School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hill Creek School	37 68361 6085161	12-13-2022	1-17-2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Hill Creek School serves 665 students as part of our comprehensive general education and special education program spanning grades Transitional Kindergarten through eighth grade. Based on our current population that encompasses multiple ethnic groups and subgroups such as English Language Learners and socioeconomically disadvantaged, we receive funding through LCFF Base, LCFF Supplemental, and Prop 20 Lottery.

The purpose of Hill Creek's SPSA is to chart goals and provide aligned funding to make progress toward these goals. It is the expectation that supports and structures are defined and designed to improve student achievement for whole student populations as well as targeted subgroups. We have designed goals in three areas: Language Arts, Math, and Student Culture and Well-Being. These goals are based on data collected from multiple sources and this plan charts steps to enhance current practice to ultimately improve teaching and learning.

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

Hill Creek School has established a priority to build student learning and proficiency by putting forth high quality learning tasks that are aligned with the California State Standards. In addition, Hill Creek is investing in teacher learning and instructional alignment to maximize the instructional practices and curriculum used. Funding aligns with these priorities to provide individual, small group and whole group instruction.

Our plan for meeting ESSA requirements includes the following:

English Language Arts:

1) Leveraging current district resources to ensure best practice literacy instruction for all K-2 students. Practices must include but are not limited to our District Balanced Literacy Plan

2) Providing multiple opportunities for students to engage with rich vocabulary through interesting and complex activities, texts, and books.

3) Providing professional development in the area of a school wide Response to Intervention time utilizing data.

4) Providing professional development in the area of the read write connection across all content areas with Wilda Storm's Literacy System.

5) Providing professional development in the area of iReady program and utilizing the data to guide instruction.

Mathematics:

1) Leveraging current district resources to ensure best practice instruction for all students. Best practices should include Cognitively Guided Instruction (CGI) practices and other practices that emphasize conceptual understanding over algorithmic process.

2) Providing multiple opportunities for students to engage with rich mathematical problem solving through interesting and complex performance tasks.

3)Refreshing professional learning around “number talks” and "fluency" and highlight this professional practice.

4) Providing professional learning in the area of mathematical practices. Use mathematical practices to ensure that cognitive engagement is emphasized in math instruction.

English Language Arts and Mathematics
1) Providing WIN Time in grade K-8. This a a designated intervention time to meet students at their needs.

We continue to use iCan strategies and messaging to increase attendance and chronic absenteeism with the coordination with the San Diego County Office of Education. Within this group, we are using techniques in which to communicate with families, honor student improvement, and motivate students to continue growth. In addition, individual student conferences, home visits and parent meetings will bring insight into barriers and needs. Coordination with the school counselors, site attendance team, and district resources will allow for access to immediate supports.

To address our suspension rate, our school wide Positive Behavior Intervention Systems (PBIS) supports all students, but also informs our actions to inspire positive behavior, and decrease negative act. There is a multi-pronged platform with PBIS. Students will receive regular education on school-wide expectations and procedures. This includes how to move about campus, how to respond in class, and how to treat others on campus. Each area has their defined expectations that compliment the categories of P (practice safety) A (accept responsibility) W (make wise choices) and S (show kindness). Classroom meetings are an essential component which allow students to share how they are feeling, how they will solve problems, or answer class inquiries. Monthly themes of with a specific character trait are taught with a social emotional focus. Student recognition will inspire growth or honor change in behavior. Restorative conversations, other means of correction, and learning-based projects will be integrated into the problem-solving techniques.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through district and site assessments and surveys we collected data and perspectives to inform our work and plans for the 2022-2023 school year.
Hill Creek reviews the following surveys both formally and informally to gauge student, parent, and teacher input. Panorama Survey (students), newsletter requests (parents), LCAP interviews (students), staff/teacher input (staff), 1-1 interviews (teachers), District Communication survey (parent), CHKS, EL Program survey for parents, data (SBAC, BAS, Local Data, iReady, Lexia). Based on the following surveys, the following trends were identified: student achievement, communication preferences,

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration team performs frequent classroom observations and specific feedback is shared with teachers. Walkthroughs are conducted frequently to determine pacing and classroom culture. Longer, content-area observations occur both announced or unannounced to see trends throughout grade-level classroom instruction. Lastly, we conduct formal observations of teaching and learning as part of our regular evaluation cycle for certificated staff members.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administration and staff conduct a comprehensive data analysis of student achievement including multiple measures of student performance. A thoughtful analysis of our current educational practices is done to establish benchmarks aimed at raising academic performance for all Hill Creek students, especially in identified areas of growth.

Standardized assessments include: CAASPP, ICAs, IAB's ELPAC assessment, BAS, Panoramic Student Survey, Achieve 3000, Reading Level Sets, iReady Diagnostics

Additional district or school assessments include: District Benchmark trimester writing assessment, Parent and Student surveys

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is collected on an ongoing basis in order to measure student proficiency. In addition, this data informs instruction to provide review, reteach, and intervention opportunities. Informal data points include CPM tests, exit tickets and analysis, dictation, Wonders assessments, ESGI, Read 180, System 44, Dreambox, Achieve 3000, iReady Diagnostics assessments. Formal data collection occurs with the ICA and IAB administration, BAS reading assessments, and CAASPP results. These last three offer systematic, comparable data points to help measure our growth with that of the district or state performance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Highly qualified staff requirements have been reviewed and met. Requirements are current.

