

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hillsdale High School	4133070	September 22, 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 Hillsdale High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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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Plan Description

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

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

Schoolwide Program

The San Mateo Union High School District has created a comprehensive LCAP that reflects the input and values of the schools within the district, with a particular emphasis on facilitating equitable opportunities and access for all students, leading toward more equitable outcomes. Hillsdale's 2024 WASC Action Plan is closely aligned to the district LCAP and is reviewed each year by the school's Site Council. Specific elements of the WASC Action Plan are identified each year and included in the School Plan for Student Achievement. The SPSA acts as the guiding document for the resource allocation for Hillsdale over the coming year, with sections on curriculum, assessment, instruction, governance and social-emotional supports for all students.

Educational Partner Involvement

How, when, and with whom did Hillsdale 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 basis for the SPSA is the 2024 WASC report and Action Plan that was generated with significant input from students, parents, classified staff and teachers. Each year, the Site Council reviews the WASC Action Plan and approves the broad outline of the year's SPSA, with the details then being addressed by administration and the school's Leadership Team. Site Council (SLC Council), which includes parents and students, approves the SPSA. Annual school goals are generated from the WASC Action Plan and SPSA.

Resource Inequities

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

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

Hillsdale's resources are allocated in order to best realize the school's four Cornerstones: Equity, Rigor, Personalization and Shared Decision-making. Significant (10.2 FTE) resources are put into Advisory and toward ensuring pure Smaller Learning Community (SLC) models in each house. The San Mateo Union High School District is well-resourced and Hillsdale has been able to augment the base allocation with an active Foundation. Nonetheless, additional resources would benefit our diverse student population in order to:

1. Maintain our SLC model while providing rich elective and support programs.
2. Provide opportunities to connect with school for students who do not have those opportunities: affinity groups, clubs, teams, mentorships, etc.
3. Pay for professional development and collaboration.
4. Provide adequate sections for ELD and Special Education students.
5. Fund Empowerment Through Action and the Community Resource Center.
6. Keep class sizes as small as possible in the academic core.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Graduation rates: EL and Long-term EL; College/Career Indicator: None; Suspension rates: English Learners; ELA CAASPP: ELs, Students with Disabilities; Hispanic, Students with disabilities; Math CAASPP: ELs, Socioeconomically disadvantaged; Hispanic, Students with disabilities

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hillsdale High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	21-22	22-23	23-24	24-25
American Indian	4 0.24%	2 0.12%	1 0.06%	2 0.13%
Native American	24 1.46%	27 1.66%	18 1.14%	16 1.01%
Asian	264 16.03%	264 16.21%	252 15.94%	245 15.46%
Filipino	70 4.25%	63 3.87%	63 3.98%	68 4.29%
Hispanic/Latino	573 34.79%	592 36.34%	581 36.75%	597 37.67%
Pacific Islander	19 1.15%	20 1.23%	20 1.27%	16 1.01%
White	524 31.82%	506 31.06%	487 30.80%	492 31.04%
Multiple/No Response	169 10.26%	155 9.52%	158 9.99%	149 9.40%
Total Enrollment	1,647	1629	1581	1585

Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	399	378	371	372
Grade 10	410	398	393	393
Grade 11	427	415	400	409
Grade 12	411	438	417	411
Total Enrollment	1,647	1,629	1,581	1,585

Conclusions based on this data:

1. Enrollment increased during the 2010s and peaked in 2020-21, with smaller 9th grade classes enrolling in the Fall of 2021 and 2022 and stabilizing. We have seen a significant decrease in our ML population and our overall enrollment should level off around 1500.
2. Since 2015, Hillsdale has seen a significant increase in Latino students and a corresponding decline in white students. Both of those student populations have stabilized over the past 5 years, as have other populations.
3. Not shown here, but the demographic shift also includes a significant rise, through 2021, in our low SES student population and our EL population. While the community around us seems to be flourishing economically, the school's population is increasingly diverse, Latino and low-income.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment			
Student Group	22-23	23-24	24-25
English Learners	258 14.7%	224 14.2%	208 13.1%
Fluent English Proficient (FEP)	363 23.3%	411 26.0%	433 27.3%
Reclassified Fluent English Proficient (RFEP)	279 17.1%		

State RFEP Rate

Conclusions based on this data:

1. Hillsdale's EL population grew significantly through 2023 and we added additional EL Newcomer sections. While our FEP and RFEP populations continue to rise, our Newcomer population has declined over the past three years, both because of fewer students enrolling and our work to transition students more effectively into the mainstream.
2. Hillsdale has seen an increase in EL, FEP and RFEP students in the standard program because of demographics and policy shifts, as we assign students to the standard program after three years in the Newcomer program.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	408	395	389	368	369	355	367	368	354	90.2	93.4	91.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2626.9	2612.8	2637.6	38.15	34.78	39.83	29.16	30.16	32.20	17.44	17.66	14.69	15.26	17.39	13.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	36.24	29.43	34.56	51.23	53.13	52.69	12.53	17.44	12.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	37.87	35.79	42.33	45.23	45.08	44.60	16.89	19.13	13.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	19.07	20.44	20.11	72.21	66.49	70.54	8.72	13.08	9.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	30.52	29.43	36.83	58.04	59.13	55.24	11.44	11.44	7.93

Conclusions based on this data:

1. The data in writing, research, reading and listening show declines in the number of students who are below standard, with a corresponding increase in the percentage of students who are above standard.
2. Students at Hillsdale are taught in teams that stay with them for 2 years, so the students in odd numbered years will always have the same teacher teams. As we accumulate more data, we might see patterns develop based on the even-odd year split between teams.
3. Students do not see the value of the CAASPP test, so setting, timing, internal motivation and compliance have as much impact on the results as the student aptitude. At the same time, disaggregated CAASPP data shows the dramatic differences between students based on ethnicity, income, parent education level and language background. While we are able to mitigate, to a degree, those differences in terms of grades and school experience, the discrepancies in terms of reading, writing, and math are huge.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	408	395	389	366	368	358	366	368	358	89.7	93.2	92

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2586.2	2582.0	2599.4	19.13	19.57	25.42	20.49	17.66	16.48	22.13	22.55	21.51	38.25	40.22	36.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	23.50	21.47	28.09	37.98	39.13	38.20	38.52	39.40	33.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.04	21.74	24.02	59.84	53.53	49.44	19.13	24.73	26.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.85	18.48	22.07	61.75	55.98	56.98	19.40	25.54	20.95

Conclusions based on this data:

1. As with English, the changes in test scores since the pandemic show positive shifts, from Below Standard to Above Standard.
2. Hillsdale has instituted Geometry for All in 9th grade and the 11th grade cohort in 2025 might show the impact of that structural change. Shifting more students to Algebra 2 may also impact data.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1500.5	1487.1	1490.1	1485.1	1466.2	1477.6	1515.3	1507.4	1502.2	50	59	34
10	1496.1	1489.0	1507.4	1482.7	1459.3	1494.4	1509.1	1518.1	1519.8	43	54	57
11	1508.6	1484.3	1535.0	1495.9	1458.2	1523.3	1520.7	1510.0	1546.3	50	43	50
12	1512.4	1529.7	1513.2	1494.3	1508.1	1494.8	1530.1	1550.8	1531.1	54	41	39
All Grades										197	197	180

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	10.00	3.39	5.88	28.00	16.95	17.65	20.00	33.90	26.47	42.00	45.76	50.00	50	59	34
10	11.63	3.70	12.28	23.26	31.48	22.81	20.93	16.67	21.05	44.19	48.15	43.86	43	54	57
11	6.00	2.33	18.00	26.00	18.60	26.00	24.00	18.60	18.00	44.00	60.47	38.00	50	43	50
12	9.62	14.63	2.56	28.85	21.95	38.46	17.31	29.27	10.26	44.23	34.15	48.72	52	41	39
All Grades	9.23	5.58	10.56	26.67	22.34	26.11	20.51	24.87	18.89	43.59	47.21	44.44	195	197	180

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	20.00	11.86	11.76	24.00	32.20	26.47	18.00	11.86	17.65	38.00	44.07	44.12	50	59	34
10	20.93	20.37	21.05	25.58	20.37	26.32	9.30	12.96	12.28	44.19	46.30	40.35	43	54	57
11	16.00	9.30	32.00	26.00	23.26	22.00	18.00	16.28	8.00	40.00	51.16	38.00	50	43	50
12	13.46	21.95	25.64	30.77	29.27	20.51	17.31	12.20	10.26	38.46	36.59	43.59	52	41	39
All Grades	17.44	15.74	23.33	26.67	26.40	23.89	15.90	13.20	11.67	40.00	44.67	41.11	195	197	180

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.00	0.00	0.00	12.00	11.86	11.76	38.00	35.59	20.59	48.00	52.54	67.65	50	59	34
10	6.98	5.56	0.00	9.30	16.67	19.30	32.56	27.78	24.56	51.16	50.00	56.14	43	54	57
11	0.00	2.33	8.00	18.00	6.98	16.00	26.00	30.23	34.00	56.00	60.47	42.00	50	43	50
12	9.62	14.63	2.56	11.54	9.76	10.26	25.00	36.59	38.46	53.85	39.02	48.72	52	41	39
All Grades	4.62	5.08	2.78	12.82	11.68	15.00	30.26	32.49	29.44	52.31	50.76	52.78	195	197	180

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.00	1.72	0.00	48.00	53.45	47.06	46.00	44.83	52.94	50	58	34
10	9.30	3.70	8.77	46.51	48.15	45.61	44.19	48.15	45.61	43	54	57
11	0.00	2.33	4.00	48.00	34.88	52.00	52.00	62.79	44.00	50	43	50
12	0.00	2.44	5.13	51.92	58.54	46.15	48.08	39.02	48.72	52	41	39
All Grades	3.59	2.55	5.00	48.72	48.98	47.78	47.69	48.47	47.22	195	196	180

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	48.98	40.68	41.18	16.33	18.64	23.53	34.69	40.68	35.29	49	59	34
10	48.84	40.74	45.61	11.63	9.26	15.79	39.53	50.00	38.60	43	54	57
11	44.00	27.91	56.00	20.00	23.26	12.00	36.00	48.84	32.00	50	43	50
12	46.00	48.78	48.72	22.00	24.39	15.38	32.00	26.83	35.90	50	41	39
All Grades	46.88	39.59	48.33	17.71	18.27	16.11	35.42	42.13	35.56	192	197	180

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.00	3.39	2.94	42.00	32.20	20.59	52.00	64.41	76.47	50	59	34
10	11.63	14.81	8.77	30.23	33.33	24.56	58.14	51.85	66.67	43	54	57
11	2.00	4.65	6.00	38.00	27.91	46.00	60.00	67.44	48.00	50	43	50
12	7.69	14.63	5.13	34.62	31.71	41.03	57.69	53.66	53.85	52	41	39
All Grades	6.67	9.14	6.11	36.41	31.47	33.33	56.92	59.39	60.56	195	197	180

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.00	0.00	0.00	60.00	55.17	52.94	38.00	44.83	47.06	50	58	34
10	2.38	0.00	0.00	52.38	55.56	63.16	45.24	44.44	36.84	42	54	57
11	4.00	2.33	10.00	54.00	37.21	56.00	42.00	60.47	34.00	50	43	50
12	7.69	12.20	2.56	46.15	56.10	53.85	46.15	31.71	43.59	52	41	39
All Grades	4.12	3.06	3.33	53.09	51.53	57.22	42.78	45.41	39.44	194	196	180

Conclusions based on this data:

1. There has been improvement amongst 11th grade students based on overall ELPAC scores. There are multiple potential causal factors, but may include emphasis on supporting ML students in PD, CLA enrollment, and increased supporting for students transitioning from the Newcomer to Standard Program.
2. As measured by ELPAC, the domains of writing and reading continue to be areas where we are not yet finding success in advancing students as quickly as within the speaking and listening domains.
3. Hillsdale observed a decrease in ML enrollment (specifically in 9th grade) from this year to last.

