	All activities must be based on an identified need.					
- Provide ongoing professional development for classified personnel to ensure job-skills are up to date and in compliance with all federal, state, local, and LEA regulations.	4.3.4 Hilltop High School will continue to hold faculty meetings, resource teacher meetings, counselor meetings, and other collaborative sessions to provide the professional development necessary to address our students' academic and social-emotional needs.	PD	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	5000
		supplies	School wide	Supplies	3010 Title I 419	1000

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (Title 1)	\$
Total Funds Provided to the School Through the S/C LCAP	\$
Total Funds Provided to the School Through the Consolidated Application (Title 1, Carryover)	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs Funding Source	Funds Allocated by School Site in SPSA*
3010 Title I 419	\$541,210.00
3010 Title I Prnt. 403	\$7,740.00
S/C AVID Tutors 332	\$13,304.00
S/C Custodial 111	\$1,000.00
S/C Inter. 315	\$80,171.00
S/C Lib. Extra Dty 325	\$12,053.00
S/C Lib. Inst. Mat. 224	\$18,267.00
S/C ParentInv 403	\$1,500.00
S/C Prnt. Invl. 403	\$3,000.00
S/C Pullout PD 402	\$32,069.00
SSC 334	\$47,767.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

* These numbers should equal total allocations to school site on next page

Subtotal of state or local funds included for this school: \$758,081.00

Total of federal, state, and/or local funds for this school: \$758,081.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Total Allocations & Expenditures by Funding Source

Funding Source	Amount Allocated to Site	Balance (Allocations – Expenditures)
3010 Title I 419	\$541,210	0.00
3010 Title I Prnt. 403	\$7740	0.00
S/C Prnt. Invl. 403	\$3,000.00	0.00
SSC 334	47,767	0.00
S/C Custodial 111	\$1,000	0.00
S/C Lib. Inst. Mat. 224	\$18,267	0.00
S/C Inter. 315	\$80,171	0.00
S/C Lib. Extra Dty 325	\$12,053	0.00
S/C AVID Tutors 332	\$13,304	0.00
S/C Pullout PD 402	\$32,069	0.00

Total SPSA Expenditures by Funding Source

Funding Source	Total Expenditures
3010 Title I 419	541,210.00
3010 Title I Prnt. 403	7,740.00
S/C AVID Tutors 332	13,304.00
S/C Custodial 111	1,000.00
S/C Inter. 315	80,171.00

S/C Lib. Extra Dty 325	12,053.00
S/C Lib. Inst. Mat. 224	18,267.00
S/C ParentInv 403	1,500.00
S/C Prnt. Invl. 403	3,000.00
S/C Pullout PD 402	32,069.00
SSC 334	47,767.00

Expenditures by Budget Reference or Type

Budget Reference	Amount
Contracts/Services	3,000.00
Extra Duty	109,206.00
Other	9,000.00
Personnel (FTEs or Hrs)	421,649.00
Substitutes	14,525.00
Supplies	155,108.00
Transportation	36,515.00
Travel (PD)	9,078.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Contracts/Services	3010 Title I 419	2,000.00
Extra Duty	3010 Title I 419	26,000.00

Other
Personnel (FTEs or Hrs)
Substitutes
Supplies
Transportation
Travel (PD)
Contracts/Services
Extra Duty
Supplies
Travel (PD)
Personnel (FTEs or Hrs)
Supplies
Supplies
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Personnel (FTEs or Hrs)
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S/C AVID Tutors 332
S/C AVID Tutors 332
S/C Custodial 111
S/C Inter. 315
S/C Inter. 315
S/C Lib. Extra Dty 325
S/C Lib. Inst. Mat. 224
S/C ParentInv 403
S/C Prnt. Invl. 403
S/C Prnt. Invl. 403
S/C Pullout PD 402
SSC 334

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340,399.00
5,000.00
122,961.00
28,850.00
7,000.00
1,000.00
463.00
4,199.00
2,078.00
13,000.00
304.00
1,000.00
36,121.00
44,050.00
12,053.00
18,267.00
1,500.00
1,000.00
2,000.00
32,069.00
24,200.00

Substitutes	SSC 334	9,525.00
Supplies	SSC 334	6,377.00
Transportation	SSC 334	7,665.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	643,563.00
Goal 2	94,278.00
Goal 3	13,240.00
Goal 4	7,000.00

Supplemental Personnel Form Title I

2025-26 School Year

School Name:	Hilltop High School
School-wide Program?	Yes

List all the site personnel funded with Federal and/or State dollars.