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

All requirements for highly qualified staff at Hill Creek School have been met. All credentialed teachers at Hill Creek School meet state requirements and the Santee School District has extensive training on all adopted instructional materials and follow-up training.

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

Hill Creek has designed professional development to content standards, assessed student performance, and professional needs. Based on data analysis, and feedback from staff our writing focus is on a school-wide writing program . In addition, reviewing student performance each progress report and trimester allows for teachers to determine our focus area to create WIN time. A time for response to intervention to meet each student at their need.

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

The Santee School District has Curriculum Resource Teachers to support individual, grade level, and whole school efforts. In addition, content specific trainers provide training in CPM, GLAD, CGI, Wilda Storm Write Up a Storm, Guided Reading, and Social Emotional Learning adoption materials. A district Behavior Specialist provides support and coaching for students and teachers in order to provide clear expectations and behavior monitoring structures to participate in either general education and special education settings.

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

Grade level meetings are scheduled each month for teams to consider individual and class trends. In addition, grade level teams meet twice a month to align curriculum to meet standards and student need with the support of district staff.

Teaching and Learning

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

The Hill Creek focus this year is to accelerate learning. Focusing on the use of RTI and MTSS systems to ensure we meet the needs of all students. School wide implementation of "WIN Time", response to intervention for all K-8 students.

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

Teachers look closely at data to drive instruction and create individual learning focus. From there, they focus on a continuum of learning and progression of standards. All teachers adhere to recommended instructional minutes for both language arts and mathematics.

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

At Hill Creek, we began the year with a master schedule review and alignment. Staffing including two Instructional Resource Teachers and a Bilingual Assistant to ensure proper attention and time with student groups that have been identified and their needs. In doing so, we were able to align small group interventions to take place simultaneously with general education work. In addition, our middle school provides both a push in and pull-out model for students with special education resources. This allows the special education teacher to collaborate and coordinate with the general education teacher and curriculum.

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

All classroom teachers have access to grade level curriculum, whether with books or with online resources. These texts are available to students through student textbooks or digital versions on the school-assigned iPad devices.

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

Hill Creek has and uses state adopted instructional materials in all core content areas. In addition, we purchased intervention materials such as SIPPS, Write Up a Storm Writing Program, LLI kits, and Santee School District provided Imagine Learning English ILE for targeted English learners.

Opportunity and Equal Educational Access

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

A full time Instructional Resource Teacher and part time Instructional Resource teacher who meet with students regularly to accelerate their learning. Data in ELA is reviewed at a minimum of every six weeks and groups are fluidly redesigned.

Evidence-based educational practices to raise student achievement

Instruction in Language Arts is aligned with our district Literacy Plan. Specific training has occurred in the area of Guided Reading, foundational skills, and writing across the curriculum to promote small group instruction and moving students toward proficiency. In math, several teachers have incorporated Cognitive Guided Instruction (CGI) to allow students to think about mathematical actions and how to notate their thinking.

Parental Engagement

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

The following resources are available and designed to support students and their families: Parent Involvement Policy, Angela Tomlinson, Santee Collaborative Director, LAS, IRT, Counselors, SST team including school Psychologist, Outside mental health providers contracted by the district such Rady's Children's Hospital and Wellness Together.

Adopted curriculum is available for all students for at school use and home access. iPads are available for at-school and at-home use to support academic growth.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent volunteers are invited to participate in classroom help and committees to support our learning culture. Specifically, they participate with our English Language Advisory Committee Meeting (ELAC), School Site Council (SSC), and Parent Teacher
Student Association (PTSA), and Arts Attack.

<u>Funding</u>

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

Teachers provide flexible groupings for Language Arts and Math to address the needs of all students. Intervention support is provided through the Instructional Resource Teachers schedules. Behavior supports are built into the PBIS program and are supported by the school counselor, school psychologist and district behavior specialist.

Fiscal support (EPC)

We do not receive any categorical funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meeting with parent groups and staff is an essential step in our process to garner input regarding the SPSA plan.

Over multiple monthly meetings, the School Site Council (SSC) reviews data and budget attached to improvement plans. In addition, our regularly scheduled ELAC meetings review the goals and supports in place for all students, specifically our English Language Learners. Student Input Forums are conducted to assess student perspective after the first trimester. In addition, PTSA is presented with data and goals to garner their questions and feedback as an active volunteer group. Lastly, staff participate in multiple layers of data study to understand trends in student performance, areas of strength to challenge as well as gaps in skills to focus on.

The staff is also able to access supports listed in the SPSA through individual and grade level release time, purchasing supplemental materials, and developing curriculum with their colleagues.

It is the expectation that the SPSA supports the ongoing growth and if additional models or resources are identified during the year, the governance body will review the value of these supports and align the budget to incorporate them during the year. Student performance will be reviewed during the year with our School Site Council in order to track the trajectory of improvement.