School and Student Performance Data

Student Population

The 2025 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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1585	26.9%	13.1%	0.1%
Total Number of Students enrolled in Hillsdale High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	208	13.1%
Foster Youth	2	0.1%
Homeless	9	0.6%
Socioeconomically Disadvantaged	427	26.9%
Students with Disabilities	214	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1%
American Indian	2	0.1%
Asian	245	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	68	4.3%
Hispanic	597	37.7%
Two or More Races	149	9.4%
Pacific Islander	16	1%
White	492	31%

Conclusions based on this data:

1. Hillsdale's white and Latino population percentages have converged over the past several years so that our Latino population is now our largest sub-group by a significant margin.
2. Hillsdale's SES and ELD populations have risen significantly over the past decade but seem to have stabilized. Newcomer ML population numbers have declined dramatically over the past 3 years.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Green

English Learner Progress



Yellow

College/Career



Blue

Academic Engagement

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Yellow

Conclusions based on this data:

- Hillsdale's graduation rates have fluctuated over time in a way that suggests changes in reporting or demographics more than program success. Clear discrepancies exist among demographic groups. Rates have ranged from 90-95% and a huge percentage of our students who have not graduated have been Newcomers.
- English Learner progress has been the greatest area of need and is identified in the WASC report as such. Program and structural changes have created more supportive systems while exposing students to higher academic expectations.

3. College/Career success is linked to our creative and impactful relationship with the community college district.

School and Student Performance Data

Academic Performance English Language Arts

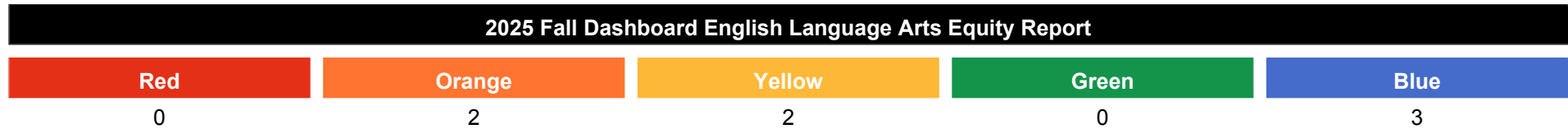
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue	 Orange	 No Performance Color
47.2 points above standard	99.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 24.7 points	Increased 33.7 points	
369 Students	72 Students	10 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 34.7 points below standard Increased 61.1 points 96 Students
Students with Disabilities  Orange 70.7 points below standard Increased 84.4 points 47 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  Blue 124.5 points above standard Increased 25.7 points 60 Students	Filipino  No Performance Color 53.4 points above standard Declined 39 points 18 Students	Hispanic  Yellow 19.5 points below standard Increased 19.1 points 138 Students
Two or More Races  Blue 90.5 points above standard Increased 52.2 points 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 68.7 points above standard Increased 26.4 points 113 Students

Conclusions based on this data:

1. The gaps between performance on the ELA CAASPP are so clearly related to class, race, language and parent education level.
2. The discrepancies between white/Asian and Hispanic/low SES/MLs are large and speak to the central challenge we face as a diverse school.
3. It is hard to know what is noise in this data given how students approach the test and overlap of compliance and success. We need to establish the validity in the results and/or ensure we have valid assessments.

School and Student Performance Data

Academic Performance Mathematics

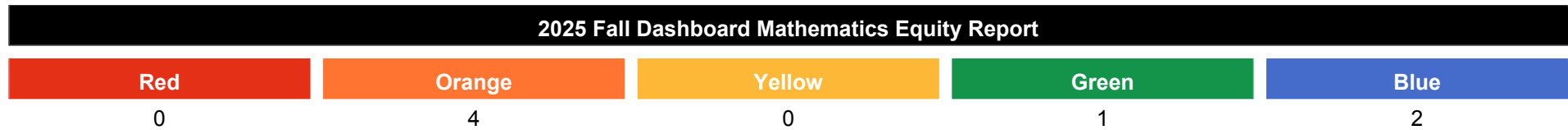
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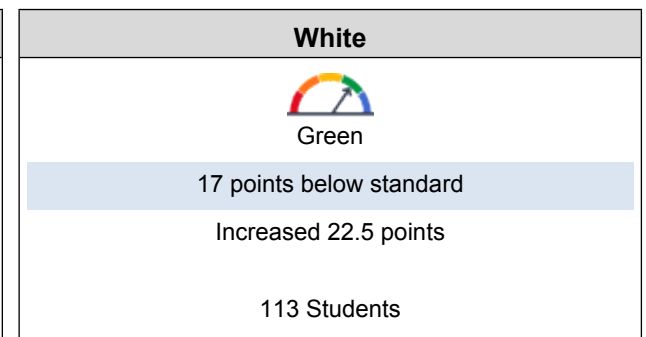
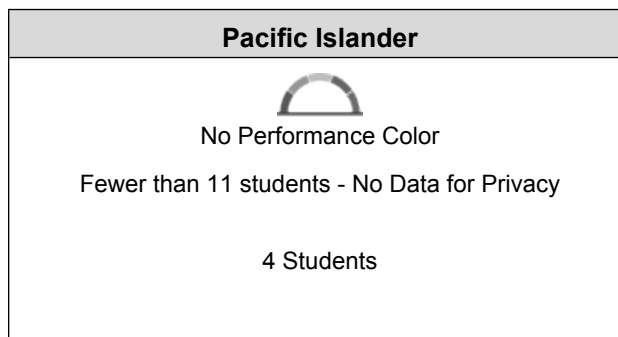
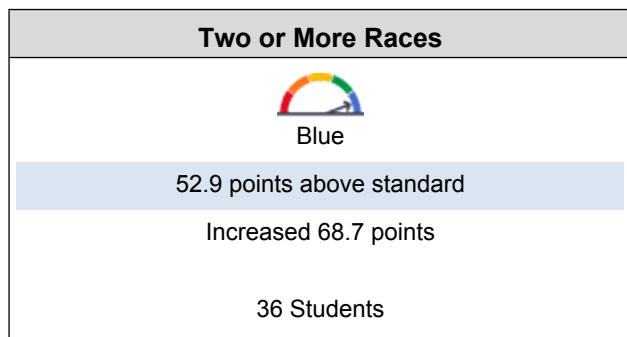
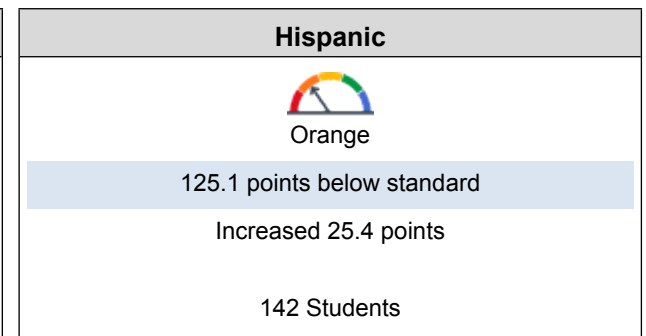
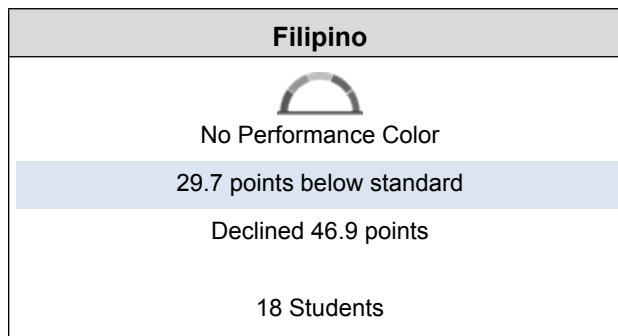
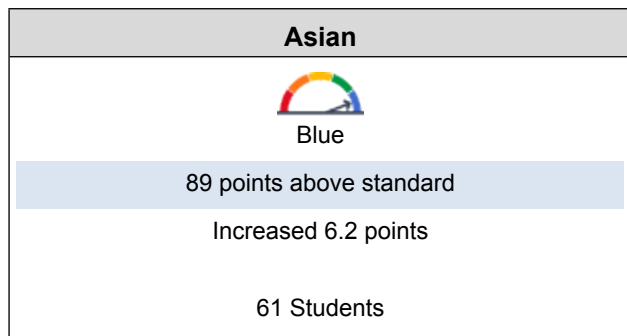
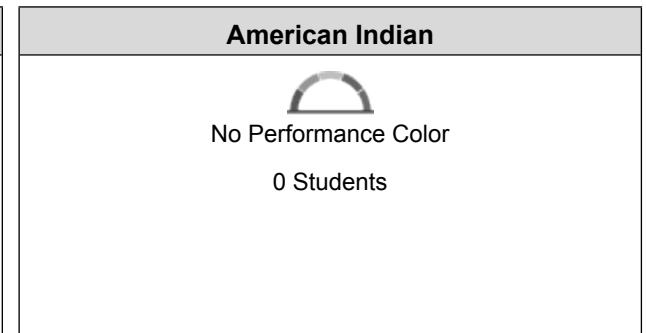
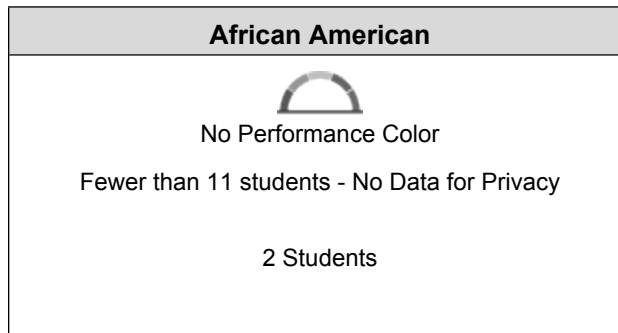
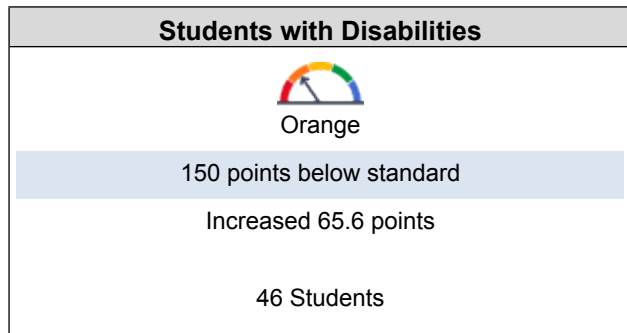
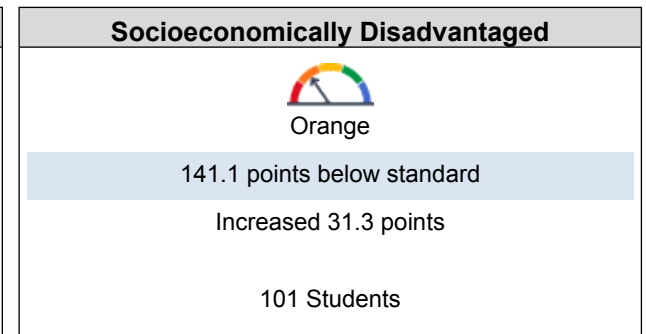
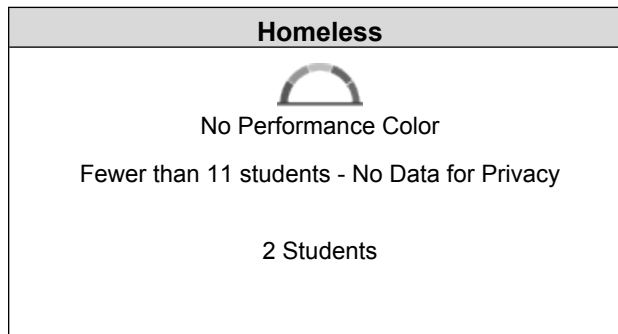
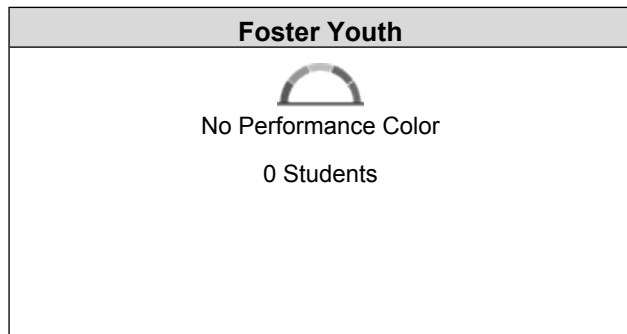


