

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
Hillview Jr. High School	07617886061162		

Purpose and Description

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

Schoolwide Program

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

All schools receiving Title 1 funds operate as a schoolwide program. A comprehensive needs assessment is completed which includes academic achievement, attendance, and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district's LCAP.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	18
Student Population.....	21
Overall Performance	23
Academic Performance.....	24
Academic Engagement.....	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal.....	33
Goal.....	38
Goal.....	44
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan.....	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54
Instructions.....	55
Instructions: Linked Table of Contents.....	55

Purpose and Description56

Educational Partner Involvement56

Resource Inequities56

Goals, Strategies, Expenditures, & Annual Review57

 Annual Review58

 Budget Summary59

 Appendix A: Plan Requirements61

 Appendix B:64

 Appendix C: Select State and Federal Programs66

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).

Key surveys administered in PUSD include:

LCAP surveys after parent, staff, student and community meetings.

PD Offering Feedback Surveys.

ELAC Needs Assessments are administered annually regarding services and support for English Learners.

While our English Learner Advisory Committee Needs Assessment did not yield significant results as we struggled to find ways to engage our parents back to the school after a year of sheltering in place, we have continued to reach out to our families of our English Learners to engage them back into the school community. There is an intentional effort to provide more opportunities for in person meetings and celebrations to get our families back on campus. Although our participation was limited, our ELAC needs assessment yielded the following:

63% of those surveyed are satisfied with their student's English Learner Program; however, 88% want to know more about the program

38% of those surveyed feel that their student is making adequate progress towards English Language Development while 63% are concerned or unsure of their student's progress towards English Language Development

75% understand that District funding is connected to their student's attendance

In May of 2022, students were surveyed by counseling staff on school climate

80% felt they knew what to do if they encountered bullying

43% reported they had never seen anyone bullied and 81% reported that they had never been bullied

In reporting where bullying is occurring, students reported that the majority of bullying occurred during unstructured times (hallways during passing, on the blacktop/basketball courts)

Classroom Observations

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

As a school we are collaborating with our peers and partners to inform our instruction and better support our students. Staff utilizes district and site formative assessments to inform teaching practices, and we work with our department chairs and site leadership team to provide professional development and support to our teachers. As we progress With a shift back to in person learning after a year of remote learning, professional development will include a focus on rebuilding our relationships with students and families while engaging students back to in person curriculum.

While the data shows us that many of our students struggle to obtain proficiency in ELA and math, we specifically need to be intentional in our support for our African American students, English Language Learners, and Students with Disabilities. As we continue to implement our inclusion model, we are beginning to see small gains for our students with disabilities as they have more

access to core curriculum. During remote learning, it was often a challenge to engage students in their learning. As we return to in person learning, we will continue to support our teachers to create safe and supportive environments for student learning.

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)

PUSD administers a variety of state and local assessments that are used to measure and monitor student progress in various areas:

iReady for 2021-2022

Overall ELA: 23%

Overall math: 16%

CAASPP *2019:

Overall ELA: 33% (1% increase from 2018-19)

8th grade had an overall 7% increase

English learners had a 1% decrease

Students with disabilities had a 3% increase

Socio-economically disadvantaged had a 2% increase

Overall Math: 14% (1% decrease from 2018-19)

8th grade had an overall 7% decrease

English Learners had a 1% increase

Students with disabilities had a 2% increase

Socio-economically disadvantaged students had a 1% decrease

ELPAC (2018-2019) Level 4 (Students at this level have well developed English skills)

18.87% Grade 6

18.29% Grade 7

11.67% Grade 8

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

The iReady test is an indicator of how our site should perform on the CAASPP, within a +/- 4 percentage points. As we look at our iReady data for 2021-2022, students dropped 8% in reading (31% to 23%) and 8% in math (24% to 16%). As we gather data through formative assessments, we will continue to plan lessons to reteach and re-engage students in their learning. Our minimum days for professional development, school-wide professional development days planned with the staff, and department meetings are focused on analyzing student data to reflect and plan instruction. For the 2022-2023 school year, we will analyze iReady benchmark and diagnostic data to adjust curriculum instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are Highly Qualified under ESEA. For teacher staffing, we work together with our personnel department to ensure that all of our staff members are highly qualified. Vacant teaching positions are posted on EdJoin and applicants are screened to make sure they have the appropriate teaching credential for the position in which they are applying. Teachers are interviewed and selected by site principals and teachers and references are checked. The sites recommendation for hire is sent to the personnel department where further screening takes place to make sure all new hires meet the guidelines for being considered highly qualified.

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

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

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

Over the course of the 2021-2022 school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students. Some of those opportunities include the following: Facilitative Teaching and Meaning Making, Introduction to Understanding by Design for all staff, MARS task and re-engagement lessons for math teachers, AVID training (for AVID teachers as well as other core content area teachers), Hatching Results for counselors, Student-Centered coaching in math, science, social science, and English/ELD. In the Spring of 2022, staff participated in professional development with WestED, engaging in literacy strategies through Reading Apprenticeship training; this training continues both synchronously and asynchronously in the 2022-2023 school year.

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

PUSD offers instructional coaching support to secondary teachers focused on ELA/ELD, math, science, social science. Coaches implement a student-centered coaching model, supporting teachers to develop student-centered, standards-based, goals and learning targets focused on the guiding questions: What opportunities do students have to see themselves and each other as powerful thinkers and learners in the discipline? How can we create more of these opportunities? Coaches and teachers collaboratively develop learning plans, schedule observations, discuss student data (observational and performance data), and assess the impact of instruction on learning targets. Coaches also provide targeted professional development on content-specific topics based on needs collaboratively identified by teachers and administrators. Department chairs work with department members to implement virtual platforms as well as support and/or suggest professional development to increase knowledge of connecting content area lessons and curriculum to remote learning and virtual classrooms.

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

Teachers are given time to collaborate with grade level peers and departments throughout the month. Teachers also collaborate during site professional development meetings (monthly staff meetings, minimum days, and district scheduled site days.) As we continue professional development to include strategies in community building and social emotional learning, staff collaborates to increase student engagement with academics in the classroom.

Teaching and Learning

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

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following materials have been adopted for Pittsburg Unified:
English/Language Arts- Macmillan McGraw Hill/Study Sync (2017)
Mathematics-McGraw Hill (2016)
Social Studies- National Geographic Learning (2018)
Science- Lab Aids
ELD- Macmillan McGraw Hill

Pacing guides are provided to teachers as well as planning time for grade level collaboration. As we adopt new curriculum as a district, some of the district and site professional development days are dedicated to curriculum mapping and planning with grade levels, departments, and between the sites. iReady assessments and curriculum embedded assessments in core classes are conducted throughout the year to monitor student progress and plan instruction.

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA, mathematics, and intensive interventions. There is also additional time for strategic support and ELD for students identified as English Learners. This time is given priority and is protected from interruptions.

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

Hillview is mindful of creating a master schedule that offers flexibility for all learners to receive the support needed to be successful. This includes Dual Immersion, ELD, AVID, and our full inclusion model for students with disabilities.

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

All students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act.

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

Opportunity and Equal Educational Access

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

Each of our adoptions embed intervention programs to support our under-performing students in Language Arts and Mathematics. Students who are identified as under-performing through data analysis (data includes, but is not limited to, CAASPP scores, iReady scores, and grades in core classes) are given support through ELA and math support electives and extended learning. Support classes were created in ELA and math to allot more time and focus to increase academic success. EL students who scored low on the CAASPP and ELPAC may have a structured ELD class elective for targeted support and SPED students are intentionally placed in core classes where the SPED team pushes in to give support throughout the week. Hillview uses an intensive reading program (Read 180) that focuses on students who are behind in his/her Reading levels by two years or more. Furthermore, collaboration time and professional development conferences/workshops/webinars are utilized for addressing the needs of underperforming students. This work is focused on strengthening good first instruction and student engagement in a virtual environment during remote learning while planning for in person learning when we safely return to campus.

