

School Year: **2019-20**

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
Hillsdale Middle School	37-67991-6112890	May 20, 2019	July 30, 2019

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Stakeholder 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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to

deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. Hillsdale has a well established Parent Teacher Association. The strength of our community has lead to an involved and active PTA. The PTA supports many of our programs with funding and parent involvement. The activity of our PTA has lead to the development of our Makerspace and robotics programs.

Resource Inequities

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

It is the focus of Hillsdale Middle School to provide an enriching and engaging experience for all of our students. To accomplish this focus there is a strong need for teacher professional development and collaboration. In addition, we focus on providing thoughtful ELD and integrated ELD instruction to our students. All students are able to experience engaging electives to ensure their engagement in Hillsdale Middle School. Lastly, the presence of our community in school events and decision making allows for a strong community school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.52%	0.39%	6	8	6
African American	4.1%	3.59%	3.39%	62	55	52
Asian	2.5%	2.55%	2.68%	38	39	41
Filipino	0.9%	0.85%	0.59%	13	13	9
Hispanic/Latino	25.4%	25.52%	25.85%	383	391	396
Pacific Islander	0.3%	0.33%	0.33%	5	5	5
White	57.0%	56.59%	56.59%	859	867	867
Multiple/No Response	6.6%	6.40%	6.4%	100	98	98
Total Enrollment				1,506	1532	1,532

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	461	498	495
Grade 7	527	502	539
Grade 8	518	532	498
Total Enrollment	1,506	1,532	1,532

Conclusions based on this data:

1. Enrollment demographics for Hillsdale Middle School have stayed relatively constant with the largest student group being white and the second largest being hispanic/latino.
2. The 2017-2018 school year showed a jump in enrollment for the 6th grade class. This jump in enrollment can have a long term affect by increasing enrollment for future 7th and 8th grade students. It is expected that there will be a necessity to hire more teachers moving forward to account for the increase in enrollment.
3. The positive work being done at Hillsdale Middle School is leading to many families in the surrounding community wanting to send their children to Hillsdale Middle School. This is reflected in the increase in 6th grade enrollment, as well as the average increase of forty 7th graders from year to year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	113	119	170	7.5%	7.8%	11.1%
Fluent English Proficient (FEP)	398	408	374	26.4%	26.6%	24.4%
Reclassified Fluent English Proficient (RFEP)	53	38	16	45.3%	33.6%	13.4%

Conclusions based on this data:

1. There is a constant level of English Learners from year to year Hillsdale Middle School. The population is a minority at Hillsdale Middle School with only 7.5% of the population being identified as English Learners.
2. There is a slight increase in the number of students who are fluent English proficient from 2015 to 2018. This increase can be attributed to the high number of students who reclassified while at Hillsdale Middle School. The before school tutorial offerings as well as integrated ELD instruction is helping students grasp the English language at a rapid rate.
3. There was a significant decrease in the percentage of students who reclassified from 2016 to 2017. This can be attributed to the changing of tests from the CELDT to the ELPAC. The new exam is much more rigorous and new teaching techniques are necessary to help students achieve. As a site we are dedicated personnel to integrated ELD instruction, as well as offering strategically taught ELD courses to help students succeed.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	463		484	455		480	455		480	98.3		99.2
Grade 7	516		533	497		527	497		527	96.3		98.9
Grade 8	521		484	499		474	499		474	95.8		97.9
All Grades	1500		1501	1451		1481	1451		1481	96.7		98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2550.		2550.	24.40		22.29	39.78		39.79	20.00		21.46	15.82		16.46
Grade 7	2570.		2584.	18.11		28.65	43.86		40.04	22.94		16.51	15.09		14.80
Grade 8	2603.		2578.	29.06		21.10	36.47		37.55	22.65		18.99	11.82		22.36
All Grades	N/A	N/A	N/A	23.85		24.17	40.04		39.16	21.92		18.91	14.20		17.76