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
35.6 points below standard	181.1 points below standard	Fewer than 11 students - No Data for Privacy
Increased 21.3 points	Increased 12.2 points	
374 Students	78 Students	10 Students



Conclusions based on this data:

1. As with ELA, large gaps exist, particularly among our ELD, Hispanic and SES students.
2. We have revamped our math program to create a Geometry for All course in 9th grade, with extensive acceleration opportunities that are targeting ELD and low-SES students. We have also moved more students into Algebra 2. Will this make a difference? We saw progress last year.
3. As with ELA--what is noise here? Who is taking the assessment seriously? Are high-performing students also the most compliant students? What in the data is worth considering valid and reliable?

School and Student Performance Data

Academic Performance Science

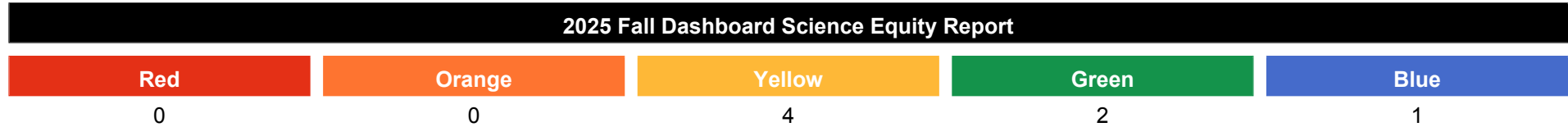
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
55.9 science points	36.4 science points	Fewer than 11 students - No Data for Privacy
Increased 4.5 points	Increased 6.5 points	
370 Students	64 Students	6 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 42.2 science points Increased 8 points 93 Students
Students with Disabilities  Yellow 38.4 science points Increased 16.9 points 59 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 70.1 science points Increased 3.8 points 60 Students	Filipino  No Performance Color 59.1 science points Increased 3.3 points 18 Students	Hispanic  Yellow 44.6 science points Increased 8.2 points 125 Students
Two or More Races  Green 62.1 science points Increased 2.4 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 58.7 science points Increased 3.4 points 122 Students

Conclusions based on this data:

1. There seem to be less dramatic differences in performance between sub-groups in science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Blue
41.6 making progress.	57.1 making progress.
Number Students: 161 Students	Number Students: 42 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.1%	54.1%	0%	40.8%

Conclusions based on this data:

1. LTELs made significant progressed as measured via CA Dashboard metrics. Potential causal factors may include an emphasis on best serving ML learners within PD, an emphasis on identifying focal students for professional growth, and the impact of our CLA course.
2. Students classified as MTELs are not yet finding proportionate levels of success as LTELs. Further work is necessary to best support this group of students.

3. Further work is necessary to improve English development at the earliest levels of proficiency as students prepare to enter the Standard Program.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

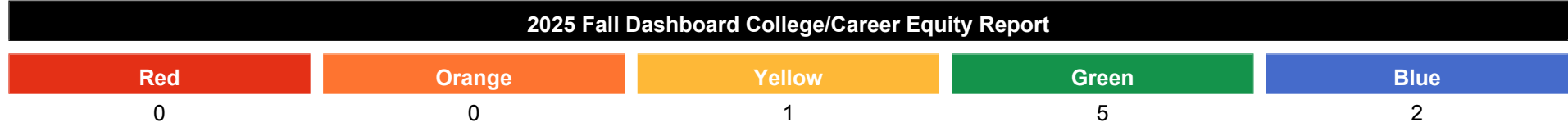
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