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
TBD (8 hours) PAR# 17000441	Student Program Facilitator (8 hours)	Personnel (FTEs or Hrs) 3010 Title I 419	Student Program Facilitators (SPF) support EL, LI, FY, HY, students' academic success and meet with struggling students to develop intervention plans. SPF assist with STEL/LTEL monitoring, meet with students, calls parents, set up meetings and work directly with students and families. (approved by SSC 4/9/25) (WASC)	1.2.1	April 9th, 2025
Linda Manzanedo (4 hours) PAR# 15002045	Student Program Facilitator (4 hours)	Personnel (FTEs or Hrs) 3010 Title I 419	Student Program Facilitators (SPF) support EL, LI, FY, HY, students' academic success and meet with struggling students to develop intervention plans. SPF assist with STEL/LTEL monitoring, meet with students, calls parents, set up meetings and work directly with students and families. (approved by SSC 4/9/25) (WASC)	1.2.2	April 9th, 2025
Noel Ortiz (.2 FTEs) PAR#15002225	AVID Coordinator Resource Teacher (.2 FTE)	Personnel (FTEs or Hrs) 3010 Title I 419	AVID Coordinator Resource Teacher position supplements the services to students in regards to LCAP Goal 1. The area of need that the positions support to address: support underrepresented students with college readiness. The supplemental duties include: Recruit and train Peer Academic Tutors from current 11th grade class for next academic school year (New to HHS for students who	1.2.3	April 9th, 2025

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
			are academically strong) • Share/model AVID strategies with staff (via PLCs and/or faculty meetings) • Present Professional Learning Modules to staff as tie into Site Plan goals • Collect AVID Data • Monitor AVID placement focus on LI/EL students • Work with AVID teacher(s) to provide continued training/support for tutorials • Assist with AVID student's recruitment focus on LI/EL students • Coordinate/conduct AVID Parent Nights (approved by SSC 4/9/25) (WASC CLN 1, 2, & 3)		
Allyn Olsen (.2 FTE)	CARPE Resource Teacher	Personnel (FTEs or Hrs) 3010 Title I 419	CARPE: This position supplements the services provided by the counselors and AVID teachers. (approved by SSC 4/9/25)	1.2.7	April 9th, 2025
Thea Means (.2 FTE)	Math Workshop Resource Teacher (.2 FTEs)	Personnel (FTEs or Hrs) 3010 Title I 419	HHS will offer identified students in the Integrated Math III curriculum a period 0 IM III Workshop class to support the frontloading of key concepts and skills to prepare for their academic success while concurrently enrolled in the regular IM III course. (approved by SSC 4/9/25)	1.2.5	April 9th, 2025
Jennifer Kiepler (.2FTE)	Special Education Resource Teacher (.2 FTEs)	Personnel (FTEs or Hrs) 3010 Title I 419	This position supplements the services to students regarding LCAP Goal 1 and Goal 2 The supplemental duties include: Supplemental class activities supporting Language Arts/Math. Provide increased differentiated instructions by focusing on oral language, written language development, and numeracy skills. Increased feedback to students in the use of academic English/numeracy	1.2.7	April 9th, 2025

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
			Develop supplemental materials for SPED students Supports students struggling in reading, composition skills, and numeracy success Focus on the needs of dually identified students (approved by SSC 4/9/25)		
Ashley Dobles (.2 FTEs)	Special Education Resource Teacher (.2 FTEs)	Personnel (FTEs or Hrs) 3010 Title I 419	CARPE: This position supplements the services provided by the counselors and AVID teachers. (approved by SSC 4/9/25)	1.2.7	April 9th, 2025
Christina Espinoza (.6 FTEs) PAR #20000126	Targeted Support Resource Teacher (.6 FTEs)	Personnel (FTEs or Hrs) 3010 Title I 419	Targeted Support Resource Teacher: This position supplements the services to students in regards to Goal 1, 2, and 3. The area of need that the positions support to address: academic support for LI and EL students and Professional Development. The supplemental duties include: - Monitoring, coordinating, and implementing interventions and integrated services to assist LI, FY/HY, EL, and IEP students in reaching mastery of standards. - Meet regularly with an identified cohort of at-risk students to provide support. - Regularly inform staff on data and guide a discussion on using data to inform instruction. - Align additional supports to student needs and track the intervention and support data. - Identify needed interventions, support student participation in the interventions, and monitor progress. - Assist with identifying parent training needs and assist with arrangements to secure training. - Support the implementation of SPSA goals for unduplicated students (WASC CLN 1, 2, and 3)	1.3.3	April 9th, 2025