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	26.81		28.75	52.75		45.63	20.44		25.63	
Grade 7	31.99		32.64	46.48		45.92	21.53		21.44	
Grade 8	38.08		32.98	43.09		41.01	18.84		26.00	
All Grades	32.46		31.49	47.28		44.26	20.26		24.26	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	35.38		28.13	43.96		53.75	20.66		18.13
Grade 7	35.81		41.94	49.50		45.73	14.69		12.33
Grade 8	38.88		34.81	49.30		47.68	11.82		17.51
All Grades	36.73		35.18	47.69		48.95	15.58		15.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.54		20.83	66.37		70.21	12.09		8.96
Grade 7	15.09		20.11	69.42		66.03	15.49		13.85
Grade 8	28.26		18.35	60.52		62.24	11.22		19.41
All Grades	21.64		19.78	65.40		66.17	12.96		14.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	38.02		35.00	45.71		50.21	16.26		14.79
Grade 7	29.98		39.28	55.13		44.40	14.89		16.32
Grade 8	40.48		32.14	43.49		43.97	16.03		23.89
All Grades	36.11		35.61	48.17		46.15	15.71		18.24

Conclusions based on this data:

1. ELA scores are significantly higher than math with 66% of students scoring at standard or exceeding standards. There is only a 2% percentage points difference between the percentage of students in 7th and 8th grade nearly meeting standards as opposed to 6th grade.
2. Hillsdale students who performed above, at or near standard in the category of Reading (which includes demonstrating, understanding of literary and non-fictional texts) is 6 percentage points lower than writing. The students performed best in the area of Research Inquiry and Listening with 88% and 87% at or near and above standard.
3. The data on students that are below standards is telling. Reading standards need to be an area of focus for our current 6th and 7th graders.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	462		484	455		479	455		479	98.5		99
Grade 7	516		533	498		524	498		524	96.5		98.3
Grade 8	521		484	507		474	507		474	97.3		97.9
All Grades	1499		1501	1460		1477	1460		1477	97.4		98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2540.		2529.	22.42		19.62	29.89		22.96	26.81		31.73	20.88		25.68
Grade 7	2555.		2572.	21.69		32.44	24.70		21.18	31.12		24.24	22.49		22.14
Grade 8	2568.		2541.	28.40		19.83	16.96		21.31	22.09		21.31	32.54		37.55
All Grades	N/A	N/A	N/A	24.25		24.24	23.63		21.80	26.64		25.73	25.48		28.23

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 6			35.16			24.22			34.07			40.71			30.77			35.07
Grade 7			31.12			41.41			33.94			29.58			34.94			29.01
Grade 8			32.15			24.05			28.01			35.02			39.84			40.93
All Grades			32.74			30.26			31.92			34.94			35.34			34.80

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											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 6			22.64			18.16			52.97			52.61			24.40			29.23
Grade 7			26.31			34.35			53.82			43.13			19.88			22.52
Grade 8			31.76			20.68			34.52			43.67			33.73			35.65
All Grades			27.05			24.71			46.85			46.38			26.10			28.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.05		21.71	50.33		53.44	24.62		24.84
Grade 7	20.88		27.67	61.24		54.39	17.87		17.94
Grade 8	27.81		19.83	46.55		49.16	25.64		31.01
All Grades	24.59		23.22	52.74		52.40	22.67		24.37

Conclusions based on this data:

1. All grade levels averaged 52% of students meeting or exceeded standards. District-wide 32% of 6th - 8th grade students met or exceeded standards. Although we our scores were the highest among the other 6th - 8th grade students in the district, only 48% of students meeting standard is significantly lower than our performance in ELA with an over passing percentage of 64%.
2. Areas for improvement include a focus on Concepts and Procedures in all grade levels. Problem solving in 6th and 7th grade is an area of need for improvement. Also, communicating reasoning in 8th grade is an area of focus.
3. SBAC data from 2015 and 2016 will be compared to 2015-16 SBAC data determine consistent patterns or areas of need. Students with below standard overall in math will be eligible for Strategic Support math courses designed to focus on deficiencies.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1523.6		1515.7		1530.9		38	
Grade 7	1510.3		1520.3		1499.8		46	
Grade 8	1524.1		1542.6		1505.2		20	
All Grades							104	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	39.47		31.58		*		*		38	
7	32.61		41.30		*		*		46	
All Grades	35.58		35.58		16.35		12.50		104	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	50.00		34.21		*		*		38	
7	58.70		23.91		*		*		46	
All Grades	53.85		27.88		*		11.54		104	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.21		*		36.84		*		38	
7	*		30.43		*		34.78		46	
All Grades	23.08		20.19		28.85		27.88		104	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	36.84		52.63		*		38	
7	41.30		41.30		*		46	
All Grades	38.46		45.19		16.35		104	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	65.79		*		*		38	
7	73.91		*		*		46	
8	75.00		*		*		20	
All Grades	71.15		20.19		*		104	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.21		*		44.74		38	
7	*		32.61		56.52		46	
All Grades	22.12		27.88		50.00		104	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		76.32		*		38	
7	26.09		58.70		*		46	
8	*		65.00		*		20	
All Grades	22.12		66.35		11.54		104	

Conclusions based on this data:

1. Areas of strength for Hillsdale Middle School are oral language and the speaking domain. A significant amount of students scored in the ranges of 4 and well developed. This can be attributed to the work of integrated ELD instruction as well as focused targeted ELD instruction.
2. A targeted area of development for ELD tutoring is student writing abilities. A large portion of ELD students are developing their writing skills at a rapid pace and continued writing development will lead to students in the well developed range of the writing domain.

3. An area of concern at this time is student reading levels on the ELPAC exam as 50% of students are in the beginning range. The utilization of programs such as Achieve3000 have been implemented to target this area of need.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic performance is a strength for Hillsdale Middle School with an area of improvement in English Language Arts.
2. An area of needed improvement is chronic absenteeism. Focused cultural developments to increase student engagement in school are being discussed by multiple committees of teachers to address this area.
3. Culture and climate of the campus is an area of continual evaluation. On the state dashboard the sole indicator for conditions and climate is suspension rate. The suspension rate has increased for this academic year and positive engagement activities are planned to target this area for the following school year.

School and Student Performance Data

Academic Performance English Language Arts

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 30.3 points above standard Increased 4.1 points 1434 students	<p>English Learners</p>  Yellow 11 points below standard Increased 12.2 points 316 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 1 points below standard 11 students	<p>Socioeconomically Disadvantaged</p>  Green 3.6 points above standard Increased 7.6 points 589 students	<p>Students with Disabilities</p>  Orange 73.5 points below standard Increased 9.3 points 117 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.5 points below standard Maintained -1.2 points 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Blue 63.8 points above standard Maintained 0.9 points 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.4 points above standard Maintained 1.8 points 371 students	 Green 41.4 points above standard Declined -11.8 points 60 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 39.1 points above standard Increased 6.3 points 824 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.7 points below standard Increased 41.6 points 83 students	18 points above standard Increased 14.7 points 233 students	39.1 points above standard Maintained 2.3 points 942 students

Conclusions based on this data:

1. Overall ELA test scores remained high with a slight increase of 4.1 points for the year.
2. All subgroups of students showed an increase in score for the school year. The subgroups of students with disabilities and English learners remain below standard. The subgroup of English learners are marketably close to the at standard level. Our continued targeted work in the areas of integrated ELD instruction and targeted ELD instruction in the areas of writing and speaking.
3. When evaluating the subgroups based on ethnicity only one group had marketable movement. The subgroup of two or more races have a decline of 11.8 points. The score remained at 41.4 points above the standard level.