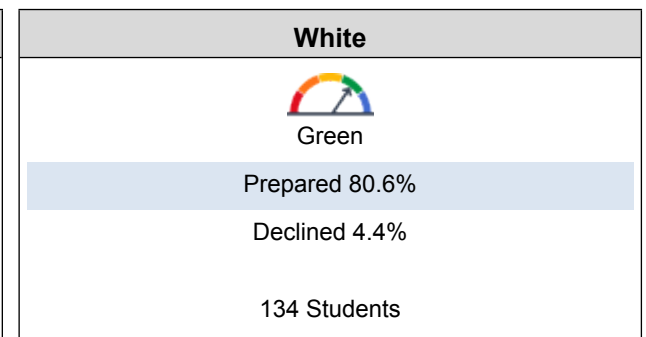
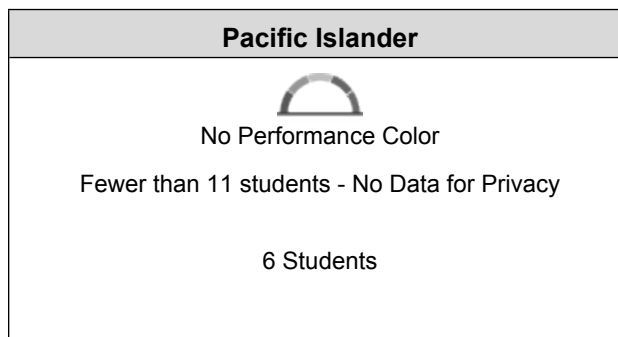
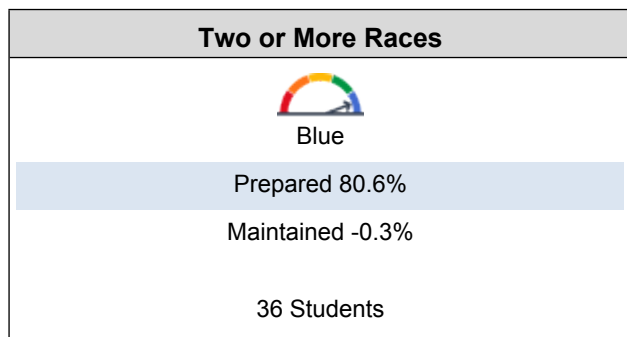
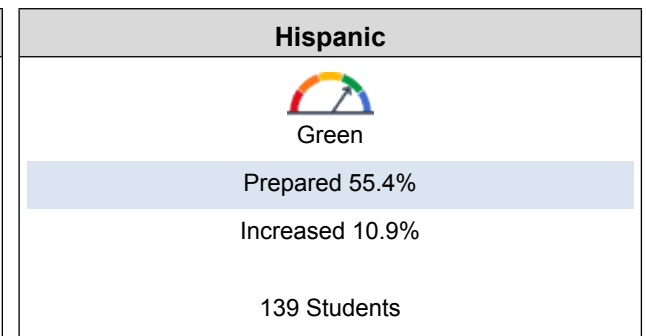
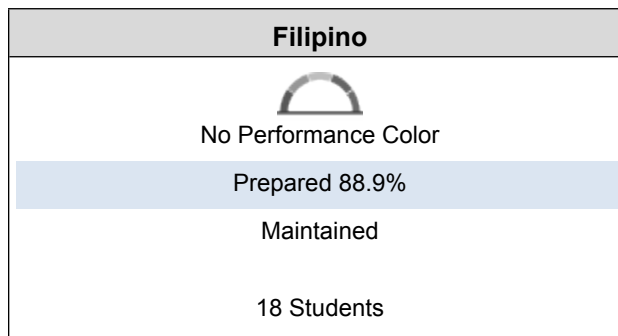
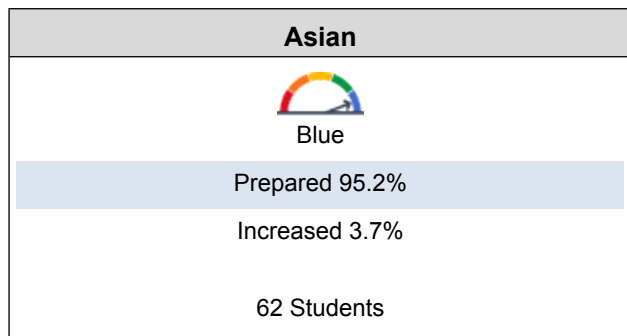
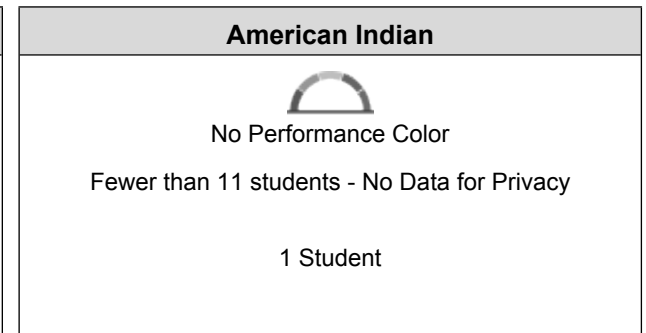
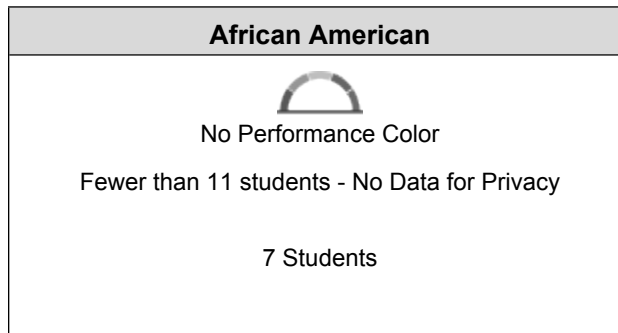
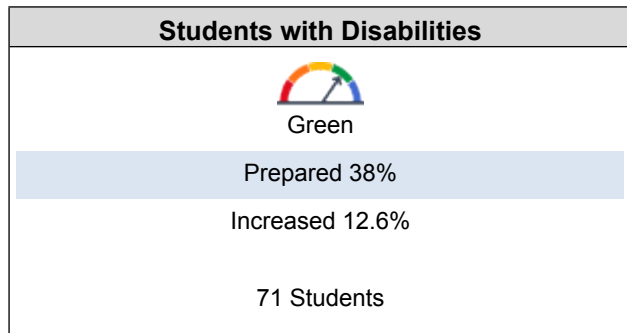
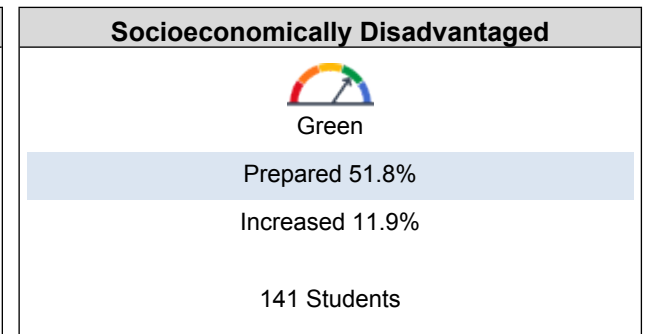
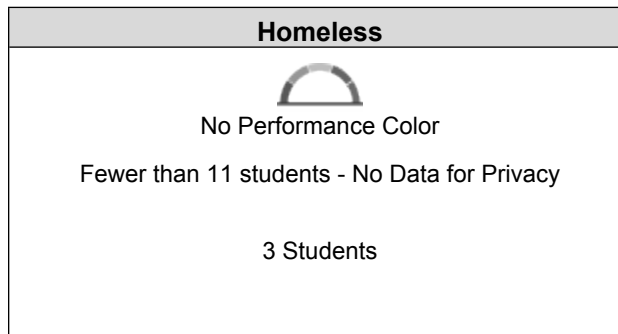
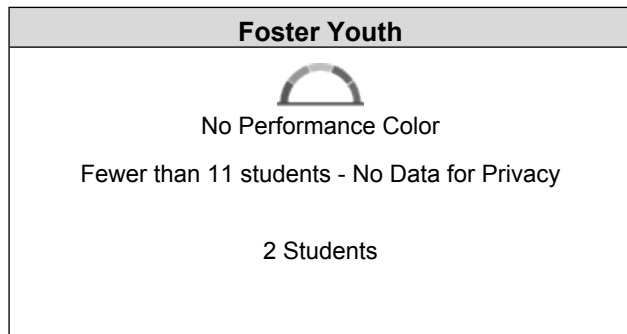


This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue Prepared 73.2% Increased 2.6% 403 Students	 Yellow Prepared 29.7% Increased 8.2% 74 Students	 Green Prepared 41.9% Increased 18.4% 31 Students



Conclusions based on this data:

1. English Learners are not accessing the same college/career readiness opportunities as other students but no group falls below the yellow band. Data for Special Education students has risen into the green. EL Newcomers and students with IEPs often have less flexibility in their schedules to take sequenced programs or dual enrollment courses.
2. UC eligibility rates have gone up significantly over time, which is likely driving increased rates.
3. The percentage of students who are completing a college class has climbed and is fairly consistent across sub-groups.

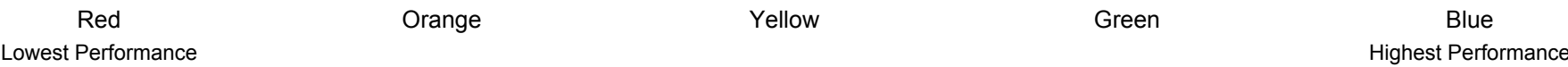
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

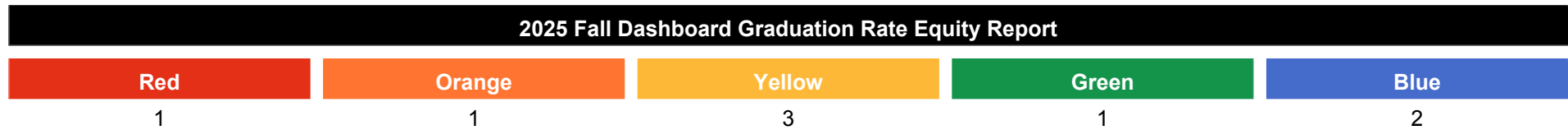
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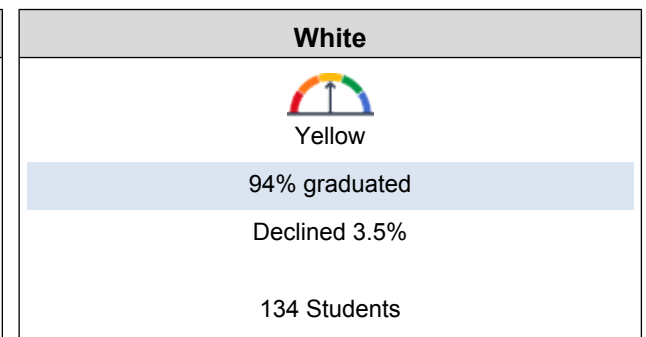
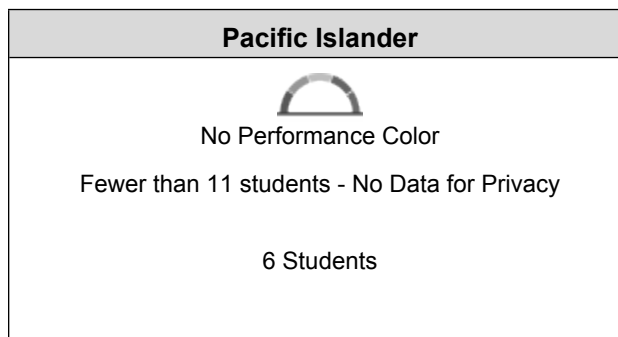
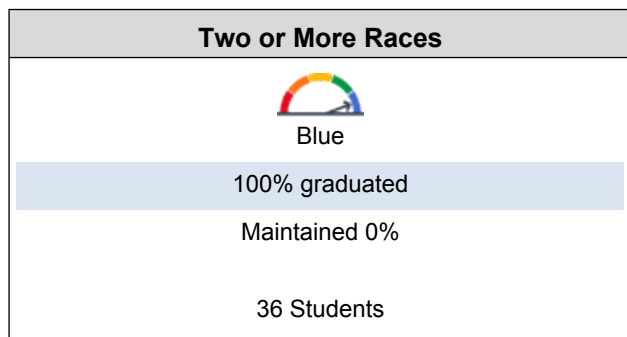
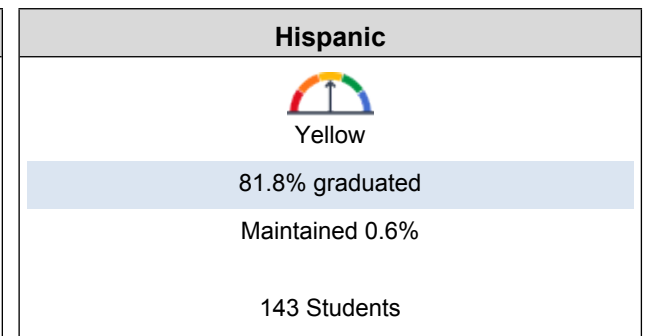
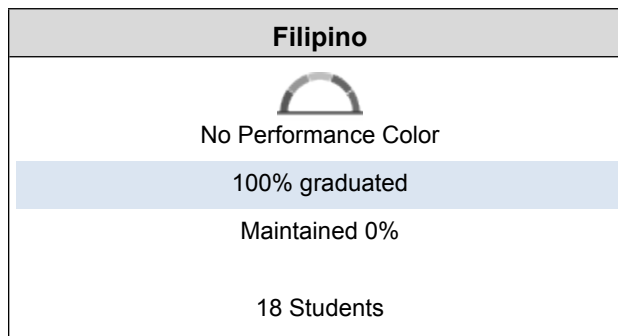
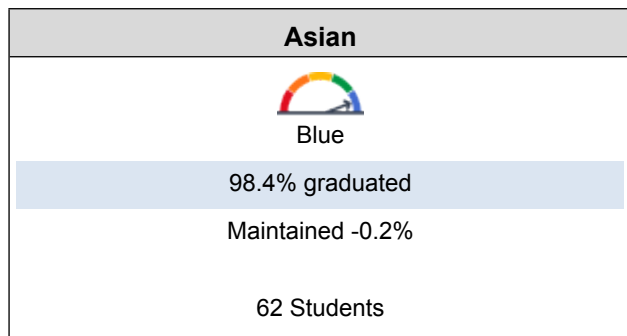
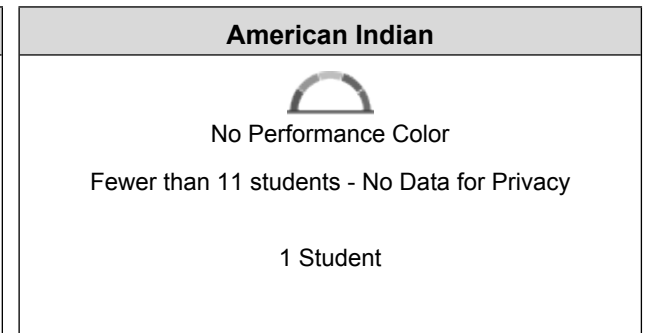
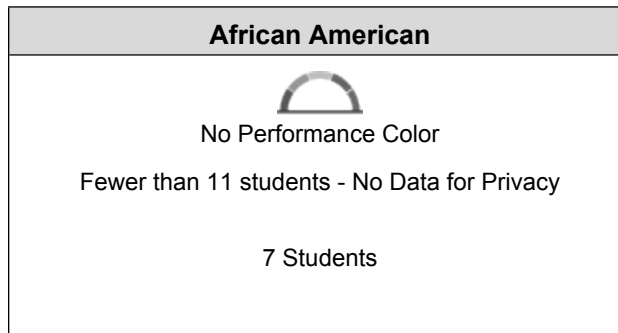
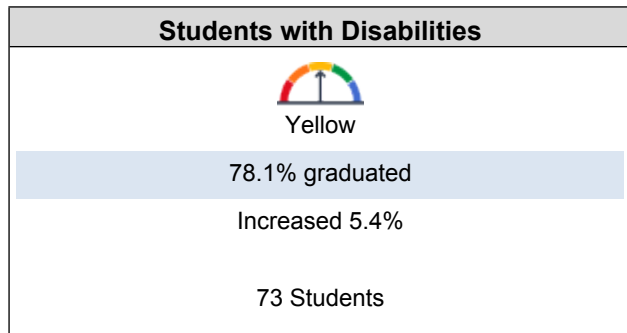
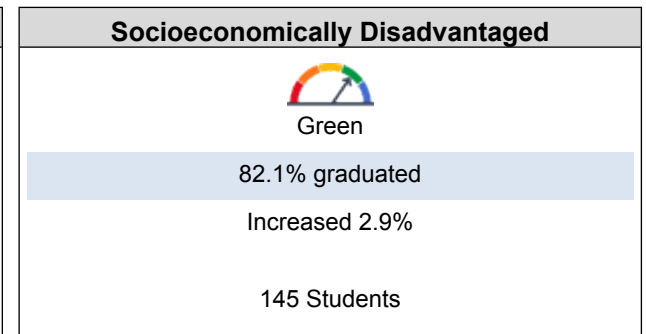
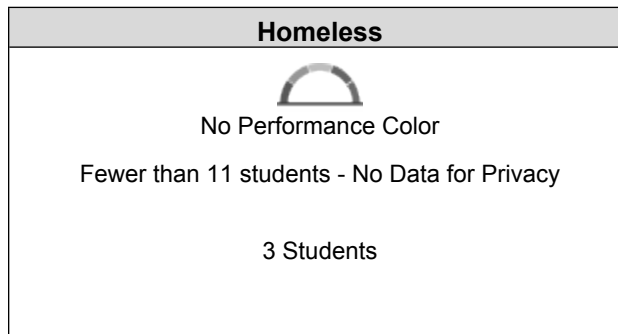
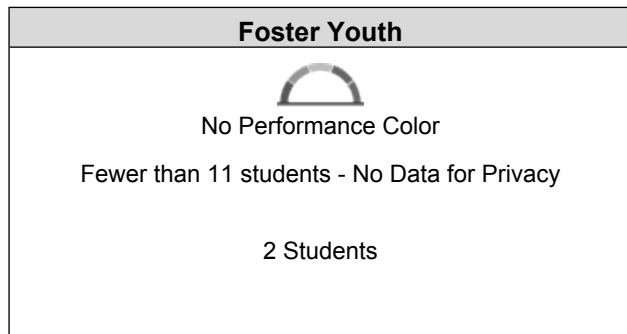