Evidence-based educational practices to raise student achievement

The administrative team and department s analyze data to identify gaps in student learning. Teachers work with grade level peers to engage students to close those gaps. EL students are supported in all core classes, with some long term English Learners (LTELs) given more targeted support in ELD classes. Hillview continues to reflect upon and refine the push-in model for students with disabilities as well. School wide professional development is focusing on remote learning and engaging students in a virtual platform while we shelter-in-place.

Parental Engagement

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

PUSD values parents as educational partners and actively engages them in their child's education. Evident by: parent involvement in School Site Council (SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Council (DELAC), District Advisory Council (DAC), and Parent/Teacher conferences facilitated by administrators and our counselors. The Parent Portal can be accessed at home so that families can have access to student information to help support student academic success. In engaging students through Clever and Google Classroom, students and parents can access virtual classrooms for learning. At Hillview, office staff, counselors, administrators, part-time restorative justice facilitator, and the community school coordinator are available to support students and families access to the virtual classroom/learning. The team also reaches out to families to help them set up and navigate Clever and Google Classroom. Students have access to multiple virtual platforms through their Clever portals via the internet and Hillview is providing supplies, Chromebooks, and Hotspots as needed to support remote learning.

The entire Hillview staff has worked together to connect and support our parents to make them feel a part of the school and give them tools to advocate for their student's education. Our families have the opportunity to be a part of workshops provided by the district to learn about technology and to help support them in navigating the various virtual platforms.

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)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III, and IV are distributed centrally. The School Site Council and English Language Advisory Committee is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council Annual Evaluation of the School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the district level, the District Advisory Council and District English Learner Advisory Committee monitor Title I, II, III, and IV funds.

Funding

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

Categorical funds are used to fund the following positions:

Hillview uses categorical funds to support a Bilingual Clerk position. This person provides supplemental support in the office which includes, but is not limited to, contacting individual parents/guardians about the importance of attendance and working with their children at home to support their children's academic achievement. Additional duties include providing translations at parent meetings to ensure equal access to the school setting. Due to the high number of struggling students and families enrolled in Hillview, this supplemental support position is needed to ensure students access to core instruction and to the overall educational program.

Fiscal support (EPC)

Services provided by general and categorical funding supports all students in meeting the expectations of state standards. District and site budgets prioritize, coordinate, and allocate funds by instructional and curriculum alignment, intervention, and professional learning and collaboration.

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

The SPSA will be reviewed each year during School Site Council meetings, English Language Learner Committee meetings, and staff meetings. The SPSA will be updated as needed after getting feedback from all stakeholders.

Resource Inequities

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

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	0.11%	%	%	1		
African American	20.38%	20.3%	17.79%	194	181	161
Asian	3.15%	3.3%	4.20%	30	29	38
Filipino	5.36%	4.5%	4.75%	51	40	43
Hispanic/Latino	57.77%	59.6%	59.78%	550	531	541
Pacific Islander	1.37%	1.0%	1.44%	13	9	13
White	6.2%	6.9%	6.52%	59	61	59
Multiple/No Response	5.36%	4.0%	5.52%	51	36	50
Total Enrollment				952	891	905

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	301	283	328
Grade 7	304	303	283
Grade 8	347	305	294
Total Enrollment	952	891	905

Conclusions based on this data:

1. For 2021-2022 school year, our enrollment increased causing an overflow for our 6th graders to other junior highs in the district.
2. Our student population is ethnically diverse, with the majority of our students identifying as "Hispanic/Latino"
3. Although decreasing in the past few years, our second highest population is our students who identify African American with almost 18% of the overall student population.

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	201	197	177	21.1%	22.10%	19.6%
Fluent English Proficient (FEP)	232	208	222	24.4%	23.30%	24.5%
Reclassified Fluent English Proficient (RFEP)	19	6		9.8%	0.70%	

Conclusions based on this data:

1. Hillview has a significant and consistent population of English Learners and is the identified Newcomer school for the junior high level.
2. English learners are being reclassified at a slow rate which is increasing the number of long term English Learners.
3. A concerted effort has been made to work strategically with our EI students in order to increase the number of students able to reclassify.

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 6	293	283	312	292	0	299	292	0	299	99.7	0.0	95.8
Grade 7	353	300	289	343	0	270	343	0	270	97.2	0.0	93.4
Grade 8	298	301	303	290	0	273	290	0	272	97.3	0.0	90.1
All Grades	944	884	904	925	0	842	925	0	841	98	0.0	93.1

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 6	2494.		2477.	8.22		9.03	28.77		25.08	30.14		23.75	32.88		42.14
Grade 7	2501.		2506.	6.12		7.41	25.66		28.52	26.82		24.07	41.40		40.00
Grade 8	2515.		2512.	4.14		5.88	28.28		23.90	27.93		28.31	39.66		41.91
All Grades	N/A	N/A	N/A	6.16		7.49	27.46		25.80	28.22		25.33	38.16		41.38

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.

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 6	16.15		10.03	42.27		50.84	41.58		39.13
Grade 7	13.12		10.37	39.07		54.07	47.81		35.56
Grade 8	10.69		8.46	42.41		51.10	46.90		40.44
All Grades	13.31		9.63	41.13		51.96	45.56		38.41

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 6	7.56		9.06	53.26		46.64	39.18		44.30
Grade 7	12.83		15.19	48.10		53.70	39.07		31.11
Grade 8	12.07		7.72	53.45		55.88	34.48		36.40
All Grades	10.93		10.60	51.41		51.90	37.66		37.50

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 6	12.37		11.71	61.86		60.87	25.77		27.42
Grade 7	5.54		8.52	59.18		70.74	35.28		20.74
Grade 8	4.83		5.88	67.24		71.69	27.93		22.43
All Grades	7.47		8.80	62.55		67.54	29.98		23.66

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 6	18.21		11.04	53.95		60.20	27.84		28.76
Grade 7	15.45		11.85	46.65		61.48	37.90		26.67
Grade 8	15.17		8.46	47.59		70.96	37.24		20.59
All Grades	16.23		10.46	49.24		64.09	34.52		25.45

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. CAASPP was suspended for 2019 -2020 school year. However, iReady was administered in the Spring of 2021 as an indirect/proxy indicator for CAASPP scores. Our data from iReady Spring 2021 shows 32% of our students were "Mid or Above Grade Level" and/or "Early on Grade Level" in iReady ELA results and another 20% of students who are "One Grade Level Below." We need to do a deeper dive of data analysis to move our students who are "One Grade Level Below" into "Early on Grade Level" or "Mid or Above Grade Level."
2. Preliminary analysis of CAASPP scores for the 2021-2022 school year indicate that 33% of Hillview students tested "At or Above" grade level on the ELA portion.
3. Preliminary analysis of CAASPP scores for the 2021-2022 school year shows that our African American students are testing significantly lower than their peers with 20% "At or Above" grade level.