Resource Inequities

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

At this time, no resource inequities were identified by our comprehensive needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.14%	0.1%	%	1	1	
African American	0.28%	1.2%	0.73%	2	9	5
Asian	1.79%	1.9%	1.47%	13	14	10
Filipino	2.48%	2.0%	2.20%	18	15	15
Hispanic/Latino	28.83%	27.3%	27.27%	209	203	186
Pacific Islander	0.14%	%	%	1		
White	55.59%	58.1%	57.62%	403	432	393
Multiple/No Response	10.07%	9.4%	10.70%	73	70	73
			Total Enrollment	725	744	682

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	113	98	95
Grade 1	85	88	83
Grade 2	95	76	82
Grade3	91	81	84
Grade 4	83	75	88
Grade 5	76	74	73
Grade 6	58	50	61
Grade 7	69	93	53
Grade 8	55	109	63
Total Enrollment	725	744	682

Conclusions based on this data:

1. There is a decrease in enrollment. Continued efforts to encourage attendance and enrollment. We intend to promote enrollment at Hill Creek by hosting Early Admission Kindergarten (EAK) as well as TransitionalKindergarten (TK) classes on campus.
2. Enrollment by student groups seems to be stable within a few percentage points each year.
3. We see a consistent pattern of students moving schools once they exit 5th grade. 7th grade dropped 40 students and 8th grade dropped 46 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	64	54	56	8.8%	7.30%	8.2%
Fluent English Proficient (FEP)	27	43	28	3.7%	5.80%	4.1%
Reclassified Fluent English Proficient (RFEP)	1	8	5	1.5%	12.50%	8.92%

Conclusions based on this data:

1. Hill Creek's English Learner population has increased by .9%
2. The number of Fluent English Proficient students has dropped 1.7%, but returned to historic levels in 21-22. This is attributed to changes in enrollment and effects of the global pandemic.
3. Reclassified Fluent English Proficient (RFEP) showed no growth. This is attributed to changes in enrollment and effects of the global pandemic.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	86	80	83	84	80	82	84	80	82	97.7	100.0	98.8
Grade 4	85	78	86	83	75	84	83	75	84	97.6	96.2	97.7
Grade 5	80	74	68	76	73	65	76	73	65	95	98.6	95.6
Grade 6	76	49	58	75	44	56	75	44	56	98.7	89.8	96.6
Grade 7	58	88	53	56	79	53	56	78	53	96.6	89.8	100.0
Grade 8	68	111	58	68	100	55	68	97	55	100	90.1	94.8
All Grades	453	480	406	442	451	395	442	447	395	97.6	94.0	97.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2382.	2413.	2428.	9.52	17.50	23.17	20.24	21.25	26.83	25.00	36.25	31.71	45.24	25.00	18.29
Grade 4	2443.	2460.	2480.	18.07	22.67	29.76	20.48	22.67	22.62	24.10	24.00	23.81	37.35	30.67	23.81
Grade 5	2468.	2514.	2503.	15.79	17.81	23.08	18.42	36.99	23.08	25.00	31.51	27.69	40.79	13.70	26.15
Grade 6	2475.	2523.	2540.	2.67	15.91	25.00	26.67	22.73	33.93	30.67	50.00	19.64	40.00	11.36	21.43
Grade 7	2524.	2532.	2588.	14.29	8.97	20.75	28.57	33.33	50.94	17.86	24.36	16.98	39.29	33.33	11.32
Grade 8	2556.	2540.	2550.	11.76	9.28	5.45	33.82	27.84	40.00	33.82	37.11	29.09	20.59	25.77	25.45
All Grades	N/A	N/A	N/A	11.99	14.99	22.03	24.21	27.74	31.39	26.24	32.89	25.32	37.56	24.38	21.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.10	13.75	17.07	42.86	63.75	69.51	44.05	22.50	13.41
Grade 4	16.87	13.33	16.67	51.81	70.67	69.05	31.33	16.00	14.29
Grade 5	15.79	20.55	21.54	40.79	67.12	63.08	43.42	12.33	15.38
Grade 6	9.33	25.58	25.00	42.67	55.81	50.00	48.00	18.60	25.00
Grade 7	17.86	14.86	16.98	42.86	63.51	66.04	39.29	21.62	16.98
Grade 8	23.53	15.63	9.09	48.53	54.17	63.64	27.94	30.21	27.27
All Grades	15.84	16.55	17.72	45.02	62.59	64.30	39.14	20.86	17.97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.95	10.00	14.63	44.05	61.25	64.63	50.00	28.75	20.73
Grade 4	12.05	14.67	20.48	55.42	57.33	62.65	32.53	28.00	16.87
Grade 5	7.89	15.07	16.92	52.63	72.60	66.15	39.47	12.33	16.92
Grade 6	2.67	9.30	17.86	58.67	58.14	64.29	38.67	32.56	17.86
Grade 7	12.50	22.67	35.85	57.14	50.67	56.60	30.36	26.67	7.55
Grade 8	10.29	8.33	14.55	70.59	63.54	61.82	19.12	28.13	23.64
All Grades	8.37	13.35	19.54	55.88	60.86	62.94	35.75	25.79	17.51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.71	10.00	8.54	61.90	81.25	70.73	27.38	8.75	20.73
Grade 4	13.25	10.67	7.23	72.29	77.33	81.93	14.46	12.00	10.84
Grade 5	9.21	9.59	15.38	60.53	78.08	72.31	30.26	12.33	12.31
Grade 6	5.33	20.93	17.86	61.33	74.42	73.21	33.33	4.65	8.93
Grade 7	8.93	17.11	11.32	66.07	68.42	84.91	25.00	14.47	3.77
Grade 8	11.76	9.28	23.64	76.47	77.32	63.64	11.76	13.40	12.73
All Grades	9.95	12.16	13.20	66.29	76.35	74.62	23.76	11.49	12.18