This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Red	 Orange
90.9% graduated	67.1% graduated	80.6% graduated
Declined 1.1%	Declined 8.5%	Declined 1.7%
407 Students	76 Students	31 Students



Conclusions based on this data:

1. Graduation rate data seems to fluctuate year-to-year and depending on how it is run or reported and we are particularly concerned about how 5th year students are counted. We hope that the data is now more reliable. Four of the five areas where we see gaps (SES, EL, Students with Disabilities, ethnicity (parent education levels excluded) are shown here and show about a 10-20% gap in outcomes, with larger gaps when there are multiple overlapping factors in play.
2. Increased use of Plan 7 will impact graduations rates for students with disabilities.

School and Student Performance Data

Conditions & Climate Suspension Rate

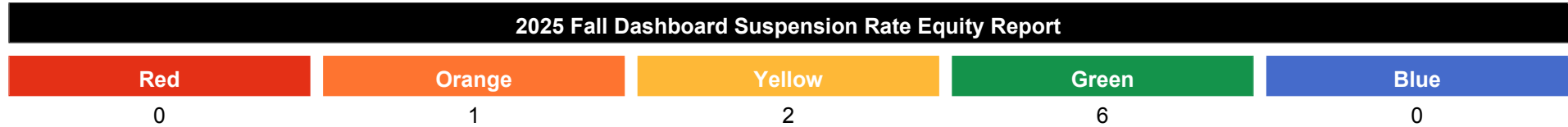
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

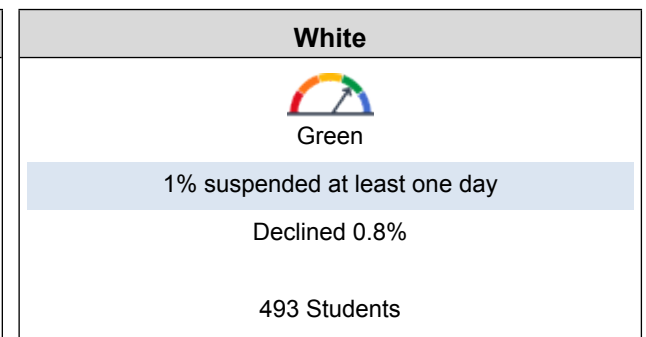
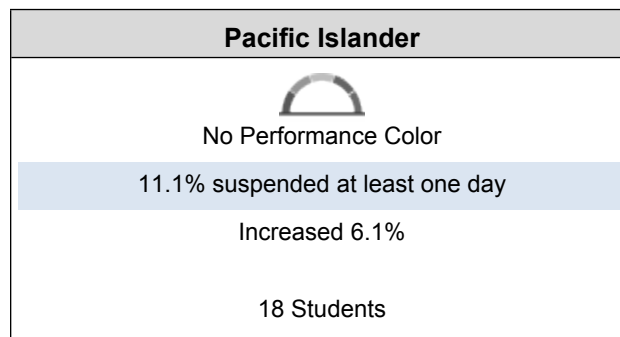
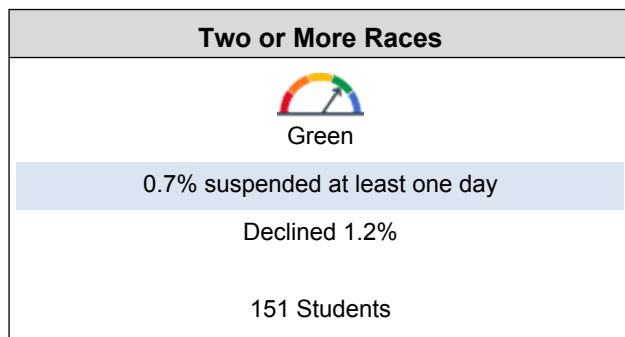
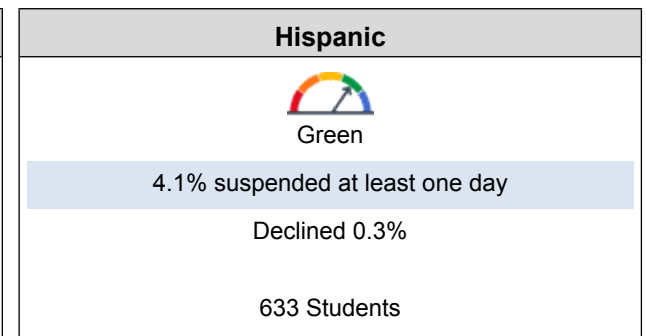
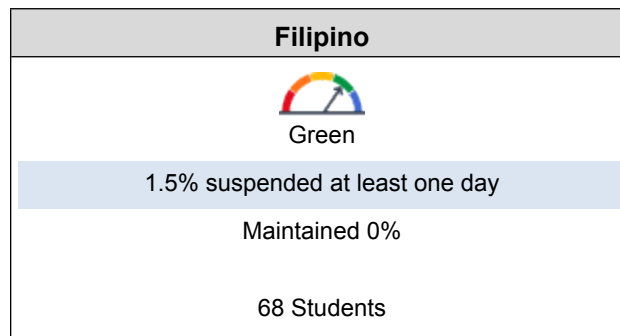
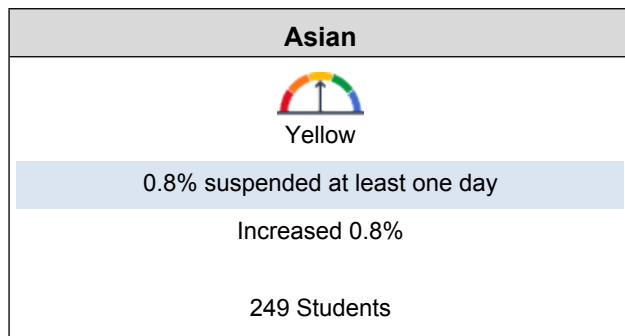
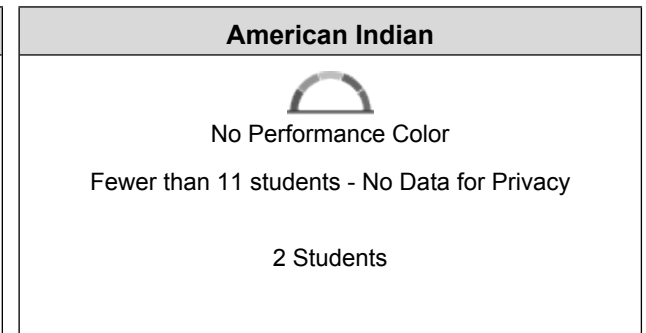
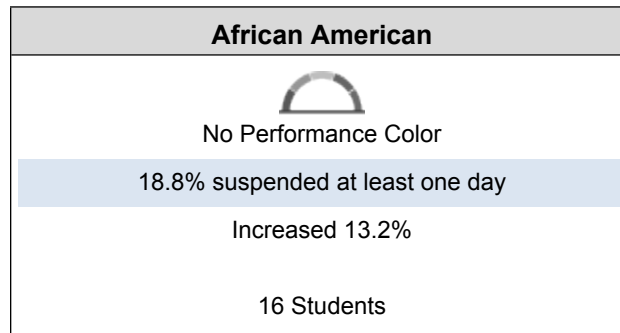
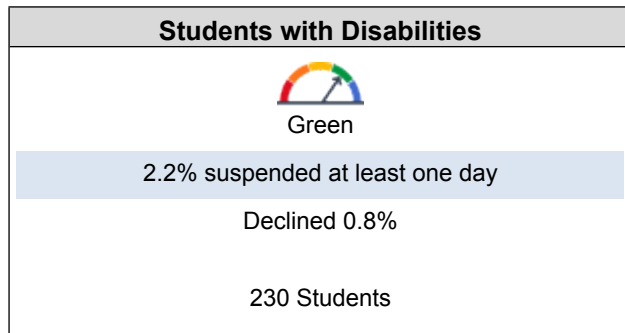
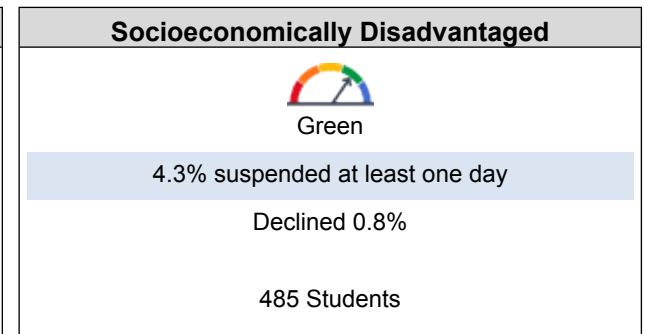
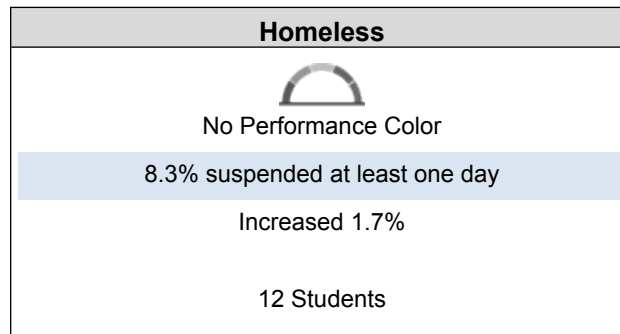
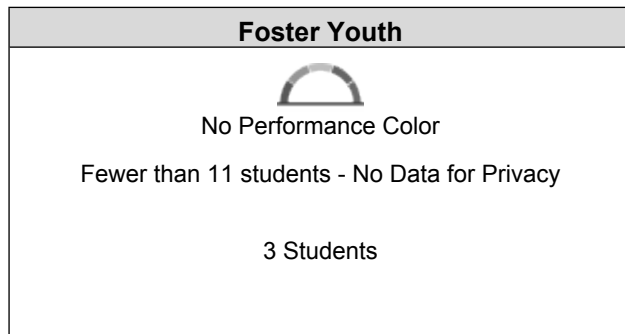