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 6	293	283	312	291	0	299	291	0	299	99.3	0.0	95.8
Grade 7	353	300	289	352	0	273	352	0	272	99.7	0.0	94.5
Grade 8	298	301	303	295	0	273	295	0	273	99	0.0	90.1
All Grades	944	884	904	938	0	845	938	0	844	99.4	0.0	93.5

* 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 6	2450.		2441.	3.78		3.68	13.75		10.70	23.71		23.41	58.76		62.21
Grade 7	2460.		2446.	3.13		2.57	11.36		7.72	26.42		22.06	59.09		67.65
Grade 8	2476.		2450.	1.36		1.10	8.47		4.03	28.47		24.18	61.69		70.70
All Grades	N/A	N/A	N/A	2.77		2.49	11.19		7.58	26.23		23.22	59.81		66.71

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 6	7.22		5.02	27.84		32.11	64.95		62.88
Grade 7	5.68		2.57	26.99		33.46	67.33		63.97
Grade 8	3.39		1.10	31.19		37.00	65.42		61.90
All Grades	5.44		2.96	28.57		34.12	65.99		62.91

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 6	3.09		3.68	31.96		39.80	64.95		56.52
Grade 7	4.83		1.84	33.52		51.47	61.65		46.69
Grade 8	2.03		1.47	37.63		48.72	60.34		49.82
All Grades	3.41		2.37	34.33		46.45	62.26		51.18

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.

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 6	7.56		4.68	38.83		53.51	53.61		41.81
Grade 7	5.97		3.68	49.72		55.51	44.32		40.81
Grade 8	2.37		1.83	49.83		56.04	47.80		42.12
All Grades	5.33		3.44	46.38		54.98	48.29		41.59

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. CAASPP was suspended for 2019 -2020 school year. However, iReady was administered in the Spring of 2021 as an indirect/proxy indicator for CAASPP scores. Our data shows 25% of our students were "Mid or Above Grade Level" and/or "Early on Grade Level" in iReady Math results and another 27% of students who are "One Grade Level Below." We need to do a deeper dive of data analysis to move our students who are "One Grade Level Below" into "Early on Grade Level" or "Mid or Above Grade Level."
2. Preliminary analysis of our 2021-2022 CAASPP data in math indicate that 10% of our students scored "At or Above" grade level.
3. Preliminary analysis of our 2021-2022 CAASPP data indicates a deep drop in math scores for all groups and 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
6	1524.9	1529.8	1526.5	1522.7	1538.5	1532.5	1526.7	1520.7	1520.2	53	66	57
7	1525.3	1528.2	1543.5	1516.4	1525.6	1554.8	1533.8	1530.3	1531.8	82	68	60
8	1537.5	1544.7	1571.7	1533.2	1536.5	1590.7	1541.4	1552.4	1552.4	60	56	59
All Grades										195	190	176

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
6	18.87	25.00	26.32	45.28	37.50	36.84	24.53	28.13	21.05	11.32	9.38	15.79	53	64	57
7	18.29	19.05	36.67	39.02	33.33	33.33	28.05	38.10	13.33	14.63	9.52	16.67	82	63	60
8	11.67	22.64	37.29	58.33	37.74	42.37	16.67	24.53	11.86	13.33	15.09	8.47	60	53	59
All Grades	16.41	22.22	33.52	46.67	36.11	37.50	23.59	30.56	15.34	13.33	11.11	13.64	195	180	176

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
6	43.40	42.19	50.88	32.08	40.63	29.82	13.21	6.25	8.77	11.32	10.94	10.53	53	64	57
7	36.59	25.40	53.33	37.80	50.79	25.00	13.41	12.70	6.67	12.20	11.11	15.00	82	63	60
8	28.33	30.19	52.54	50.00	45.28	35.59	10.00	11.32	6.78	11.67	13.21	5.08	60	53	59
All Grades	35.90	32.78	52.27	40.00	45.56	30.11	12.31	10.00	7.39	11.79	11.67	10.23	195	180	176

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
6	5.66	10.94	5.26	30.19	21.88	22.81	39.62	37.50	38.60	24.53	29.69	33.33	53	64	57
7	9.76	11.11	8.33	23.17	26.98	31.67	37.80	36.51	38.33	29.27	25.40	21.67	82	63	60
8	5.00	15.09	8.47	28.33	30.19	35.59	43.33	26.42	42.37	23.33	28.30	13.56	60	53	59
All Grades	7.18	12.22	7.39	26.67	26.11	30.11	40.00	33.89	39.77	26.15	27.78	22.73	195	180	176

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
6	26.42	23.44	15.79	45.28	62.50	68.42	28.30	14.06	15.79	53	64	57
7	15.85	9.68	21.67	53.66	72.58	55.00	30.49	17.74	23.33	82	62	60
8	11.67	11.32	15.25	66.67	71.70	72.88	21.67	16.98	11.86	60	53	59
All Grades	17.44	15.08	17.61	55.38	68.72	65.34	27.18	16.20	17.05	195	179	176

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
6	62.26	68.25	71.43	28.30	23.81	19.64	9.43	7.94	8.93	53	63	56
7	63.41	60.66	75.44	25.61	31.15	14.04	10.98	8.20	10.53	82	61	57
8	63.33	65.38	72.41	28.33	19.23	22.41	8.33	15.38	5.17	60	52	58
All Grades	63.08	64.77	73.10	27.18	25.00	18.71	9.74	10.23	8.19	195	176	171

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
6	7.55	10.94	14.04	41.51	37.50	29.82	50.94	51.56	56.14	53	64	57
7	7.32	17.46	15.00	46.34	38.10	48.33	46.34	44.44	36.67	82	63	60
8	10.00	30.19	15.25	38.33	28.30	42.37	51.67	41.51	42.37	60	53	59
All Grades	8.21	18.89	14.77	42.56	35.00	40.34	49.23	46.11	44.89	195	180	176

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
6	24.53	17.19	17.54	66.04	73.44	66.67	9.43	9.38	15.79	53	64	57
7	12.20	9.68	13.33	73.17	79.03	71.67	14.63	11.29	15.00	82	62	60
8	6.67	3.77	10.17	85.00	84.91	83.05	8.33	11.32	6.78	60	53	59
All Grades	13.85	10.61	13.64	74.87	78.77	73.86	11.28	10.61	12.50	195	179	176

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. In 2021-2022 40 students had an overall score of "4" on the ELPAC showing an increase from the previous school year.
2. In looking at the four domains, English Learners are strongest in Speaking and Oral Language. We are also seeing significant growth in the reading domain.
3. There is an opportunity for growth in the writing domain with 79% of students who are "Somewhat/Moderately" proficient.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
891	76.7	22.1	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	197	22.1
Foster Youth	3	0.3
Homeless	30	3.4
Socioeconomically Disadvantaged	683	76.7
Students with Disabilities	82	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	181	20.3
American Indian or Alaska Native		
Asian	29	3.3
Filipino	40	4.5
Hispanic	531	59.6
Two or More Races	36	4.0
Native Hawaiian or Pacific Islander	9	1.0
White	61	6.8

Conclusions based on this data:

1. 77% of our students identify as socioeconomically disadvantaged.