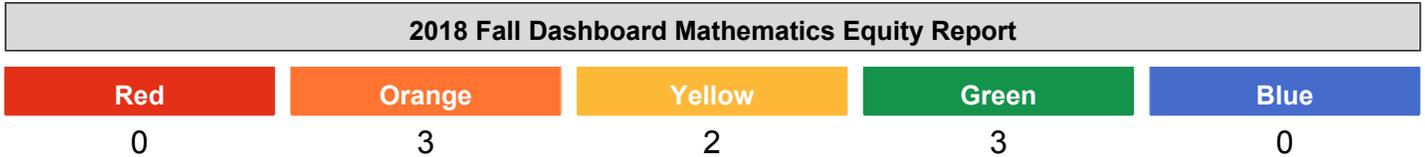
School and Student Performance Data

Academic Performance Mathematics

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 9.9 points below standard Maintained 2 points 1432 students	<p>English Learners</p>  Yellow 48.9 points below standard Increased 13.7 points 316 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 37.5 points below standard 11 students	<p>Socioeconomically Disadvantaged</p>  Yellow 34.6 points below standard Increased 9.2 points 588 students	<p>Students with Disabilities</p>  Orange 122 points below standard Increased 11.3 points 117 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 81.9 points below standard Declined -22.1 points 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 32.7 points above standard Declined -9.5 points 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.2 points below standard Maintained 0.9 points 370 students	 Green 3.3 points above standard Declined -3.5 points 60 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 2.9 points above standard Increased 3.4 points 823 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
142.1 points below standard Increased 31.2 points 83 students	15.7 points below standard Increased 20.5 points 233 students	3.6 points below standard Maintained -2.7 points 940 students

Conclusions based on this data:

- Overall scores maintained at 9.9 points below the standard level. It is noted that all subgroups showed an increase in scores ranging from 9.2 points to 13.7 points. Changes to mathematical instruction has not marketably occurred, but increased evaluation to placement of students can be attributed to the increase.
- An area of concern is the subgroup of African American students as their scores have declined by 22.1 points.
- An area of strength is the increase of scores by our current english learners , as well as the reclassified english learners. The use of GLAD strategies and targeted integrated ELD instruction can be attributed to the increase in scores.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
104	35.6%	35.6%	16.3%	12.5%

Conclusions based on this data:

1. The data shows high performance from our 104 EL students. Having 70% of our students scoring in the moderately to well developed range shows promise for our ELD program.
2. A continued focus on strong integrated ELD instruction will be necessary to maintain our high level of students scoring 3 and 4 on the ELPAC.
3. Continued before school tutoring will be necessary to meet students needs to ensure students are progressing from the beginning stage to well developed on the ELPAC exam.

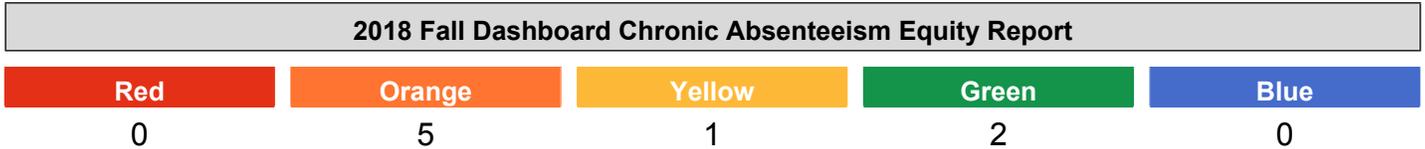
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7% chronically absent Increased 1.5% 1563 students	<p>English Learners</p>  Orange 13.4% chronically absent Maintained 0.1% 127 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 13.3% chronically absent 15 students	<p>Socioeconomically Disadvantaged</p>  Orange 9.5% chronically absent Increased 1.3% 662 students	<p>Students with Disabilities</p>  Orange 17.6% chronically absent Increased 0.8% 153 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 10.2% chronically absent Declined 1.1% 59 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Green 5% chronically absent Maintained 0.3% 40 students	 No Performance Color 0% chronically absent Maintained 0% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.9% chronically absent Increased 1.5% 404 students	 Green 7.6% chronically absent Declined 1.5% 157 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 5.8% chronically absent Increased 2% 877 students