This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Yellow
2.5% suspended at least one day	6% suspended at least one day	7.1% suspended at least one day
Maintained -0.2%	Increased 0.9%	Declined 1.5%
1630 Students	232 Students	56 Students



Conclusions based on this data:

1. We generally don't suspend students unless it is required by Ed Code. It is interesting that we fall into the "yellow" zone. We saw very low suspension rates in the Fall of 2026.

School and Student Performance Data

Longitudinal Metrics: State and Local

Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
Hillsdale High	1,581	1,581	1,629	1,629	1,647	1,647	1,689	1,689
African American	18	1.10%	27	1.70%	24	1.50%	17	1.00%
American Indian or Alaska Native	1	0.10%	2	0.10%	4	0.20%	3	0.20%
Asian	252	15.90%	264	16.20%	264	16.00%	274	16.20%
Filipino	63	4.00%	63	3.90%	70	4.30%	67	4.00%
Hispanic or Latino	581	36.70%	592	36.30%	573	34.80%	578	34.20%
Pacific Islander	20	1.30%	20	1.20%	19	1.20%	17	1.00%
White	487	30.80%	506	31.10%	524	31.80%	556	32.90%
Two or More Races	158	10.00%	155	9.50%	169	10.30%	177	10.50%
Multilingual Learners	224	14.20%	258	15.80%	242	14.70%	220	13.00%
Foster Youth	2	0.10%	1	0.10%	4	0.20%	3	0.20%
Homeless	6	0.40%	2	0.10%	7	0.40%	1	0.10%
Socioeconomically Disadvantaged	336	21.30%	387	23.80%	434	26.40%	388	23.00%
Students with IEPs	228	14.40%	227	13.90%	206	12.50%	199	11.80%

Dashboard Combined 4&5 Year Graduation Rate

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	70 98.60%	74 91.90%	58 96.60%
Filipino	18 100%	16 100%	17 100%
Latino	149 81.20%	162 82.10%	150 85.30%
Pacific Islander	* *	* *	* *
White	120 97.50%	130 97.70%	129 99.20%
Two or More Races	47 100%	37 97.30%	43 97.70%
Multilingual Learner	82 75.60%	93 68.80%	64 68.80%
Multilingual Learner Long Term	34 82.40%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	125 79.20%	144 81.30%	134 87.30%
Students with IEPs	55 72.70%	59 79.70%	34 91.20%
All Students	414 92%	432 90.70%	405 93.60%

College/Career Indicator (CCI)

Student Group	2023-24	2022-23	2021-22
African American	*	* *	not reported not reported
Native American	* *	* *	* *
Asian	(62 / 70) 88.60%	(63 / 74) 85.10%	not reported not reported
Filipino	(14 / 18) 77.80%	(12 / 16) 75.00%	not reported not reported
Latino	(57 / 146) 39.00%	(53 / 157) 33.80%	not reported not reported
Pacific Islander	*	* *	not reported not reported
White	(89 / 120) 74.20%	(98 / 130) 75.40%	not reported not reported
Two or More Races	(31 / 47) 66.00%	(29 / 37) 78.40%	not reported not reported
Multilingual Learner	(13 / 79) 16.50%	(15 / 88) 17.00%	not reported not reported
Foster Youth	* *	* *	not reported not reported
Homeless	*	* *	not reported not reported
Socioeconomically Disadvantaged	(43 / 123) 35.00%	(46 / 140) 32.90%	not reported not reported
Students with IEPs	(11 / 55) 20.00%	(12 / 59) 20.30%	not reported not reported
All Students	(258 / 411) 62.80%	(261 / 427) 61.10%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue • White	Blue • Asian	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow • Two or More Races	Green • All Students (School Placement)	Green (None)	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green • Socioeconomically Disadvantaged • Hispanic	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange • English Learners • Students with Disabilities	Yellow (None)	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

UC/CSU Eligibility

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(58 / 63) 91.30%	(60 / 64) 94.10%	(49 / 55) 89.10%
Filipino	(12 / 15) 83.30%	(9 / 12) 75.00%	(17 / 17) 100.00%
Latino	(29 / 58) 49.20%	(30 / 62) 48.40%	(79 / 121) 65.30%
Pacific Islander	* *	* *	* *
White	(86 / 100) 85.50%	(87 / 105) 82.70%	(109 / 128) 85.20%
Two or More Races	(29 / 37) 78.70%	(20 / 27) 75.00%	(38 / 42) 90.50%
Multilingual Learner	(4 / 16) 27.10%	(5 / 17) 28.80%	(19 / 37) 51.40%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(21 / 45) 46.40%	(20 / 48) 42.50%	(68 / 109) 62.40%
Students with IEPs	(4 / 12) 30.00%	(5 / 16) 34.00%	(12 / 29) 41.40%
All Students	(204 / 278) 73.50%	(197 / 276) 71.30%	(297 / 371) 80.10%

Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate

Student Group	2023-24	2022-23	2021-22
African American	6 66.67%	5 40.00%	4 50.00%
Native American	* *	* *	* *
Asian	69 91.30%	68 88.24%	55 85.45%
Filipino	18 77.78%	16 43.75%	17 70.59%
Latino	121 54.55%	134 33.58%	131 44.27%
Pacific Islander	3 33.33%	6 33.33%	2 50.00%
White	117 83.76%	127 67.72%	128 71.09%
Two or More Races	47 76.60%	36 77.78%	42 66.67%
Multilingual Learner	39 15.38%	42 11.90%	39 20.51%
Multilingual Learner Long Term	8 12.5%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	308 27.60%	87 27.59%	80 43.75%
Students with IEPs	82 12.20%	45 22.22%	28 14.29%
All Students	381 74.02%	392 58.67%	381 62.73%

10th Graders On-Track for Graduation

Student Group	2023-24	2022-23	2021-22
African American	(1/2) 50.00%	(7/7) 100.00%	(4/5) 80.00%
Native American	* (1/1)	100.00% *	* *
Asian	(61/63) 96.83%	(60/61) 98.36%	(68/70) 97.14%
Filipino	(18/18) 100.00%	(15/16) 93.75%	(17/18) 94.44%
Latino	(127/163) 77.91%	(109/138) 78.99%	(120/154) 77.92%
Pacific Islander	(4/5) 80.00%	(6/6) 100.00%	(3/4) 75.00%
White	(117/119) 98.32%	(132/136) 97.06%	(116/123) 94.31%
Two or More Races	(34/35) 97.14%	(35/36) 97.22%	(48/49) 97.96%
Multilingual Learner	(39/70) 55.71%	(35/60) 58.33%	(55/82) 67.07%
Multilingual Learner Long Term	(10/15) 66.67%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(74/94) 78.72%	(78/91) 85.71%	(86/112) 76.79%
Students with IEPs	(47/55) 85.45%	(62/65) 95.38%	(47/57) 82.46%
All Students	(362/405) 89.38%	(365/401) 91.02%	(376/423) 88.89%

Post-Secondary Enrollment Immediately after HS Graduation

Student Group	2023-24	2022-23	2021-22
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Post-Secondary Enrollment Two Years after HS Graduation (Persistence)