2. Our highest population of students identify as Hispanic at 59.78%, and then as African American at 17.79% in 2022-2023
3. We are seeing an increase in our homeless and foster youth since the pandemic (2.6% in 2019 to 3.7% in 2021)





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Red		

Conclusions based on this data:

1. Our students continue to perform low in both English Language Arts and Math, particularly math as indicated by the 2019 Fall Dashboard.
2. Even pre-pandemic, the 2019 Fall Dashboard indicated chronic absenteeism with students.
3. Students are being suspended at a high rate and disproportionate in their numbers as indicated by the 2019 Fall Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

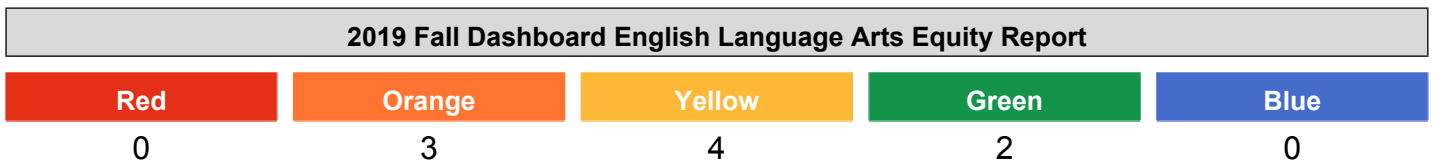
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 45.4 points below standard Increased ++5.9 points 911	<p>English Learners</p> Yellow 61 points below standard Increased ++3.4 points 338	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 54.8 points below standard 23	<p>Socioeconomically Disadvantaged</p> Yellow 54.4 points below standard Increased ++3.6 points 733	<p>Students with Disabilities</p> Orange 133.1 points below standard Increased ++5.2 points 70

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 59.6 points below standard Maintained ++2 points 183	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 10.2 points above standard Increased ++12.3 points 34	 Green 15.3 points above standard Maintained -1.5 points 54
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.6 points below standard Increased ++8.5 points 521	 Orange 41 points below standard Maintained -2.6 points 48	 No Performance Color 36.3 points below standard Increased ++6.4 points 12	 Yellow 44.7 points below standard Increased ++8.7 points 53

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.9 points below standard Maintained -1.5 points 170	9.5 points below standard Declined -11.2 points 168	47.6 points below standard Increased ++4.3 points 490

Conclusions based on this data:

- Overall students are performing below the state standard on English Language Arts; however, our students with disabilities showed an increase of 5.2 points overall as indicated by the 2019 Fall Dashboard.
- CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. However, iReady was administered in the Spring of 2021 as an indirect/proxy indicator for CAASPP scores.
- For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates 33% of Hillview students tested "At or Above" grade level on the ELA portion and our African American students are testing significantly lower than their peers with 20% "At or Above" grade level.

School and Student Performance Data

Academic Performance Mathematics

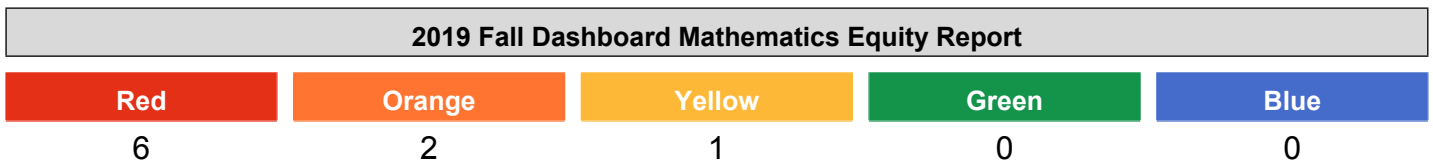
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Red 103.7 points below standard Maintained -2.6 points 911	<p>English Learners</p> Red 115.9 points below standard Maintained -2.6 points 338	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 110.6 points below standard 23	<p>Socioeconomically Disadvantaged</p> Red 112.8 points below standard Declined -5.2 points 733	<p>Students with Disabilities</p> Red 189.3 points below standard Declined -6.2 points 70

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 117.6 points below standard Declined -4.6 points 183	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 24.2 points below standard Declined -11.8 points 34	 Orange 50.3 points below standard Declined -3.6 points 54
Hispanic	Two or More Races	Pacific Islander	White
 Red 109.3 points below standard Maintained -0.3 points 521	 Orange 96.3 points below standard Increased ++5.4 points 48	 No Performance Color 94.2 points below standard Declined -3.1 points 12	 Red 113.7 points below standard Declined Significantly -19.3 points 53

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
165.1 points below standard Declined -11 points 170	66.2 points below standard Declined -11.7 points 168	108.4 points below standard Declined -7.2 points 490

Conclusions based on this data:

1. All students are performing significantly lower (103.7 points lower) than the standard in Math as indicated by the 2019 Fall Dashboard.
2. CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. However, iReady was administered in the Spring of 2021 as an indirect/proxy indicator for CAASPP scores.
3. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates a drop in our CAASPP math scores with only 10% of our students scored "At or Above" grade level on the math portion.

School and Student Performance Data

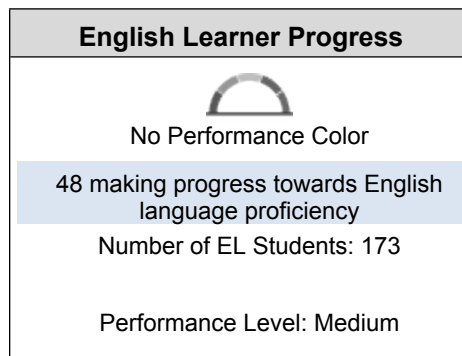
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
26.5	25.4	6.3	41.6

Conclusions based on this data:

1. With 48% of our English Learners making progress towards English language proficiency, we need to take a closer look at this group of students in order to provide support to move them to the "Well Developed" proficiency as indicated by the 2019 Fall Dashboard.
2. Our administration team and community school coordinator engaged in data chats with our EL students to set goals for the ELPAC during the 2020-2021 and 2021-2022 school years.
3. Preliminary data analysis indicates positive growth for students who meet reclassification criteria.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

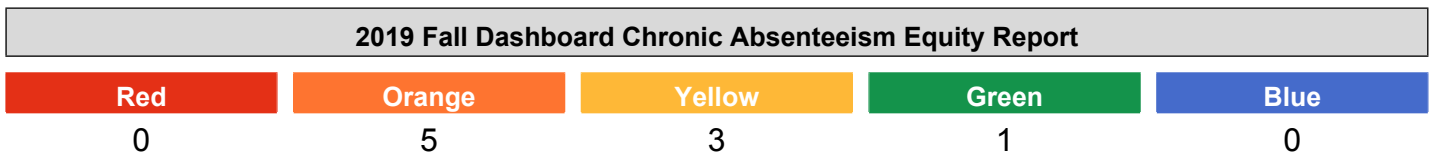
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.6 Increased +1.5 989	<p>English Learners</p>  Orange 9.9 Increased Significantly +3.7 232	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 13 23	<p>Socioeconomically Disadvantaged</p>  Orange 12.2 Increased +0.9 796	<p>Students with Disabilities</p>  Yellow 17.5 Declined -0.6 80

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.1 Increased +2.6 210	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 2.8 Declined -3.7 36	 Yellow 3.7 Increased +2.1 54
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.2 Increased +1.4 554	 Orange 17.5 Increased +5.8 57	 No Performance Color 29.4 Increased +13.6 17	 Yellow 13.8 Declined -9 58

Conclusions based on this data:

- 11.6% of all students are chronically absent, with the highest number of students who are chronically absent (29.4%) identifying as Pacific Islander followed by students who identify as African American (18.1%) as indicated by the 2019 Fall Dashboard.
- Students with disabilities have a high percentage of students who are chronically absent at 17.5% and there was an increase of chronic absenteeism with students who are socioeconomically disadvantaged to 12.2% as indicated by the 2019 Fall Dashboard.
- During the return to in person learning for the 2021-2022 school year, families and school had to navigate returning after being home for over a year as well as multiple absences for testing positive for Covid-19 and being in contact with others who tested positive for Covid-19.