Conclusions based on this data:

1. Areas of needed concern are in the subgroups of students with special needs and socioeconomically disadvantaged students. The increase in absenteeism by 1.3% and .8% is a marketed significant increase.
2. To curb absenteeism, more positive reinforcement activities will be added to the school calendar. Continued drawing for positive behavior, as well as drawings for perfect attendance will take place.
3. An area of strength is the decrease in chronic absenteeism by students of two more races. The decrease by 1.5% is significant and helped offset the increase in absenteeism by other subgroups. This has lead to a primary maintain in chronic absenteeism for the school year.

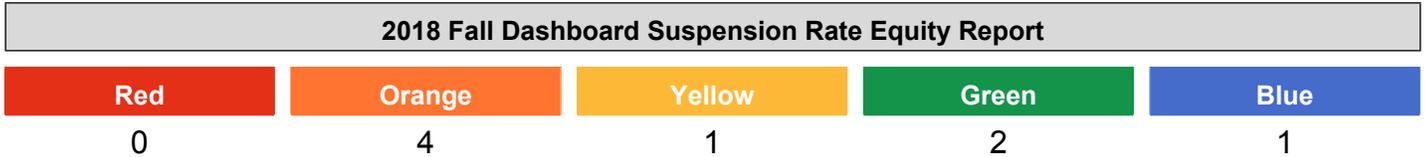
School and Student Performance Data

Conditions & Climate Suspension Rate

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.7% suspended at least once Maintained 0% 1581 students	<p>English Learners</p>  Orange 7% suspended at least once Increased 0.7% 128 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color 6.3% suspended at least once 16 students	<p>Socioeconomically Disadvantaged</p>  Orange 4.8% suspended at least once Increased 0.5% 669 students	<p>Students with Disabilities</p>  Green 5.1% suspended at least once Declined -1.5% 157 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.7% suspended at least once Increased 3.4% 60 students	 No Performance Color Less than 11 Students - Data 8 students	 Blue 0% suspended at least once Maintained 0% 41 students	 No Performance Color 0% suspended at least once Maintained 0% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.4% suspended at least once Increased 0.5% 410 students	 Green 3.1% suspended at least once Declined -1.1% 162 students	 No Performance Color Less than 11 Students - Data 5 students	 Yellow 2.2% suspended at least once Maintained -0.2% 882 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.6% suspended at least once	2.7% suspended at least once	2.7% suspended at least once

Conclusions based on this data:

1. For 2018 our suspension rate maintained at 2.7% of our students being suspended at least once. This is reflected in our overall suspension rate being less than 1% and significantly still 0%.
2. Areas of strength have been a decrease in our students with disabilities. A change that can be attributed to this decline has been our retiering of least restrictive environment. Additional SAI classes have allowed for more fluid movement to meet students needs and allow students to feel engaged in school. This engagement has lead to less disruptive behavior for students.
3. An area of concern is the increase in suspension rate to English Learners. With 7% of the students being suspended, we will need to target positive supports for this subgroups of students for next school year.

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

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Hillsdale students receive high quality instruction from teachers who maintain on-going collaboration and receive site and district professional development. Teachers are provided resources to support this goal. Students will be offered educational programs that are enriching, personalized, and specialized. Using of 21st century skills and technology, teachers collaborate to guide students to become creative, critical thinkers who pursue their passions to achieve life skills and educational success.