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
			(approved by SSC 4/9/25)		
Monica Hernandez (.2 FTE)	FLAGS Resource Teacher (.2 FTE)	Personnel (FTEs or Hrs)	School site will provide transportation (district and charter, as needed) for all students to and from curriculum-based educational experiences that take learning beyond the school campus, and provide hands-on learning experiences and promote student engagement in the curriculum (i.e. Sciences, English, Social Science, Math, World Languages and AVID related experiences), as well as social and cultural related learning. Experiences may include, but are not limited to Huntington Library, Union State in Los Angeles, Little Tokyo, Museum of Tolerance, Long Beach Aquarium, Beckman Center at Zoo/Wild Animal Park, as well as other excursions that are approved throughout the year. Teacher/department in charge of the field trip will institute a before and after student survey with each trip to collect data on student mastery of the curriculum.	1.3.4	April 9th, 2025
Omar Mercado (.2 FTE)	Attendance Coordinator	Personnel (FTEs or Hrs) 3010 Title I 419	In order to address the high absentee rates of F/H Youth, English Language Learners, and Students with Disabilities, a designated resource teacher for attendance will work with the staff and students to address the chronic absenteeism, increase daily attendance and decrease the dropout rate. (approved by SSC 4/9/25)	2.1.1	April 9th, 2025
Omar Mercado (.2 FTEs)	Restorative Practices Teacher	Personnel (FTEs or Hrs) 3010 Title I 419	Restorative Practice/Social Emotional Learning Resource Teachers and admin will provide social emotional support; support student connectivity; outreach to students, family and staff to ensure well being (WASC CLN 1, 2, & 3).	2.2.1	April 9th, 2025

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
			(approved by SSC 4/9/25)		
Louie Zumstein (.4 FTE)	Prep For Success (.4 FTEs)	Personnel (FTEs or Hrs) S/C Inter. 315	Staffing 2.2.2 Prep for Success teacher will teach select cohorts of unduplicated students with SEL and academic success strategies, reading for understanding, organizational, and life skills. Teacher will plan intervention lessons, provide differentiated curriculum to "At-Promise" students and collaborate with PLCs regarding the needs of unduplicated targeted students (WASC CLN 3). (approved by SSC 4/9/25)	2.2.2	April 9th, 2025

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. All SSC members need to be nominated and elected by peers. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Bill Walsh	Principal
Angel Montiel	Parent or Community Member
TBD	Parent or Community Member
Yadira Aguilar	Parent or Community Member
John Salts	Classroom Teacher
Noel Ortiz	Classroom Teacher
Lourdes Renteria	Classroom Teacher
Gaby Lopez	Classroom Teacher
Sonia Aguirre	Other School Staff
KB	Secondary Student
AM	Secondary Student
PW	Secondary Student

The SSC in a secondary school shall be composed of the following two groups (*EC* Section 65000[c][2]):

School Group Members (Secondary Schools):

- The principal of the school or his or her designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (*EC* Section 65000[c][2][A]); and

Parent and/or Community and Pupil Group Members (Secondary Schools):

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. The number

of parent and/or community members and pupil members selected shall equal the number of school members selected (*EC* Section 65000[c][2][B])

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Site Council

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 05/30/2025.

Attested:



Principal, William Walsh on 05/30/2025

SSC Chairperson, Student KB (see attachment) on 05/30/2025

Title I School-Level Parent and Family Engagement Policy

Hilltop High School

2025-26

Hilltop High School, 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 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])

Parents are involved in the review, planning, and improvement of our Parent and Family Engagement Policy through their participation in our parent meetings, conferences, workshops, as well as through welcomed individual feedback via email.

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 interested in amending the parent and family engagement school policy may do so through participation in parent meetings, School Site Council (SSC), Title I meetings, English Learner Advisory Council (ELAC), or via any other means of written communication.