School and Student Performance Data

Conditions & Climate Suspension Rate

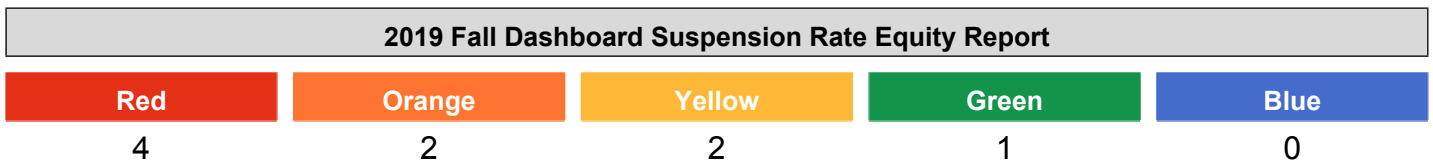
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>14.9</p> <p>Increased +1.3</p> <p>1031</p>	<p>English Learners</p> <p>Yellow</p> <p>10</p> <p>Declined -1.6</p> <p>249</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>30.4</p> <p>23</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>16.8</p> <p>Increased +1.8</p> <p>829</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>16.5</p> <p>Declined -5</p> <p>85</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 29.2 Increased +2 219	 No Performance Color Less than 11 Students - Data 3	 Green 2.8 Declined -3.5 36	 Orange 3.6 Increased +0.4 55
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.5 Declined -1 580	 Red 21.7 Increased +9.9 60	 No Performance Color 22.2 Increased +6.4 18	 Red 13.3 Increased +6.6 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.7	14.9

Conclusions based on this data:

1. There is a disproportionate number of African American students who are suspended from school (21.2% of the overall population, yet 29.2% of overall suspensions) as indicated by the 2019 Fall Dashboard.
2. There is a disproportionate number of Students with Disabilities who are suspended from school ; however there was a decrease from the previous year from 21.5% to 16.5% as indicated by the 2019 Fall Dashboard.
3. Hillview continues to take a deeper look at the behavior data and be proactive in putting interventions and supports in place for students. The Dashboard is expected to be updated in December 2022.

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

High Quality Instruction to Support Student Achievement

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

During the 2022-2023 school year, student's proficiency (meets or exceeds standard) in language arts will improve by 15 points as demonstrated on the CAASPP.
 During the 2022-2023 school year, student's proficiency (meets or exceeds standard) in math will improve by 14 points as demonstrated on the CAASPP.

Identified Need

CAASPP was suspended for 2019 -2020 school year. CAASPP was administered in Spring 2022. Preliminary data shows a significant drop in math scores for all grades and sub-groups. Our African American students are showing the highest number of students not meeting standard. iReady data showed students at 16% at or above grade level in math (Spring 2022), showing a significant drop from the previous year. iReady data showed students at 23% at or above grade level in reading (Spring 2022), showing a significant drop from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady math 2022-2023	16% Meets or Exceeds (Spring 2022)	21% Meets or Exceeds
iReady reading 2022-2023	23% Meets or Exceeds (Spring 2022)	30% Meets or Exceeds
CA Dashboard ELA/Language Arts	2019 CA Dashboard All students Meet or Exceeds on ELA CAASPP: 33.62%; 45.4 pts below standard; Yellow AA: 59.6 pts below standard; Orange	All students 30 pts below standard on ELA CAASPP AA: 50 pts below standard EL: 50 pts below standard Hispanic: 40 pts below standard SWD: 100 pts below standard SED: 50 pts below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 61 pts below standard; Yellow Hispanic: 50.6 pts below standard: Yellow SWD: 133.1 pts below standard; Orange SED: 54.4 pts below standard; Yellow	
CA Dashboard Math	2019 CA Dashboard All students Meet or Exceeds on ELA CAASPP: 13.96%; 103.7 pts below standard; Red AA: 117.6 pts below standard; Red EL: 115.9 pts below standard; Red Hispanic: 109.3 pts below standard; Red SWD: 189.3 pts below standard; Red SED: 112.8 pts below standard; Red	All student 95 pts below standard on Math CAASPP AA: 100 pts below standard EL: 100 pts below standard Hispanic: 90 pts below standard SWD: 160 pts below standard SED: 100 pts below standard

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

Teachers will collaborate on best first instruction using the District adopted pacing guides to guide them so that essential standards are being taught.

Teachers will participate in professional development through WestED, engaging in Reading Apprenticeship (literacy) strategies to support curriculum and instruction.

Teachers will gather data to analyze student learning and plan to increase proficiency on benchmark assessments (in departments and academic grade level teams).

Teachers will build academic discourse and vocabulary by employing best instructional practices through collaboration and using common formative assessments. Using the district model, Hillview will support teachers in differentiating instruction to meet the needs of "standard not met" students, with a focus on ELs, SPED, CCSEIS and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2492.00	9500 LCFF All Professional Development/Trainings
3,000.00	3010 Title I All Meeting Expenses
12204.00	3010 Title I All Instructional materials
13836.00	9500 LCFF All Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, African American students, EL/FEP Students

Strategy/Activity

Teachers will use site data to target gaps in students' mathematical learning.
 Provide ELA and math support classes for under-performing students.
 Instructional aides will collaborate with classroom teacher(s) and case managers to provide support for the Hillview push-in model for inclusion and least restrictive environment.
 Data talks with math and ELA teachers around formative data to adjust curriculum and instruction.

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)
1,000.00	3010 Title I All Professional Development/Trainings
1000.00	9500 LCFF All Meeting Expenses
3000.00	3010 Title I All Student Incentives
1000.00	3010 Title I

	EL/FEP Professional Development/Trainings
1000.00	3010 Title I AA Professional Development/Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL/FEP and All students

Strategy/Activity

Teachers will participate in training, collaboration, and observations focusing on first best instruction and common instructional strategies.
 Teachers will also participate in trainings and professional development around literacy throughout all content areas.
 EL teachers will collaborate at the site and district level to support learning with a focus on building community and social emotional learning.
 Purchase new computers, replace and upgrade technology equipment so students may easily access technology tools.

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)
6740.00	3010 Title I EL/FEP Professional Development/Trainings
3000.00	9500 LCFF All Technology support

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.

During the 2021-2022 school year, teachers collaborated in department and grade level teams with a focus on instruction and essential standards. During collaboration, teachers looked at assessment data as well as informal checks given within the classroom (exit tickets, small writing

assessments, etc.) In returning to in person instruction, there was a primary focus on social and emotional learning in the classroom for students.

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

There were no major differences between intended implementation and/or budgeted expenditures. There was a shift to increase spending and need to make accessible with technology/devices. The 2021-2022 school year continued to show a need for an increase in technology as well as professional development around social emotional learning to support our returning students.

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.

The base of the 2021-2022 goal remains to compare to the 2022-2023 school year; however, for the 2022-2023 school year, there will be an increased focus on engaging students in their learning while working in tandem in addressing social emotional needs. Preliminary analysis of Spring 2022 CAASPP data shows a significant dip with students who are "At or Above" grade level in Language Arts and 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

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

During the 2022-2023 school year, English Language Learner's proficiency (meets and exceeds standard) in language arts will improve by 11 points and in math will improve by 16 points as demonstrated on the CAASPP.

During the 2022-2023 school year, African American student's proficiency (meets and exceeds standard) in language arts will improve by 10 points and in math will improve by 17 points as demonstrated on the CAASPP.

During the 2022-2023 school year, students with disabilities' proficiency (meets and exceeds standard) in language arts will improve by 33 points and in math will improve by 29 points as demonstrated on the CAASPP.

Identified Need

CAASPP was suspended for 2019 -2020 school year. CAASPP was administered in Spring 2021. Student performance on the 2019 CAASPP (33% met or exceeded standard) demonstrated that student proficiency showed little progress with only a 1% gain from 2018.

English Learners performance continues to decrease on the CAASPP, with only 5% meeting standard.

Preliminary data shows a significant drop in math scores for all grades and sub-groups.