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.10	17.50	17.07	48.81	71.25	67.07	38.10	11.25	15.85
Grade 4	13.25	12.00	16.67	51.81	77.33	73.81	34.94	10.67	9.52
Grade 5	19.74	26.03	16.92	42.11	68.49	58.46	38.16	5.48	24.62
Grade 6	13.33	22.73	32.14	54.67	72.73	55.36	32.00	4.55	12.50
Grade 7	26.79	21.79	30.19	42.86	58.97	62.26	30.36	19.23	7.55
Grade 8	22.06	17.53	14.55	54.41	71.13	67.27	23.53	11.34	18.18
All Grades	17.42	19.24	20.51	49.32	69.80	64.81	33.26	10.96	14.68

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data showed Hill Creek had a overall growth of 8% Met Standard and Exceeded Standard

2. An instructional goal on improving ELA with a focus of school wide intervention time and implementation of a writing program Wilda Storm.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	86	80	83	84	79	82	84	78	82	97.7	98.8	98.8
Grade 4	85	78	86	85	74	83	85	74	83	100	94.9	96.5
Grade 5	80	74	68	79	70	65	79	70	65	98.8	94.6	95.6
Grade 6	75	49	58	75	49	56	75	49	56	100	100.0	96.6
Grade 7	59	88	53	58	80	53	58	80	53	98.3	90.9	100.0
Grade 8	68	111	58	68	101	55	68	101	55	100	91.0	94.8
All Grades	453	480	406	449	453	394	449	452	394	99.1	94.4	97.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2410.	2426.	2433.	13.10	16.67	20.73	17.86	29.49	26.83	41.67	24.36	34.15	27.38	29.49	18.29
Grade 4	2454.	2461.	2489.	10.59	8.11	27.71	25.88	36.49	21.69	27.06	31.08	33.73	36.47	24.32	16.87
Grade 5	2476.	2500.	2484.	12.66	10.00	12.31	15.19	20.00	24.62	34.18	55.71	29.23	37.97	14.29	33.85
Grade 6	2465.	2489.	2538.	4.00	12.24	23.21	13.33	6.12	16.07	34.67	40.82	35.71	48.00	40.82	25.00
Grade 7	2541.	2515.	2546.	13.79	7.50	15.09	31.03	23.75	22.64	31.03	33.75	37.74	24.14	35.00	24.53
Grade 8	2571.	2560.	2554.	23.53	17.82	21.82	23.53	26.73	18.18	30.88	27.72	32.73	22.06	27.72	27.27
All Grades	N/A	N/A	N/A	12.69	12.39	20.56	20.71	25.00	22.08	33.41	34.51	33.76	33.18	28.10	23.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.67	24.36	24.39	46.43	44.87	50.00	36.90	30.77	25.61
Grade 4	23.53	14.86	32.53	34.12	62.16	39.76	42.35	22.97	27.71
Grade 5	17.72	11.43	15.38	31.65	67.14	50.77	50.63	21.43	33.85
Grade 6	9.33	8.16	19.64	40.00	32.65	58.93	50.67	59.18	21.43
Grade 7	25.86	15.00	22.64	41.38	52.50	58.49	32.76	32.50	18.87
Grade 8	29.41	20.79	18.18	45.59	49.50	60.00	25.00	29.70	21.82
All Grades	20.04	16.59	22.84	39.64	52.21	51.78	40.31	31.19	25.38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.05	19.23	25.61	47.62	52.56	54.88	33.33	28.21	19.51
Grade 4	15.29	14.86	27.71	43.53	54.05	50.60	41.18	31.08	21.69
Grade 5	16.46	10.00	18.46	43.04	64.29	50.77	40.51	25.71	30.77
Grade 6	2.67	10.20	19.64	44.00	57.14	46.43	53.33	32.65	33.93
Grade 7	15.52	11.25	15.09	53.45	57.50	54.72	31.03	31.25	30.19
Grade 8	20.59	13.86	23.64	48.53	66.34	56.36	30.88	19.80	20.00
All Grades	14.92	13.50	22.34	46.33	59.07	52.28	38.75	27.43	25.38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.90	16.67	23.17	57.14	62.82	64.63	30.95	20.51	12.20
Grade 4	16.47	13.51	24.10	41.18	56.76	55.42	42.35	29.73	20.48
Grade 5	10.13	7.14	9.23	48.10	78.57	63.08	41.77	14.29	27.69
Grade 6	4.00	12.24	19.64	40.00	63.27	71.43	56.00	24.49	8.93
Grade 7	17.24	10.00	9.43	68.97	58.75	75.47	13.79	31.25	15.09
Grade 8	33.82	17.82	18.18	48.53	64.36	63.64	17.65	17.82	18.18
All Grades	15.14	13.27	18.02	49.89	63.94	64.72	34.97	22.79	17.26