Student Group	2023-24	2022-23	2021-22
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CAASPP English Language Arts - Participation

Student Group	2023-24	2022-23	2021-22
African American	(4/7) 57%	(7/7) 100%	(3/5) 60%
Native American	(1/1) 100%	* *	(1/1) 100%
Asian	(59/62) 95%	(69/66) 96%	(64/70) 91%
Filipino	(16/16) 100%	(17/17) 100%	(16/16) 100%
Latino	(122/130) 94%	(141/121) 86%	(111/138) 80%
Pacific Islander	(4/6) 67%	(3/3) 100%	(5/7) 71%
White	(126/137) 92%	(119/113) 95%	(116/135) 86%
Two or More Races	(31/35) 89%	(48/44) 92%	(32/37) 86%
Multilingual Learner	(56/65) 86%		(52/74) 70%
Multilingual Learner Long Term	(11/15) 73%		
Foster Youth	(2/2) 100%	* *	* *
Homeless	* *	* *	(4/4) 100%
Socioeconomically Disadvantaged	(71/79) 90%		(82/111) 74%
Students with IEPs	(47/69) 68%		(33/56) 59%
All Students	(363/394) 92%	(404/371) 92%	(348/409) 85%

CAASPP English Language Arts - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(2 / 4) 50.00%	(4 / 6) 66.00%	(1 / 3) 33.00%
Native American	(1 / 1) 100.00%	(0 / 0) 0.00%	(1 / 1) 100.00%
Asian	(49 / 59) 83.00%	(51 / 66) 77.00%	(57 / 66) 87.00%
Filipino	(15 / 17) 87.00%	(13 / 17) 76.00%	(12 / 16) 75.00%
Latino	(54 / 126) 43.00%	(56 / 119) 47.00%	(49 / 112) 44.00%
Pacific Islander	(1 / 4) 25.00%	(2 / 3) 66.00%	(2 / 5) 40.00%
White	(89 / 125) 71.00%	(84 / 113) 74.00%	(98 / 115) 85.00%
Two or More Races	(25 / 31) 80.00%	(35 / 44) 79.00%	(27 / 31) 86.00%
Multilingual Learner	(0 / 38) 0.00%	(4 / 37) 10.00%	(6 / 42) 14.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(236 / 368) 64.00%	(247 / 368) 67.00%	(244 / 349) 70.00%

CAASPP Mathematics - Participation

Student Group	2023-24	2022-23	2021-22
African American	(4/7) 57%	(6/7) 86%	(3/5) 60%
Native American	(1/1) 100%	* *	* *
Asian	(59/62) 95%	(66/70) 94%	(65/71) 92%
Filipino	(17/17) 100%	(16/17) 94%	(15/16) 94%
Latino	(128/143) 90%	(127/150) 85%	(128/152) 84%
Pacific Islander	(4/6) 67%	(3/3) 100%	(4/7) 57%
White	(124/137) 91%	(110/119) 92%	(116/135) 86%
Two or More Races	(32/35) 91%	(43/48) 90%	(30/38) 79%
Multilingual Learner	(64/79) 81%	(70/86) 81%	(68/89) 76%
Multilingual Learner Long Term	(11/15) 73%		
Foster Youth	(2/2) 100%	* *	* *
Homeless	(1/2) 50%	(4/4) 100%	(4/4) 100%
Socioeconomically Disadvantaged	(77/90) 86%	(86/103) 83%	(97/122) 80%
Students with IEPs	(47/69) 68%	(43/56) 77%	(35/56) 63%
All Students	(369/408) 90%	(371/414) 90%	(362/425) 85%

CAASPP Mathematics - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(1 / 4) 25.00%	(1 / 5) 20.00%	(0 / 3) 0.00%
Native American	(0 / 1) 0.00%	(0 / 0) 0.00%	(1 / 1) 100.00%
Asian	(44 / 59) 75.00%	(46 / 66) 70.00%	(51 / 66) 78.00%
Filipino	(7 / 17) 40.00%	(7 / 16) 43.00%	(6 / 15) 39.00%
Latino	(13 / 127) 10.00%	(15 / 123) 12.00%	(18 / 128) 14.00%
Pacific Islander	(0 / 4) 0.00%	(0 / 3) 0.00%	(0 / 4) 0.00%
White	(49 / 123) 40.00%	(51 / 110) 46.00%	(64 / 115) 56.00%
Two or More Races	(20 / 32) 62.00%	(22 / 43) 50.00%	(17 / 30) 56.00%
Multilingual Learner	(0 / 40) 0.00%	(2 / 43) 4.00%	(1 / 53) 1.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(132 / 368) 36.00%	(143 / 366) 39.00%	(156 / 362) 43.00%

CAASPP Science (CAST) - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(1 / 5) 20.00%	(0 / 4) 0.00%	(1 / 3) 33.00%
Native American	(0 / 0) 0.00%	(0 / 1) 0.00%	(0 / 2) 0.00%
Asian	(35 / 68) 52.00%	(48 / 66) 72.00%	(32 / 51) 62.00%
Filipino	(5 / 17) 28.00%	(8 / 16) 49.00%	(6 / 15) 39.00%
Latino	(20 / 113) 18.00%	(19 / 125) 15.00%	(17 / 112) 15.00%
Pacific Islander	(0 / 2) 0.00%	(0 / 5) 0.00%	(0 / 2) 0.00%
White	(50 / 105) 48.00%	(68 / 117) 58.00%	(57 / 116) 49.00%
Two or More Races	(23 / 43) 54.00%	(23 / 35) 65.00%	(18 / 41) 43.00%
Multilingual Learner	(0 / 32) 0.00%	(0 / 41) 0.00%	(2 / 30) 6.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(134 / 353) 38.00%	(162 / 369) 44.00%	(130 / 342) 38.00%

Local Assessment - MAP/NWEA - Pass Rate

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

English Learner Progress Indicator (ELPI)

Student Group	2023-24	2022-23
Multilingual Learner	(47/161) 29.20%	(62/169) 36.70%
Long Term ML	(8/42) 19%	* *

Reclassification (RFEP) Rate

Student Group	2023-24	2022-23	2021-22
All Students	(40/265) 15.1%	(73/302) 24.2%	(16/279) 5.7%

Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)

Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
African American	(7 / 18) 38.90%	(8 / 27) 29.60%	(2 / 24) 8.30%
Native American	* *	* *	* *
Asian	(16 / 256) 6.30%	(18 / 267) 6.70%	(13 / 263) 4.90%
Filipino	(3 / 67) 4.50%	(5 / 64) 7.80%	(4 / 70) 5.70%
Latino	(132 / 621) 21.30%	(146 / 616) 23.70%	(70 / 597) 11.70%
Pacific Islander	(6 / 20) 30.00%	(5 / 21) 23.80%	(10 / 20) 50.00%
White	(49 / 492) 10.00%	(52 / 508) 10.20%	(41 / 525) 7.80%
Two or More Races	(17 / 159) 10.70%	(16 / 154) 10.40%	(12 / 167) 7.20%
Multilingual Learner	(81 / 269) 30.10%	(107 / 301) 35.50%	(37 / 280) 13.20%
Foster Youth	* *	* *	* *
Homeless	(6 / 14) 42.90%	* *	* *
Socioeconomically Disadvantaged	(97 / 403) 24.10%	(132 / 422) 31.30%	(60 / 476) 12.60%
Students with IEPs	(46 / 237) 19.40%	(54 / 232) 23.30%	(31 / 212) 14.60%
All Students	(230 / 1634) 14.10%	(250 / 1659) 15.10%	(153 / 1670) 9.20%

Suspension

Student Group	2023-24	2022-23	2021-22
African American	(1 / 18) 5.56%	(2 / 28) 7.14%	(1 / 24) 4.17%
Native American	* *	* *	* *
Asian	(0 / 256) 0.00%	(4 / 269) 1.49%	(4 / 265) 1.51%
Filipino	(1 / 68) 1.47%	(0 / 65) 0.00%	(1 / 70) 1.43%
Latino	(28 / 642) 4.36%	(26 / 634) 4.10%	(26 / 616) 4.22%
Pacific Islander	(1 / 21) 4.76%	(1 / 21) 4.76%	(3 / 21) 14.29%
White	(9 / 493) 1.83%	(12 / 516) 2.33%	(15 / 531) 2.82%
Two or More Races	(3 / 159) 1.89%	(3 / 158) 1.90%	(3 / 169) 1.78%
Multilingual Learner	(14 / 285) 4.91%	(14 / 313) 4.47%	(16 / 292) 5.48%
Foster Youth	* *	* *	* *
Homeless	(1 / 15) 6.67%	* *	* *
Socioeconomically Disadvantaged	(21 / 416) 5.05%	(19 / 440) 4.32%	(26 / 489) 5.32%
Students with IEPs	(7 / 238) 2.94%	(16 / 246) 6.50%	(14 / 227) 6.17%
All Students	(43 / 1658) 2.59%	(48 / 1693) 2.84%	(53 / 1700) 3.12%

Expulsion

Student Group	2023-24	2022-23	2021-22
Pacific Islander	(1 / 21)		
White	(1 / 493)		
All Students	(2 / 1658)		

Certificated Staff Demographics

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Panorama Survey - Feeling Safe (Hate Speech Response) Question

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

Student Group	2023-24	2022-23	2021-22
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Panorama Survey - Family Engagement Question

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

Student Group	2023-24	2022-23	2021-22
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Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

HHS Cornerstone: Equity

Ensure that Hillsdale builds an equitable, inclusive and supportive culture on campus for all students and staff

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1A, 1B, 2C, 3A, 3B, 4A, 4B

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve graduation and A-G eligible rates for students classified as English Language Learners (ELLs) and for students who identify as Latinx. Continue to shift campus culture toward inclusiveness and respect, in actions and language.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	Grow and diversify faculty and staff to better reflect our student body			School and District Administration		

	and its needs and work to improve teacher retention					Staff demographic data 2020-21: 72% White, 9% Latinx 2022-23: 69.5% White, 13.5% Latinx Goal: Ensure that the staff demographics more closely mirror the student population
1.2	Support ELD students as they transition into the mainstream program			Advisors, counselors, Community Resource Center, Family Engagement Coordinator, Tier II team		- EL Attendance Data (see below) - Increase reclassification rate of ELD students from 17% to 35% by Spring 2027 - Improve ELPAC scores so that 50% of students taking the test earn a '3' or '4' or higher by Spring 2027
1.3	Build a culture of positive and inclusive language on campus			MTSS Culture/Climate team Advisors Teachers Student Equity Committee Student Leadership Program		Panorama Survey: Increase positive student response to, "adults respond [to

						incidents of hate speech] in a way that makes me feel safe” from: 50% (Spring 2023) to 70+% by Spring 2027
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Hillsdale has been successful at shifting the demographics of the staff to more closely reflect the student population. This school year, our % of white staff is at 58, with 19.8% Latino. We have managed to transition a large number of EL Newcomer students to the mainstream with some bumps along the road but with a much stronger infrastructure to support those transitions. The alignment of support in our EL program is much tighter and more cohesive than in the past and supports are more directed and personal, with a focus on improving attendance and language acquisition.