Preliminary data on the ELA CAASPP scores as follows:

All Grades 66.71% not met

Students with disabilities 95% not met

English Language Learners 95% not met

African American students 80% not met

iReady data showed English Language Learners at 2% at or above grade level in math (Spring 2022).

iReady data showed English Language Learners at 5% at or above grade level in reading (Spring 2022).

iReady data showed African American students at 6% at or above grade level in math (Spring 2022).

iReady data showed African American students at 18% at or above grade level in reading (Spring 2022).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady math 2022-2023	Spring 2022 EL Students 2% meets or exceeds AA Students 6% meets or exceeds	Spring 2023 EL Students 7% meets or exceeds AA Students 11% meets or exceeds
iReady reading 2022-2023	Spring 2022 EL Students 5% at or above grade level AA Students 18% at or above grade level	Spring 2023 EL Students 10% meets or exceeds AA Students 23% meets or exceeds
CA Dashboard English Language Arts/Literacy	2019 CA Dashboard AA: 59.6 pts below standard; Orange EL: 61 pts below standard; Yellow SWD: 133.1 pts below standard; Orange	2023 CA Dashboard AA: 50 pts below standard EL: 50 pts below standard SWD: 100 pts below standard
CA Dashboard Math	2019 CA Dashboard AA: 117.6 pts below standard; Red EL: 115.9 pts below standard; Red SWD: 189.3 pts below standard; Red	2023 CA Dashboard AA: 100 pts below standard EL: 100 pts below standard SWD: 160 pts below standard
CA Dashboard English Learner Progress	2019 CA Dashboard 48% making progress towards English language proficiency 26.5% decreased one English Learner Progress Indicator (ELPI)	2023 CA Dashboard 53% making progress towards English language proficiency 20% decrease on one English Learner Progress Indicator (ELPI)

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)

English Learners, African American students, and Students with Disabilities

Strategy/Activity

Teachers will collaborate on best first instruction using the District adopted pacing guides to guide them so that essential standards are being taught.

Teachers will participate in professional development through WestED, engaging in Reading Apprenticeship (literacy) strategies to support curriculum and instruction.

Teachers will gather data to analyze student learning and plan to increase proficiency on benchmark assessments (in departments and academic grade level teams).

Teachers will build academic discourse and vocabulary by employing best instructional practices through collaboration and using common formative assessments. Using the district model, Hillview will support teachers in differentiating instruction to meet the needs of "standard not met" students, with a focus on ELs, African American students, CCSEIS students, and students with disabilities.

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)
1000.00	9500 LCFF EL/FEP Professional Development/Trainings
2000.00	3010 Title I EL/FEP Meeting Expenses
2500.00	3010 Title I SWD Technology and Supplies
2500.00	9500 LCFF AA Instructional Materials
1000.00	9500 LCFF AA Professional Development/Trainings
1000.00	9500 LCFF SWD Professional Development/Trainings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, African American students, and Students with Disabilities

Strategy/Activity

Teachers will collaborate on best first instruction using the District adopted pacing guides to guide them so that essential standards are being taught.

Teachers will participate in professional development through WestED, engaging in Reading Apprenticeship (literacy) strategies to support curriculum and instruction.
 Teachers will gather data to analyze student learning and plan to increase proficiency on benchmark assessments (in departments and academic grade level teams).
 Teachers will build academic discourse and vocabulary by employing best instructional practices through collaboration and using common formative assessments. Using the district model, Hillview will support teachers in differentiating instruction to meet the needs of "standard not met" students, with a focus on ELs, African American students, CCSEIS students, and students with disabilities.

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)
1000.00	9500 LCFF EL/FEP Professional Development/Trainings
500.00	3010 Title I AA Meeting Expenses
20000.00	9500 LCFF EL/FEP Technology and Supplies
3000.00	9500 LCFF SWD Student incentives
1000.00	9500 LCFF SWD Professional Development/Trainings
1000.00	9500 LCFF AA Professional Development/Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL/FEP students

Strategy/Activity

Teachers will participate in training, collaboration, and observations focusing on first best instruction and common instructional strategies.
 The leadership team will meet to reflect, review, and collaborate on how to support staff to implement research based instructional strategies and discuss best practices.
 Department chairs will meet with administration to collaborate and develop goals for departments around learning expectations and outcomes.

Attend conferences (professional development conferences and/or webinars) to support the curriculum and instruction of Hillview staff focusing on (but not limited to) student engagement; supporting our SPED students, ELD strategies, Dual Immersion program support, and engaging parents.

Purchase new computers, replace and upgrade technology equipment so students may easily access technology tools.

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)
10000.00	9500 LCFF EL/FEP Professional Development/Trainings
12000	3010 Title I EL/FEP Technology Learning Support
5000	3010 Title I EL/FEP Professional Development/Trainings
2000	3010 Title I EL/FEP Meeting Expenses
10000	9500 LCFF EL/FEP Teacher hourly
25000	3010 Title I AA Professional Development/Trainings
10000	3010 Title I AA Technology Learning Support
10000	3010 Title I SWD Professional Development/Trainings

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.

During the 2021-2022 school year, teachers collaborated formally three to four times a month on instruction and essential standards. During collaboration, teachers looked at assessment data as well as informal checks given within the classroom (exit tickets, small writing assessments, etc.) In returning to in person instruction, there was a primary focus on social and emotional learning in the classroom for students. On our final iReady assessment, we showed that 23% of our students were at or above grade level on the iReady assessment in Reading and 16% of our students were at or above grade level on the iReady assessment in math (Spring 2022).

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 major differences between intended implementation and/or budgeted expenditures. There was a shift to increase spending and need to make accessible with technology/devices. The 2021-2022 school year continued to show a need for an increase in technology as well as professional development around social emotional learning to support our returning students.

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.

The base of the 2021-2022 goal remains to compare to the 2022-2023 school year; however, for the 2022-2023 school year, there will be an increased focus on engaging students in their learning while working in tandem in addressing social emotional needs. Preliminary analysis of Spring 2022 CAASPP data shows a significant dip with students who are "At or Above" grade level in Language Arts and Math, particularly with our African American students, English Language Learners, and Students with Disabilities.

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 and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6))

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

During the 2022-2023 school year, overall suspension rates will be at 10%.
 During the 2022-2023 school year, overall chronic absenteeism rates will be under 10%.
 During the 2022-2023 school year, our goal is to make the school community feel welcomed by giving various opportunities to use their voice in ELAC, SSC, and parent/community meetings. The goal is to have a quorum for ELAC and SSC as well as to engage 5-10% of the school community in other school events.)

Identified Need

The most recent CA Dashboard (2019) information reflects 29.2% of our African American students are suspended yet only make up 20% of the population.
 The most recent CA Dashboard (2019) information reflects students with disabilities are suspended at a rate of 16.5%, yet are only 8.5% of the population.
 The most recent CA Dashboard (2019) information reflects socioeconomically disadvantaged students are suspended at a rate of 16.8%
 The most recent CA Dashboard (2019) information reflects 11.6% of students who are chronically absent during the 2018-2019 academic year.
 The Dashboard is expected to be updated in December 2022.
 Due to Covid-19 restrictions and requirements, many events were held via zoom and families did not have the same access to come to the school in person as they had pre-pandemic creating a drop in engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspension Rates	2019 CA Dashboard All students suspension rates: 14.9%; Red AA: 29.2%; Red SWD: 16.5%; Orange SED: 16.8%; Red	All students suspension rates: 10% AA: 20% SWD: 12% SED: 12%;

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Percentage of students who are chronically absent	2019 CA Dashboard All students chronically absent: 11.6%; Orange	All students chronically absent: 10%
ELAC and SSC quorums	TBD	A quorum in 7 out of 8 meetings
School community events	TBD	5-10% in comparison to the school population

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, African American students, and Students with Disabilities

Strategy/Activity

The COST team will review and analyze data to identify interventions and supports for our highest tiered students.