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Hill Creek had a overall growth of 6% of Met Standard and Exceeded Standard
2. Analysis of State, District, and classroom assessment showed that not all students are performing within a grade level band.
3. A school goal on improving math number sense and problem solving is appropriate as it attends to achievement across grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	4	*
1	*	*	*	*	*	*	*	*	*	9	8	7
2	1492.7	*	*	1499.4	*	*	1485.5	*	*	11	*	10
3	*	*	*	*	*	*	*	*	*	7	7	6
4	1489.7	*	*	1475.5	*	*	1503.5	*	*	11	5	4
5	*	*	*	*	*	*	*	*	*	7	5	4
6	1517.0	*	*	1516.7	*	*	1516.8	*	*	11	4	5
7	*	*	*	*	*	*	*	*	*	*	8	*
8	*	*	*	*	*	*	*	*	*	4	5	4
All Grades										68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	29.17	17.39	38.24	39.58	58.70	26.47	25.00	13.04	17.65	6.25	10.87	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	54.55	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.35	47.92	47.83	41.18	37.50	34.78	11.76	6.25	6.52	14.71	8.33	10.87	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	54.55	*	*	18.18	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.41	14.58	10.87	36.76	16.67	28.26	38.24	52.08	30.43	20.59	16.67	30.43	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.12	27.08	26.09	61.76	62.50	60.87	19.12	10.42	13.04	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	72.73	*	*	18.18	*	*	9.09	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.12	75.00	73.91	39.71	18.75	17.39	16.18	6.25	8.70	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	100.00	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	18.18	*	*	81.82	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.47	22.92	15.22	64.71	52.08	47.83	33.82	25.00	36.96	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	90.91	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.71	8.33	15.22	63.24	87.50	71.74	22.06	4.17	13.04	68	48	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Forty six students were tested in all, which represents a spread across all grade levels. Integrated instruction is vital in classrooms housing ELL students.
2. Current data is unavailable due to changes in reporting.

3. English Learners continue to be re-designated as Fluent English Proficient (RFEP) at Hill Creek. A school goal is to ensure that re-designation occurs when appropriate and monitoring for independence precedes re-designation.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
682	**31.2**	**8.2**	**0.3**
Total Number of Students enrolled in Hill Creek 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	56	8.2
Foster Youth	2	0.3
Homeless	10	1.5
Socioeconomically Disadvantaged	213	31.2
Students with Disabilities	108	15.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.7
American Indian		
Asian	10	1.5
Filipino	15	2.2
Hispanic	186	27.3
Two or More Races	73	10.7
Pacific Islander		
White	393	57.6

Conclusions based on this data:

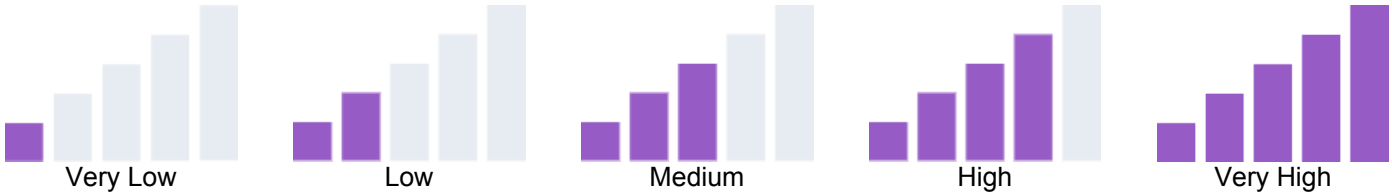
1. This data reflects our 2020-2021 data. This SPSA plan will be updated with current student group information once downloaded at the state level.
2. Our two largest subgroups consistently over time are white and socioeconomically disadvantaged. However, students with disabilities and English Language Learners also make up approximately 10% of our population in each category and the Hispanic student group makes up over 25% of our population.
3. Supports are vital for students who are socioeconomically disadvantaged to ensure they have equal access to instructional and social support programs. Small group instruction supports are provided.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Medium		
English Learner Progress: Medium		

Conclusions based on this data:

1. There were significant gains in attendance, shown by a decline in chronic absent student. We moved from orange to green between 2018 and 2019.
2. This data is out of date and remains until state reporting updates. Conclusions include that overall academic performance in English-Language Arts was in the orange.

3. The suspension rate did not have significant movement, remaining at red for both years.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

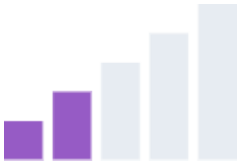
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	2	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
4.9 points above standard	14.9 points below standard	
389 Students	45 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
9.5 points below standard	8.8 points below standard	46.5 points below standard
12 Students	116 Students	75 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 6 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 10.7 points below standard 105 Students	Medium 1.5 points above standard 46 Students		Medium 8.6 points above standard 222 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.3 points below standard	35.6 points above standard	6.7 points above standard
23 Students	22 Students	336 Students

Conclusions based on this data:

1. This data is out of date and remains until state reporting updates. Conclusions below have also not been updated.
2. The two lowest subgroups are English Learners and Students with Disabilities, scoring at least 40 points lower than the school average.
3. Current EL students have a variety of performance. Current EL students are scoring over 100 points below standard. However, reclassified EL students are the highest scoring subgroup in the school, outperforming their English Only counterparts.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

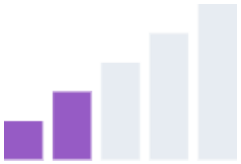
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	5	1	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
15.3 points below standard	54.8 points below standard	
387 Students	44 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
64.3 points below standard	39.5 points below standard	76.7 points below standard
12 Students	114 Students	75 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 6 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 34.5 points below standard 104 Students	Low 35.2 points below standard 46 Students		Medium 5.1 points below standard 221 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.3 points below standard 22 Students	19.3 points below standard 22 Students	11.8 points below standard 335 Students

Conclusions based on this data:

1. This data is out of date and remains until state reporting updates. Conclusions below have also not been updated.
2. All student groups fell at least 20 points which means significant foundational skills need to be built and reinforced from primary grades through eighth.
3. There is a significant disparity between the performance of students with disabilities and the white student group. There is a 70 point difference between the two, with whites being the highest performance group.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

52.6 making progress towards English language proficiency

Number of EL Students: 38 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.7%	23.7%	13.2%	39.5%

Conclusions based on this data:

1. At this time, the dashboard has not been updated to reflect the 2021-2022 statistics. This data is out of date and remains until state reporting updates. Conclusions below have also not been updated.
2. Indicators, however, show there is a likelihood to have a similar rating in score (color) on the EL Progress rating.
3. 72.5% of students are performing at the Level 3 or Level 4 level which means they are approaching the range for consideration for reclassification as Fluent English Speakers (RFEP).