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

No major differences. The elements of this goal were established in the 2024 WASC document and will continue to guide school activities and expenditures next year.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

HHS Cornerstone: Personalization

Ensure that all students can say, "There is an adult on campus who cares about me."

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1B, 1C, 2A, 2C

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the sense of student belonging (last reported at 51% "Strong") through Advisory, Small Learning Communities, responsive curriculum, and school-wide initiatives to create a more inclusive school

Reduce chronic absenteeism, particularly for specific sub-groups: ELs, SPED, Socioeconomically Disadvantaged students, Latinx

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Advisory: Align social-emotional support across Tier I and Tier II: ETA/Advisory/Counseling/Wellness/Classroom			Wellness Team, Leadership Team, Dean(s), Administration		-Teacher survey -Tracking of indicators within Aeries and Canvas on class rosters

				Advisory Committee		(medical, 504, IEP, EL, Discipline)
2.2	Advisory: Implement common practices and structures, as well as a coherent scope and sequence, across all four years in Advisory in order to ensure a strong sense of community and student growth toward the Graduate Profile			Advisory Committee Advisory Teams		Revision/update Advisory Scope and Sequence documents Revision/update Common Assurances document
2.3	Improve Student Connectedness to School: Develop and communicate extra- and co-curricular opportunities that all students, with a focus on engaging specific sub-groups of students: ELs, Students with Disabilities, Socioeconomically Disadvantaged, Latinx			ETA Student Leadership Advisory Counselors Wellness		Measure of extra-curricular participation and school connectedness Panorama Survey: Increase favorable "Sense of Belonging" from: 41% (Spring 2023) to 60% (Spring 2027)
2.4	Improve Student Connectedness to School: Address chronic absenteeism by providing support for students and families			Student Attendance Review Team Advisory Teams Social Workers Counselors Wellness		Chronic Absenteeism: 2024-27 goals Reduce EL chronic absenteeism: 35.5% (22-23) to 20% Reduce overall chronic absenteeism: 15.1% (22-23) to 10%

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Hillsdale's Upper and Lower Division Advisory teams have met to share best practices and align Tier I supports. A committee of staff has spent the past two years gathering feedback on the school's Upper Division structures and has affirmed our commitment to Advisory and created a pathway forward to clarify the scope and sequence for 11th and 12th grades, including an examination of possible senior exhibitions of knowledge. Part of the school's MTSS work has been to gather feedback on Hillsdale's Tier 1 calendar, identifying the experiences that all students will have as they move through their four years. Empowerment Through Action has expanded extra-curricular opportunities to historically underserved students, including mentoring groups for almost 180 students. Coordinated work, especially in our EL program, has shown a significant improvement in attendance in targeted groups, with our classified staff playing a crucial role in the work.

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

No major differences. The elements of this goal were established in the 2024 WASC document and will continue to guide school activities and expenditures next year.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

HHS Cornerstone: Rigor

Ensure that all students are able to fulfill their potential relative to the Graduate Profile, with a particular focus on our ML students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3A, 3B, 3C, 4B, 4C

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve graduation and A-G eligible rates for students classified as English Language Learners (ELLs) and for students who identify as Latinx. Improve the perception of belonging for ML students transitioning into the mainstream. Develop a greater sense of the Graduate Profile across the student population through Senior projects and the implementation of a school-wide digital portfolio

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Graduate Profile: Design and adapt curriculum and assessments to ensure the updated Graduate Profile lives in our classrooms; establish how the Graduate Profile will be demonstrated by students.			Departments, PLCs, Graduate Profile Demonstration Committee, Advisory Teams		-Final Graduate Profile Demonstration Model -Course-specific tasks, curriculum, and assessments

						-PD time allocation analysis -Admin classroom observation data
3.2	Align academic opportunities with student interest and need: Adapt elective courses to effectively serve the needs of ELs and Students with Disabilities In cooperation with the community college, align and develop a variety of CTE pathways, focusing on those that do not require a 4- year degree			Leadership Team Administration and Instructional Coaches, Classroom Teachers, Department Chairs		College/Career Readiness Indicator (CDE Dashboard) Overall: 61% (2022-23) Goal: 70% (2027) Students with IEPs: 20.3% (2022-23) Goal: 33% (2027) Socioeconomically Disadvantaged students: 32.9% (2022-23) Goal: 45% (2027) Latinx: 33.8% (2022-23) Goal: 45% (2027) ELs: 17% (2022-23) Goal: 30% (2027) Hillsdale Dual Enrollment Data -Analysis of EL/SPED student transcripts
3.3	Consistently implement research-based and differentiated instructional practices that facilitate the Graduate Profile and the success of ELs, Students with Disabilities, Socioeconomically Disadvantaged, Latinx students.			Professional Development Team, PLCs, Departments, Instructional Coaches		Graduation Rates: Overall: 90.7% (2022-23) Goal: 95% (2027) Students with IEPs: 79.7% (22-23) Goal: 90% (2027) Socioeconomically Disadvantaged students: 81.3% (22-23) Goal: 90% (2027) Latinx: 82.1% (22-23) Goal: 90% (2027) ELs: 68.8% (22-23) Goal: 78% (2027)

						Graduation Data CAASPP Results ELA: Students w/IEPs/Socioeconomical ly Disadvantaged/Latinx/E Ls: Reduce “points below standard” by 33% by 2027 Math: Students w/IEPs/SES/Latinx/ELD students: Reduce “points below standard” by 33% by 2027
3.6						

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Hillsdale designed, discussed and approved a portfolio model for implementation in 2025-26, which will allow all students to reflect on and inventory work that is related to the Graduate Profile. Departments have created beta versions of Graduate Profile "Level 3" language that will guide the development of rubrics next year and allows students to become more aware of the G.P. across all classes. This year, departments have aligned their scope and sequence across courses and grade levels.

Hillsdale has started to envision a new elective pathway that blends VAPA courses with a trades-focused CTE program. We are hoping to invest time and resources into the development of that pathway over the next three years. We have also worked through a systemic redesign of our ELD program which has led to stronger supports within the program and more students being placed in the standard program. While issue remain, we seem to be making good progress. Professional development remains focused on supporting our ML students at all levels across the school and developing the capacity of teachers and PLCs to design and implement units and instructional strategies to support all students. All teachers participated in a "Showcase" of their work in the Spring which has started to focus the staff on the Graduate Profile and the importance of making work public.

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

No major differences. The elements of this goal were established in the 2024 WASC document and will continue to guide school activities and expenditures next year.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

HHS Cornerstone: Shared Decision-Making

HHS Cornerstone: Shared Decision-Making

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1C, 2B

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the sense of student belonging (last reported at 51% "Strong") through Advisory, Small Learning Communities, responsive curriculum, and school-wide initiatives to create a more inclusive school. Solidify Hillsdale's unique shared decision-making model so that the culture is well developed and understood.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Increase and ensure participation in decision-making: Continue to improve student and staff involvement, voice and representation of interests			Leadership team, house teams, administration		Leadership team, consistent with HHS Constitution, brings significant school decisions to staff, house leaders, and SLC council.

						Student voices reflected in whole staff decision-making — including representation on SLC council (measured through attendance and participation). Student and staff survey responses to the decisions of leadership and SLC council.
4.2	Governance Structures and SLC Sustainability: Ensure the sustainability and effectiveness of Smaller Learning Communities.			Leadership team, house teams, administration, SLC/School Site Council, upper division committees		Leadership, House Leaders, and focus committees make recommendations to the staff, and staff provides feedback (including through straw votes). SLC/School Site Council uses that feedback to inform their decisions. Survey results around impact and effectiveness of the implementation of the decisions
4.3	Use disaggregated subgroup data (ELs, Students with Disabilities, Socioeconomically Disadvantaged, Latinx) in order to meet the academic needs of identified subgroups			teachers, academic counselors, advisory teams, administrators		UC Eligibility: Overall: 70% (2022-23) Goal: 74% (2027) Students with IEPs: 20% (22-23) Goal: 30% (2027) Socioeconomically Disadvantaged Students: 39% (22-23) Goal: 50% (2027) Latinx: 46%: (22-23) Goal: 60% (2027) Students meeting A-G requirements

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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Hillsdale has made a concerted effort over the past three years to return to and reinvigorate our culture of shared decision-making as defined in our Constitution and mission statement. We have worked through detailed, and time-consuming processes to establish our Graduate Profile, amend our Constitution, define our Upper Division, examine issues of attention and technology and establish a school-wide portfolio. We have integrated student voice into the process and have succeeded in broadening the participation in student leadership over the past few years through intentional structural shifts. We still have work to do to increase student and classified staff voice in our processes. Since the 2024 WASC process, we have updated our data annually to allow us to measure progress toward goals. We need to work with the district office to refine and improve this work.

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

None.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
5.5						

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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 Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

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

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.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

1 School Principal

6 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

5 Secondary Students

Name of Members	Role
Jeff Gilbert	Principal
Sean Bald	Classroom Teacher
Caroline Maniego	Classroom Teacher Parent or Community Member
Jenny Rienzo	Other School Staff
Sally Rayn	Classroom Teacher
Chris Lipski	Classroom Teacher
Marty Roberts	Classroom Teacher
Janice Kelly	Classroom Teacher
Jenny Macho	Classroom Teacher
Ed Canda	Other School Staff
Oscar Gonzalez	Other School Staff
Jen Ryan	Parent or Community Member

Jennifer Rayborn	Parent or Community Member
Erica Fowler	Parent or Community Member
Anila Thomas	Parent or Community Member
Julia Ortega	Secondary Student
Cayden Shmueli	Secondary Student
Arturo Sanchez	Secondary Student
Lily Sommerfeld	Secondary Student
Hiroki Maruyami	Secondary Student

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on September, 2025.

Attested:

	Principal, Jeff Gilbert on 4.3.2026
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P. Seligman

SSC Chairperson, Pam Seligman on

Instructions

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

Major Student 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 Major Student 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, Major Student 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, Major Student 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, Major Student 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, Major Student 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