The Leadership team will review behavior and academic data to drive proactive staff strategies within identified areas of need to create appropriate supportive professional accountability practices to continue to build a positive school climate.

Grade level teams will collaborate on supports for students who have a moderate number of EWIs for behavior and attendance.

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)
8000.00	3010 Title I SWD Professional Development, Training and planning
8500.00	3010 Title I All Technology and supplies
2500.00	3010 Title I All Meeting Expenses
2500.00	3010 Title I

	All Postage for communication
10000.00	3010 Title I AA Professional Development, Training and planning
3000.00	3010 Title I All Student incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, African American students

Strategy/Activity

Restorative Justice facilitator will continue to support staff on developing restorative justice skills and will support staff in having restorative justice conversations with students.
 Leadership team will support engagement in implementing a "wellness" room for students and staff.
 Department chairs and leadership team will plan and implement a universal school wide discipline system, developed by the staff, to address student safety.
 Plan and implement Advisory Lessons to build community between students and teachers.

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)
4500.00	3010 Title I All Meeting Expenses
4500.00	3010 Title I AA Professional Development and Trainings
3000.00	3010 Title I All Technology and supplies
2000.00	3010 Title I All Student Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

African American students, English Learners, and Students with Disabilities

Strategy/Activity

Utilize the bilingual clerk to more effectively communicate with all parents at Hillview. This person provides supplemental support in the office which includes, but is not limited to, contacting parents/guardians, translating for meetings, and translating necessary documents for communication to families.

Restorative justice facilitator and community school coordinator, with the leadership team, will support a three-way communication between school, home, and community service providers.

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)
500.00	3010 Title I AA Meeting Expenses
2500	3010 Title I SWD Technology and Supplies
10000.00	9500 LCFF EL/FEP Bilingual Clerk
5000.00	3010 Title I EL/FEP Bilingual Clerk
2500	3010 Title I AA Technology and Supplies
500	3010 Title I EL/FEP Meeting Expenses

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All, African American students

Strategy/Activity

Administration, counselors, restorative justice facilitator and community school coordinator will support the Pittsburg Behavior Model, implementing restorative strategies and providing professional development to provide a safe and effective learning environment.

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)
4356	3010 Title I All Meeting Expenses
3924	9500 LCFF AA Professional Development and Trainings
5000	3010 Title I All Multicultural Activities
3000	3010 Title I All Technology, materials, and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All, English Learners, Foster Youth

Strategy/Activity

Enhanced matriculation between programs and stakeholders with a focus on improving Early Warning Indicators (EWIs) around grades, attendance, and behavior.

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)
15000	9500 LCFF EL/FEP MOUs with Partners
15000	9500 LCFF LI/FY MOUs with Partners
2000.00	3010 Title I All Technology, 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.

In returning to in-person learning, there was a high need for professional development around social emotional learning. As a site, we saw an increase in negative student behavior with an increase in behavioral incidents on campus. As staff engaged in professional development around SEL and Restorative Justice conversations and procedures, we began to rebuild our relationship with our students and their families. As we plan for the 2022-2023 school year, we look to provide more opportunities to engage our students and families in school workshops, celebrations, and meetings to support academic learning.

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 major differences between intended implementation and/or budgeted expenditures. There was a shift to increase spending and need to make accessible with technology/devices. The 2021-2022 school year continued to show a need for an increase in technology as well as professional development around social emotional learning to support our returning students.

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.

As we shifted to engaging with students in-person after nearly two years of virtual-learning, the Hillview team emphasized relationship building with our students and families to identify any social emotional health needs as they arise. For the 2022-2023 school year, not only do we continue to support our students and families social emotional health needs, but also increase engagement in collaboration to support rigorous student learning

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	\$286,552.00

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 (\$)
3010 Title I	\$170,800.00

Subtotal of additional federal funds included for this school: \$170,800.00

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

State or Local Programs	Allocation (\$)
9500 LCFF	\$115,752.00

Subtotal of state or local funds included for this school: \$115,752.00

Total of federal, state, and/or local funds for this school: \$286,552.00

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
9500 LCFF	115,752	0.00
3010 Title I	170,800	0.00

Expenditures by Funding Source

Funding Source	Amount
3010 Title I	170,800.00
9500 LCFF	115,752.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	62,424.00
All	79,888.00
EL/FEP	101,240.00
LI/FY	15,000.00
SWD	28,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
AA	3010 Title I	54,000.00
All	3010 Title I	59,560.00
EL/FEP	3010 Title I	34,240.00
SWD	3010 Title I	23,000.00
AA	9500 LCFF	8,424.00
All	9500 LCFF	20,328.00

EL/FEP	9500 LCFF	67,000.00
LI/FY	9500 LCFF	15,000.00
SWD	9500 LCFF	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,272.00
Goal 2	120,500.00
Goal 3	117,780.00

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

Name of Members	Role
Heidi Leber	Principal
Desiree Leslie	Other School Staff
Melissa Rodrigue-Kennedy	Classroom Teacher
Geoff Borroughs	Classroom Teacher
Rion Larson	Classroom Teacher
Jon Buxton	Classroom Teacher Parent or Community Member
Shanelle Marion-Threats	Parent or Community Member
Alma Rodriguez	Parent or Community Member
Mari Ward	Parent or Community Member
Angelina Woodson	Parent or Community Member
Maliyah Jones	Secondary Student
Mario Jones III	Secondary Student
Shanty Orozco Sanchez	Secondary Student
Lizette Lucas Vallejo	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 .

Attested:

Principal, Heidi Leber on

SSC Chairperson, Rion Larson on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Hillview Jr. High school

Year: 2022 - 2023

Principal: Heidi Leber

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

- During the 2022-2023 school year, student's proficiency (meets or exceeds standard) in language arts will improve by 15 points as demonstrated on the CAASPP.
- During the 2022-2023 school year, student's proficiency (meets or exceeds standard) in math will improve by 14 points as demonstrated on the CAASPP.

Area of Need:

Preliminary data shows a significant drop in math scores for all grades and sub-groups.

Our African American students are showing the highest number of students not meeting standard.

iReady data showed students at 16% at or above grade level in math (Spring 2022), showing a significant drop from the previous year. iReady data showed students at 23% at or above grade level in reading (Spring 2022), showing a significant drop from the previous year.

Overall preliminary CAASPP student performance in ELA in 2021-2022:

All Grades 66.71% not met

African American 80% not met

LatinX 68% not met

Overall preliminary CAASPP student performance in MATH in 2021-2022

All Grades 90% not met

African American 97% not met

LatinX 91% not met

Student groups to participate in this goal: All, EL/FEP, AA

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<ul style="list-style-type: none"> ● Teachers will collaborate on best first instruction and instructional materials using the District adopted pacing guides to guide them so that essential standards are being taught. ● Teachers will participate in professional development through WestED, engaging in Reading Apprenticeship (literacy) strategies to support curriculum and instruction. ● Teachers will use site data to target gaps in students' mathematical learning. ● Instructional aides will collaborate with classroom teacher(s) and case managers to provide support for the Hillview push-in model for inclusion and least restrictive environment. (● Data talks with math and ELA teachers around formative data to adjust curriculum and instruction. ● Teachers will participate in training, collaboration, and observations focusing on first best instruction and common instructional strategies. ● Teachers will also participate in training and professional development around literacy throughout all content areas. ● EL teachers will collaborate at the site and district level to support learning with a focus on building community and social emotional learning. 	<ul style="list-style-type: none"> ● Content area and grade level common assessments in math ● Content area and grade level common assessments in Language Arts ● Agendas from department meetings that show collaboration with instructional aides, especially with our ELA and math departments ● Agendas from department meetings that show collaboration with peers by grade level and content area ● Agendas showing collaboration with administration and departments around data analysis and re-engagement lessons ● Professional development with staff on curriculum and instruction ● Agendas and lessons from coaching sessions with WestEd around Reading apprenticeship and literacy across content areas ● iReady data (August baseline comparative to mid year assessment) ● End of the year CAASPP data 	