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]):

SUHSD has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The district, in collaboration with the District-level Parent Advisory Council (DPAC) and the District-level English Learner Advisory Committee (DELAC), will review and revise the Parent and Family Engagement Policy on an annual basis. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. SUHSD provides parents and family members an annual notification, which includes the reference to BP 6020, AR 6020, and the Title I LEA Parent and Family Engagement Policy. The district incorporates the parent and family engagement policy into the district's Local Control and Accountability Plan (LCAP) Goal 3: Foster and honor parent/guardian and community engagement to support excellence in each student's success focuses on the district initiatives supporting parent and family engagement.

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program, the following practices have been established:

The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (ESSA Section 1116[c][1])

The meeting agenda and information for the Title I Programs is developed through input of multiple stakeholders including but not limited to administration, DPAC Representative, Resource Teacher, Parents, and Students and is posted 72 hours ahead of said meeting.

The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (ESSA Section

1116[c][2])

- a. Title I meetings will be held at least once a semester and will be held in the fall before Open House.
- b. Coffee with the Principal will occur in the morning the Thursday before progress reports are distributed.
- c. SSC meetings are held on the first Wednesday of the month from 4:00 - 5:00 p.m.
- d. ELAC is held directly after the morning Coffee with the Principal session, at least twice a semester.
- e. Other parent workshops such as, but not limited to, Mano a Mano, PIQE, Building Student Success Night, Mental Health Certification Workshops will be held at convenient times

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the 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]):

- a. Parents are involved in the review; planning and improvement of our Parent and Family Engagement Policy through their participation in our once a semester parent meetings, conferences, workshops, as well as input/feedback through emails.
- b. The ELAC, DPAC, and SSC Parent Advisory Committees provide feedback into the Parent and Family Engagement Policy as part of the SPSA revision process annually.

The school provides parents of participating students with timely information about the Title I program under ESSA Section 1116[c][4][A-C]

Information about Title I programs is conveyed through school wide mailers, Jupiter Grades emails, Infinite Campus emails, parent meetings, Open House, School Site Council, English Learner Advisory Committee, incoming freshmen night, student handbook, school wide newsletters, conferences, and postings on the school website.

The school provides a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. 1116[c][4][A-C]

- a. California Dashboard is used to inform parents of school academic levels. The scores assist the site in determining what supports are needed for student success.
- b. Information regarding assessments, curriculum, progress, and proficiency levels are presented, discussed, and detailed at Title I parent meetings.
- c. All parents' advisory groups such as SSC, ELAC and Parent Teacher Student Organization (PTSO) can also receive information regarding curriculum and assessments at the request of parents.

The school provides, 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. 1116[c][4][A-C]

- a. Parents are provided with multiple opportunities to be involved in the review; planning and improvement of our Parent and Family Engagement Policy through their participation in our parent meetings once a semester as well as input/feedback through emails, and phone conversations.
- b. Parents are presented with current intervention programs (Saturday Scholars, targeted tutoring, open tutoring, teacher office hours, and ASSETS after school program) and asked to give feedback on effectiveness and suggestions.

c. Counselors provide meetings for parents at various grade levels to discuss course placement, A-G requirements, and College/Career Readiness such as, but not limited to, Coffee with the Principal, Building Student Success Night and 9th grade 4 year planning meetings.

If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. ESSA Section 1116[c][5]

- a. Upon the evaluation of the Single Plan for Student Achievement, at each School Site Council and English Learner Advisory Committee meeting minutes are taken. Parent comments are reviewed and addressed by the site administrator.
- b. State and Federal programs requests that parent comments be included when Hilltop High School submits our site plan for board approval.

Accessibility

Hilltop High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand. ESSA Section 1116[F]

- a. Meeting Agendas are posted in both English and Spanish in the office and on the school website
- b. Infinite Campus Messenger calls and texts are made in English and Spanish
- c. Jupiter Grades emails are sent in English and Spanish
- d. Newsletter has parent resources available in English and Spanish
- e. Announcements are posted on the school marquee
- f. Social Media is used (i.e. HTH Principal Instagram, Hilltop ASB Instagram, etc.)
- g. School Website

NOTE: No other language at Hilltop High School exceeds the minimum requirement for translation

Hilltop High School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 4/9/25. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 9/1/2025.