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

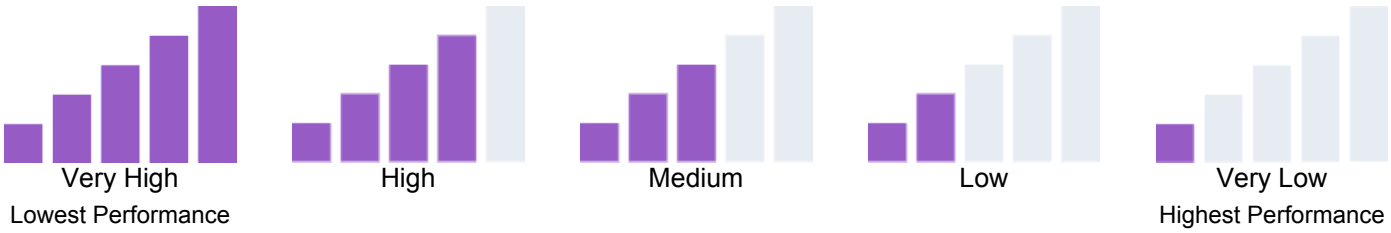
1. This information is not collected for our age-range.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

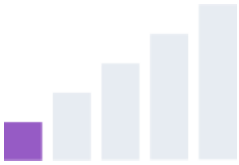
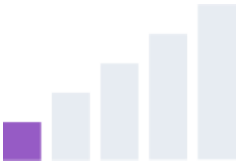
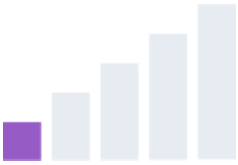
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
29.2% Chronically Absent	38.3% Chronically Absent	Less than 11 Students
736 Students	60 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
33.3% Chronically Absent	44.1% Chronically Absent	30.2% Chronically Absent
24 Students	236 Students	149 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	31.3% Chronically Absent
6 Students		10 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
36.1% Chronically Absent	22.5% Chronically Absent	Less than 11 Students	27.6% Chronically Absent
202 Students	80 Students	1 Student	421 Students

Conclusions based on this data:

1. Absence rate has shown improvement from 2018 to 2019. Our site moved from orange to green with a decrease in chronic absenteeism by 3.3%.
2. Hill Creek is participating in the "I CAN" Attendance program (Improving Chronic Absentee Network) through the San Diego County Office of Education.
3. This data is out of date and remains until state reporting updates. Conclusions above have also not been updated

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

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

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

Conclusions based on this data:

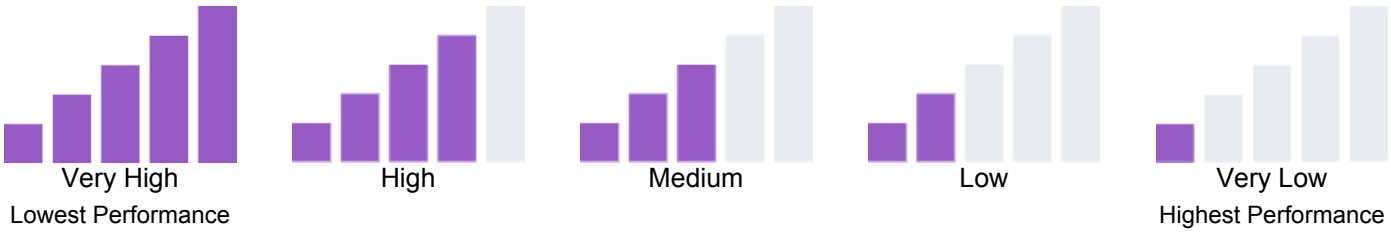
1. This data is not collected for our age-range.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	5	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.9% suspended at least one day	1.6% suspended at least one day	Less than 11 Students
743 Students	62 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
4% suspended at least one day	1.7% suspended at least one day	5.3% suspended at least one day
25 Students	239 Students	150 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	0% suspended at least one day
6 Students		10 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
2.4% suspended at least one day	1.2% suspended at least one day	Less than 11 Students	1.9% suspended at least one day
205 Students	81 Students	1 Student	424 Students

Conclusions based on this data:

1. Suspension rate from 2018 to 2019 had a slight increase (+1.8) so we remained in the red category.
2. We continue to work on restorative practices and alternatives to suspension.
3. This data is out of date and remains until state reporting updates. Conclusions above have also not been updated.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Improve student learning of Common Core State Standards in English Language Arts/English Language Development through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 1

Grades K-8 will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in ELA.