<p>Title 1: Meeting Expenses (\$3000) Instructional Materials (\$26040) Professional Development/Trainings (\$9740) Student Incentives (\$3000)</p>	
<p>LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)</p>	
<p>With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.</p>	
<p>School Goal #2</p> <ul style="list-style-type: none"> ● During the 2022-2023 school year, English Language Learner's proficiency (meets and exceeds standard) in language arts will improve by 11 points and in math will improve by 16 points as demonstrated on the CAASPP. ● During the 2022-2023 school year, African American student's proficiency (meets and exceeds standard) in language arts will improve by 10 points and in math will improve by 17 points as demonstrated on the CAASPP. ● During the 2022-2023 school year, students with disabilities' proficiency (meets and exceeds standard) in language arts will improve by 33 points and in math will improve by 29 points as demonstrated on the CAASPP. 	
<p>Area of Need:</p>	
<p>Student performance on the 2019 CAASPP (33% met or exceeded standard) demonstrated that student proficiency showed little progress with only a 1% gain from 2018.</p> <p>English Learners performance continues to decrease on the CAASPP, with only 5% meeting standard.</p> <ul style="list-style-type: none"> ● iReady data showed English Language Learners at 2% at or above grade level in math (Spring 2022). ● iReady data showed English Language Learners at 5% at or above grade level in reading (Spring 2022). ● iReady data showed African American students at 6% at or above grade level in math (Spring 2022). ● iReady data showed African American students at 18% at or above grade level in reading (Spring 2022). 	
<p>Preliminary data shows a significant drop in math scores for all grades and sub-groups.</p>	
<p>Preliminary data on the ELA CAASPP scores as follows:</p> <ul style="list-style-type: none"> ● All Grades 66.71% not met ● Students with disabilities 95% not met ● English Language Learners 95% not met ● African American students 80% not met 	
<p>Student groups to participate in this goal: SWD, EL/FEP, AA</p>	

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<ul style="list-style-type: none"> ● Teachers will collaborate on best first instruction using the District adopted pacing guides to guide them so that essential standards are being taught. ● Teachers will participate in professional development through WestEd, engaging in Reading Apprenticeship (literacy) strategies to support curriculum and instruction. ● Teachers will gather data to analyze student learning and plan to increase proficiency on benchmark assessments (in departments and academic grade level teams). ● Teachers will build academic discourse and vocabulary by employing best instructional practices through collaboration and using common formative assessments. Using the district model, Hillview will support teachers in differentiating instruction to meet the needs of "standard not met" students, with a focus on ELs, African American students, CCSEIS students, and students with disabilities. ● The leadership team will meet to reflect, review, and collaborate on how to support staff to implement research-based instructional strategies and discuss best practices. ● Department chairs will meet with the administration to collaborate and develop goals for departments around learning expectations and outcomes. 	<ul style="list-style-type: none"> ● Content area and grade level common assessments in math ● Content area and grade level common assessments in Language Arts ● Agendas from department meetings that show collaboration with instructional aides, especially with our ELA and math departments ● Agendas from department meetings that show collaboration with peers by grade level and content area ● Agendas showing collaboration with administration and departments around data analysis and re-engagement lessons ● Professional development with staff on curriculum and instruction ● Professional development with staff on equity and inclusion ● Agendas and lessons from coaching sessions with WestEd around Reading apprenticeship and literacy across content areas ● Agendas and minutes from department chair meetings ● iReady data (August baseline comparative to mid-year assessment) ● End of the year CAASPP data 	

<ul style="list-style-type: none"> Attend conferences (professional development conferences and/or webinars) to support the curriculum and instruction of Hillview staff focusing on (but not limited to) student engagement; supporting our SPED students, ELD strategies, Dual Immersion program support, and engaging parents. Purchase new computers, replace and upgrade technology equipment so students may easily access supplemental curriculum and technology tools. 		
<p>Title 1 Meeting expenses (\$4500) Technology and supplies (\$2500) Technology Learning support (\$22000) Professional development/training (\$40000)</p>		
<p>Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)</p>		
<p>Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.</p>		
<p>LCAPI Goal #3</p>		
<ul style="list-style-type: none"> During the 2022-2023 school year, overall suspension rates will be 10%. During the 2022-2023 school year, overall chronic absenteeism rates will be under 10%. During the 2022-2023 school year, our goal is to make the school community feel welcomed by giving them various opportunities to use their voice in ELAC, SSC, and parent/community meetings. The goal is to have a quorum for ELAC and SSC as well as to engage 5-10% of the school community in other school events.) 		
<p>Area of Need:</p>		
<ul style="list-style-type: none"> The most recent CA Dashboard (2019) information reflects 29.2% of our African American students are suspended yet only makeup 20% of the population 		

- The most recent CA Dashboard (2019) information reflects students with disabilities are suspended at a rate of 16.5%, yet are only 8.5% of the population.
 - The most recent CA Dashboard (2019) information reflects socioeconomically disadvantaged students are suspended at a rate of 16.8%
 - The most recent CA Dashboard (2019) information reflects 11.6% of students who are chronically absent during the 2018-2019 academic year.
- The Dashboard is expected to be updated in December 2022.**
- Due to Covid-19 restrictions and requirements, many events were held via zoom and families did not have the same access to come to the school in person as they had pre-pandemic creating a drop in engagement.

Student groups to participate in this goal: All, AA, SWD, EL/FEP		
Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<ul style="list-style-type: none"> ● The COST team will review and analyze data to identify interventions and supports for our highest tiered students. ● The Leadership team will review behavior and academic data to drive proactive staff strategies within identified areas of need to create appropriate supportive professional accountability practices to continue to build a positive school climate. ● Grade-level teams will collaborate on supports for students who have a moderate number of EWIs for behavior and attendance. ● Restorative Justice facilitator will continue to support staff in developing restorative justice skills and will support staff in having restorative justice conversations with students. ● Leadership team will support engagement in implementing a "wellness" room for students and staff. 	<ul style="list-style-type: none"> ● COST meeting agendas and meetings ● Leadership team agendas and meetings ● Grade level team agendas and meetings ● Staff and student professional development with restorative justice facilitator ● Data of wellness room usage (days, times, students, staff) ● Department chair and leadership team agendas and minutes ● Suspension and referral data ● Attendance data ● Sign-in sheets for SSC, ELAC, Parent/Meetings 	

<ul style="list-style-type: none"> ● Department chairs and leadership team will plan and implement a universal school-wide discipline system, developed by the staff, to address student safety. ● Plan and implement Advisory Lessons to build community between students ● Utilize the bilingual clerk to more effectively communicate with all parents at Hillview. This person provides supplemental support in the office which includes, but is not limited to, contacting parents/guardians, translating for meetings, and translating necessary documents for communication to families. 		
<p>Title 1</p> <p>Professional Development Training and planning (\$22500)</p> <p>Technology and supplies (\$1500)</p> <p>Meeting expenses (\$12356)</p> <p>Postage for communications (\$2500)</p> <p>Student incentives (\$5000)</p> <p>Bilingual Clerk (\$5000)</p> <p>Multicultural Activities (\$5000)</p>		