William Walsh

Typed Name of School Principal



Signature of School Principal

05/15/25

Date

Title I Part A, School Parent Compact

Hilltop High School

2025-26

The parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Describe school and parent response below:

School:

- Provide high-quality curriculum and instruction.
- Provide intervention programs and after school tutoring in English, math, science, and social science to support student learning. Students will be assigned to interventions when offered, based on school data, teacher recommendation, or grades.

Parent:

- Require my child to attend assigned intervention program and after school tutoring to ensure my child has mastered the standards. If for some reason my student cannot attend, I will notify the school.
- Talk to my child regularly about the value of education.
- Make sure my child attends school every day on time and is prepared to work.
- Provide my child with the necessary materials, space and time needed to complete their schoolwork.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][B-D]):

- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Describe school and parent response below:

School:

- Notify parents via automated phone call system about important events and assignments.
- Communicate regularly about the school programs, student progress, after school tutoring, and student achievement data to parents and students.
- Maintain on-line grade access with programs such as Jupiter Grades or Infinite Campus.

Parent:

- Monitor my child's progress in school with on-line grade access and communicate with the school if I have a concern
- Participate in shared decision making within the school community.
- Make every effort to attend school events such as parent/teacher conferences, Open House, Counselor Nights, etc.
- Provide my child with the necessary materials, space and time needed to complete their schoolwork.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1])

Describe school and parent response below:

School: -Notify parents via automated phone call system about important events and assignments. -Communicate regularly about the school programs, student progress, after school tutoring, and student achievement data to parents and students. -Maintain on-line grade access with programs such as Jupiter Grades or Infinite Campus. -Hold parent trainings and meetings to inform and educate parents. Parent: -Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc. -Monitor my child’s progress in school with on-line grade access and communicate with the school if I have a concern
--

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children such as literacy training and using technology, as appropriate to foster parent involvement. (ESSA Section 1116[e][2])

Describe school and parent response below:

School: -Hold parent trainings and meetings to inform and educate parents. Parent: -Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc.
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With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3])

Describe school and parent response below:

School: -Hold parent trainings and meetings to inform and educate staff. -Participate in shared decision making with school staff for the benefit of students and families. -Provide a safe, positive, and friendly environment for students and parents. Parent:

- Participate in shared decision making within the school community.
- Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as Parent Centers to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4])

Describe school and parent response below:

School:

- Provide a designated Parent Center
- Hold parent trainings and meetings to inform and educate parents.

Parent:

- Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])

Describe school and parent response below:

School:

- Communicate regularly about parent workshops/trainings, school programs, student progress, after school tutoring, and student achievement data to parents and students (English and Spanish)
- Notify parents via various forms of communication in English and Spanish (Jupiter Grades, Weekly Newsletter, Infinite Campus, Website, Social Media, etc.)

Parent:

- Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc.
- Monitor Jupiter Grades, Infinite Campus, voice messages, and emails regularly

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14])

Describe school and parent response below:

School:

- Communicate regularly about parent workshops/trainings, school programs, student progress, after school tutoring, and student achievement data to parents and students (English and Spanish)
- Notify parents via various forms of communication in English and Spanish (Jupiter Grades, Weekly Newsletter, Infinite Campus, Website, Social Media, etc.)
- Provide interpreters at all parent meetings and workshops/trainings.

Parent:

- Monitor Jupiter Grades, Infinite Campus, voice messages, and emails regularly

-Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f])

Describe school and parent response below:

School:

- Communicate regularly about parent workshops/trainings, school programs, student progress, after school tutoring, and student achievement data to parents and students (English and Spanish)
- Notify parents via various forms of communication in English and Spanish (Jupiter Grades, Weekly Newsletter, Infinite Campus, Website, Social Media, etc.)
- Provide interpreters at all parent meetings and workshops/trainings.

Parent:

- Monitor Jupiter Grades, Infinite Campus, voice messages, and emails regularly
- Make every effort to attend school events such as parent workshops/training, parent/teacher conferences, Open House, Counselor Nights, etc.

This Compact was established by Hilltop High School on 4/9/2025, and will be in effect for the period of the 2025-2026 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: 9/1/2025.

William Walsh

Typed Name of School Principal



Signature of School Principal

4/9/25

Date

Instructions Overview and Guidance

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Site Council

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 05/30/2025.

Attested:



Principal, William Walsh on 01/16/2025

SSC Chairperson, on 05/30/2025