Identified Need

Analysis of standardized assessment data indicates students showed less success in in comprehension specifically in reading to learn. iReady and CASSPP show students struggle with equally vocabulary and comprehension. Assessments also showed the need for communicating in writing. CAASPP scores indicate 23% below standard in writing. School-wide focus on identifying learning targets and providing students instruction "WIN time," during our daily intervention block. In addition school-wide focus on a comprehensive writing program using Wilda Storm.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-8 Met or Exceeded (from spring 2021	EOY 2022 53% Met or Exceeded Standard (+8% from 2021)	58% Meeting or Exceeding Standard
iReady Diagnostic	Spring 2022 56% Met or Exceeded Standard	61% Meeting or Exceeding Standard
California Dashboard 2018 (unchanged due to Pandemic)	In 2018 we stayed in the orange category, there was still decline over all student groups with at least a 20 point drop.	Increase to green for all student groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development for staff in order to increase their knowledge of researched-based instructional strategies to support implementation of CCSS in English Language Arts Writing with a focus on Writing

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
2500	LCFF - Base None Specified Purchase supplemental instructional and assessment materials including hardware and software

Strategy/Activity 2

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

All Students

Strategy/Activity

Support staff, Instructional Reading Teacher, and general education teachers will work with individuals and small groups on specific identified skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Base None Specified Ongoing analysis of formative and summative data to create focused instruction in language arts.
489	LCFF - Supplemental None Specified Provide release time for teachers to align curriculum or observe instruction in grade level classrooms.

3000	Prop 20 Lottery None Specified Provide materials to support small group, targeted instruction
2000	LCFF - Supplemental None Specified Purchase of supplemental instructional and assessment materials including hardware and software.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Site and consultant professional learning on research based instructional strategies for reading and writing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Prop 20 Lottery None Specified Purchase/duplication of supplemental materials
3000	LCFF - Base None Specified Professional Learning opportunities
1,000	LCFF - Supplemental None Specified Release time for grade level planning, collaboration,

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Acquire teaching and technology tools to support intervention time and writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,050	Prop 20 Lottery None Specified Purchase of subscriptions or supplemental materials for instructional implementation based on students leveled performance.
2826	LCFF - Base None Specified Purchase supplemental materials for instructional implementation based on students leveled performance. These materials will be offered to students identified as being 'at-risk.' Examples of materials to be explored for purchase: (guided reading materials, SIPPS program, RAZ kids, Wilda Storm).
2,000	LCFF - Base None Specified Purchase of school-wide supplemental materials for independent student use and technology upgrades, equipment, software, and replacements
480	Other State Revenue None Specified Purchase support materials and supplies for Transitional Kindergarten.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our staff participated in all elements of small group and whole group professional development as noted in the SPSA plan. In addition, supplemental materials were purchased to provide access for students to leveled texts.

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

There was no major difference between the implementation plan and budget. All elements were carried out.

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

Based on our program need and student performance, we have updated our professional development model.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Improve student learning of Common Core State Standards (CCSS) in Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 2

Grades K through 8th grade will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in Mathematics.

Identified Need

Assessments indicate that students are struggling in the numbers and operations domain. To address this need there will be an instructional focus on Mathematical Practice 3- Students working on being able to justify their strategies and evaluate if their strategies, and those of their peers make sense. Teachers are using number talks and CGI strategies during daily math lessons, as well as during our daily intervention block.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-8 Met or Exceeded (from spring 2021)	EOY 2022 53% Met or Exceeded Standard (+8% from 2021)	58% Meeting or Exceeding Standard
iReady Diagnostic	Spring 2022 56% Met or Exceeded Standard	61% Meeting or Exceeding Standard
California Dashboard 2018 (unchanged due to Pandemic)	In 2018 we stayed in the orange category, there was still decline over all student groups with at least a 20 point drop.	Increase to green for all student groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
500	LCFF - Supplemental None Specified Monitor student proficiency toward grade level standards through trimester assessment review
1000	LCFF - Supplemental None Specified Provide time for teachers to discuss student progress and interventions within the RTI model in preparation for SSTs or tiered intervention.

Strategy/Activity 2

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

All Students

Strategy/Activity

General Education staff and support staff will work with individuals and small groups on specific identified skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Base None Specified Ongoing analysis of formative and summative data and work samples to inform the RTI process and support referrals to the SST process.
2000	LCFF - Base None Specified

	Purchase of supplemental instructional and assessment materials including hardware and software.
2,000	Prop 20 Lottery None Specified Copier and service agreements
2000.00	Prop 20 Lottery None Specified Duplication materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will identify and utilize supplemental instructional material to support our adopted curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Prop 20 Lottery None Specified Purchase/duplication of supplemental materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students and classrooms will receive necessary materials and supplies to support learning loss due to effects fo Covid -19 Pandemic

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Prop 20 Lottery None Specified Purchase of materials and supplies.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All classrooms will implement Number Talks routines and practices.

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

We have 12 teachers participating in CGI professional development. In addition, all three middle school teachers participating in CPM professional training.

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

We will provide additional release time for CGI trained teachers. A significantly important practice is interviewing students in order to best understand their mathematical thinking. We will have a strategic focus on strategies and interventions for math.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well Being and Safety

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

Goal 3

Increase 5% in the area of self efficacy focusing specifically on Growth Mindset on the Panorama Survey.

Identified Need

Panorama data around self efficacy indicated 33% of students felt little or not at all competent in doing well on hard topics. Data also indicated there was an 11% drop in growth mindset.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey	Elementary 44% feel they can master hard topics in class. Secondary 41% feel they can master hard topics in class.	Increase by 5% of all students to feel they can master hard topics in class. Specifically, focusing on self efficacy.
Panorama Student Survey	59% felt they could do well even if they are not naturally good at it.	Increase by 5% Specifically, focusing growth mindset.
2019 CA Dashboard - Chronic Absenteeism (last year captured)	7.3 % Chronic Absences (green)	decrease by 2% minimum

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A school wide theme "We can do hard things" will be implemented. This will encompass common language of growth mindset, self reflection and develop goals for enhanced campus culture, and analyze data. Counseling services will be provided to all homeless students/families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Base None Specified Teaching of goal setting and discussions of self reflection. Celebrations of improvement and growth with academic assessments to include monthly celebrations.
1169	Prop 20 Lottery None Specified Publication cost for PAWS and We Can Do Hard Things signage and positive preferrals for recognizing positive student growth.
2000	LCFF - Supplemental None Specified Second Step and Thrively taught to all students. Materials to support programs

Strategy/Activity 2

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

All Students

Strategy/Activity

Continue to develop safe, multipurpose Outdoor Learning Spaces

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39257	Learning Loss Mitigation Funds None Specified Purchase of materials that may include seating, shade, etc., for designated outdoor learning areas

Strategy/Activity 3

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

All Students

Strategy/Activity

School counseling and support services

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1289	Prop 20 Lottery None Specified Materials for classroom lessons for self reflections and goal setting.

Strategy/Activity 4

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

All Students

Strategy/Activity

High attendance rates has continued to be an area of concern due to COVID. This strategy will address overall school attendance. We will use ICAN strategies to work with families to improve tardies and absences. These strategies involve empathy calls to families, incentives, home visits, creating plans to help with attendance. We will utilize our attendance team: administration, attendance clerk, and school counselor to help develop and implement plans.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Base None Specified Attendance committee will meet regularly to review chronic absentee students and conduct family contacts, and educated students on attendance to raise awareness.
2000	LCFF - Supplemental None Specified Recognition for student attendance and engagement. Printing of awards or distributing prizes for student spirit and motivation.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have increased services to support the social, emotional, and physical well-being of students and their families through increased counseling services and are implementing the Second Step and Thrively Program. We also added two Therapists and an ERMHS Counselor to site staff.

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

There were no significant differences in the intended implementation and the budgeted amount.

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

We will continue to invest money in materials to guarantee a safer environment in our OutdoorLearning Center. We are also directing funds to support our PBIS program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Safety and Well-Being

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

Goal 4

Data will indicate 5% more students will feel safe in the area of safety by focusing on student feeling of interactions/relationships and problem solving skills.

Identified Need

In elementary 60% of students felt that kids spread rumors. In secondary 55% of students reported feeling that kids spread rumors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	60% elementary students feel kids spread rumors or lies 55% secondary students feel kids spread rumors or lies	55% elementary students feel kids spread rumors or lies 50% secondary students feel kids spread rumors or lies

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fully implement Positive Behavioral Interventions and Supports (PBIS) on campus using PAWS - Practice Safety, Accept Responsibility, Make Wise Choices, and Show Kindness and Introduce/Teach a Monthly SEL traits

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Base None Specified Cost of materials including but not limited to instructional materials and incentives

Strategy/Activity 2

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

All Students

Strategy/Activity

Fully implement the Second Step program, including the additional Bullying Prevention Units inGrades K-5

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Base None Specified To provide supplemental materials and equipment as needed

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have increased services to support the social, emotional, and physical well-being of studentsand their families through increased counseling services and are implementing the Second Stepprogram. We also added two therapist and an ERMHS Counselor to site staff.

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

No differences due to no 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.

We are directing funds to support our PBIS program with the new implementation of a monthly traits focusing on SEL to correlate with our PAWS Behavior Matrix

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,560.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

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 ($)
LCFF - Base	$29,326.00
LCFF - Supplemental	$8,989.00
Learning Loss Mitigation Funds	$39,257.00
Other State Revenue	$480.00
Prop 20 Lottery	$15,508.00

Subtotal of state or local funds included for this school: $93,560.00

Total of federal, state, and/or local funds for this school: $93,560.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base	29,326	0.00
LCFF - Supplemental	8,989.00	0.00
Prop 20 Lottery	15,508.00	0.00
Other State Revenue	480.00	0.00
Learning Loss Mitigation Funds	39257	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	29,326.00
LCFF - Supplemental	8,989.00
Learning Loss Mitigation Funds	39,257.00
Other State Revenue	480.00
Prop 20 Lottery	15,508.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	93,560.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	29,326.00
None Specified	LCFF - Supplemental	8,989.00
None Specified	Learning Loss Mitigation Funds	39,257.00
None Specified	Other State Revenue	480.00

None Specified	Prop 20 Lottery	15,508.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,345.00
Goal 2	14,000.00
Goal 3	48,715.00
Goal 4	1,500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Chasity Forster	Principal
Andrea Sage	Other School Staff
Laura Goldman	Classroom Teacher
Hannah McCarthy	Classroom Teacher
Christina Schmitt	Classroom Teacher
David Antico	Parent or Community Member
Teresa Sanchez	Parent or Community Member
Jennifer Johnson	Parent or Community Member
Jennie Sargent	Parent or Community Member
Mariano Dowgaluk	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

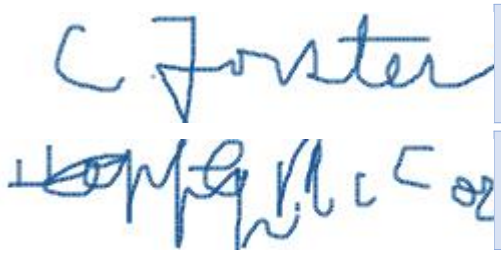
Signature	Committee or Advisory Group Name

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 12-13-21.

Attested:



Principal, Chasity Forster on 12/15/22

SSC Chairperson, Hannah McCarthy on 12/15/22

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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