Identified Need

Support needs to be provided before, during or after school to meet the various instructional/creative needs of our students. All students are taught by California credentialed, highly qualified teachers who must meet at least twice each month in a subject area and interdisciplinary teams to work toward our vision of creating a collaborative environment that empowers students to be resourceful, independent learners. Teachers need to collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Lexile All students (475): 766	Lexile Goal All students: 800
7th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Lexile All students (526): 867	Lexile Goal All students: 890
8th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Lexile All students (470): 877	Lexile Goal All students: 900
6th Grade Assessment: IAB Number System	% Below/Near/Above Standard	% Below/Near/Above Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MATHEMATICS	<p>All students (431): 37% / 48% / 13%</p> <p>Hispanic (105): 45% / 42% / 11%</p> <p>Asian (12): 33% / 16% / 50%</p> <p>African American (18): 44% / 55% / 0%</p> <p>White (246): 35% / 50% / 13%</p> <p>Two or More Races (19): 26% / 57% / 15%</p> <p>Eng. Learners (39): 74% / 25% / 0%</p> <p>SWD (29): 62% / 27% / 10%</p> <p>Low Income (167): 46% / 43% / 9%</p>	<p>All students: 35%/ 50%/ 15%</p> <p>Hispanic: 40%/45%/ 15%</p> <p>Asian: 30%/ 20%/ 50%</p> <p>African American: 35%/ 55%/ 10%</p> <p>White: 30%/ 55%/ 15%</p> <p>Two or More Races: 15% / 60%/ 25%</p> <p>Eng. Learners: 70% / 20% / 10%</p> <p>SWD: 65% / 30% / 15%</p> <p>Low Income: 40%/ 45%/ 15%</p>
7th Grade Assessment: IAB Ratios & Proportional Relationships MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (341): 6% / 52% / 40%</p> <p>Hispanic (89): 11% / 59% / 29%</p> <p>Asian (7): 0% / 28% / 71%</p> <p>African American (10): 20% / 50% / 30%</p> <p>White (195): 4% / 51% / 44%</p> <p>Two or More Races (13): 7% / 53% / 38%</p> <p>Eng. Learners (21): 38% / 57% / 4%</p> <p>SWD (18): 27% / 55% / 16%</p> <p>Low Income (124): 10% / 60% / 29%</p>	<p>% Below/Near/Above Standard</p> <p>All students: 5%/ 55%/ 40%</p> <p>Hispanic: 5%/ 60%/ 35%</p> <p>Asian: 0%/ 25%/ 75%</p> <p>African American: 15%%/ 50%%/ 35%%</p> <p>White: 0%/ 55%/ 45%</p> <p>Two or More Races: 5%/ 55%/ 40%</p> <p>Eng. Learners: 35%/ 55%/ 10%</p> <p>SWD: 25%/ 55%/ 20%</p> <p>Low Income: 10%/ 60% / 30%</p>
8th Grade Assessment: IAB Expressions & Equations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (445): 23% / 49% / 26%</p> <p>Hispanic (107): 28% / 57% / 14%</p>	<p>% Below/Near/Above Standard</p> <p>All students: 20%/ 50%/ 30%</p> <p>Hispanic: 25% / 60% / 15%</p> <p>Asian: 20%/ 60%/ 20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian (12): 25% / 58% / 16% African American (15): 26% / 53% / 20% White (265): 22% / 47% / 30% Two or More Races (17): 5% / 47% / 47% Eng. Learners (36): 77% / 22% / 0% SWD (39): 66% / 33% / 0% Low Income (173): 34% / 42% / 22%	African American: 25%/ 55%/ 20% White: 15%/ 50%/ 35% Two or More Races: 0% / 50%/ 50% Eng. Learners: 70% / 25% / 5% SWD: 45%/ 40% / 5% Low Income: 30% / 45%/ 25%
Reclassification Rate (County 14.9%)	Percent Reclassified: 33.6%	Reclassified Goal: 40%

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 and administrators attend subject area workshops through district summer, winter or spring academy, SDCOE or other professionally sponsored organizations such as the technology conference CUE, Socratic Seminar, Writer's Workshop, Robotics or Math Conferences as funding becomes available.

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)

8,000

Source(s)

Supplemental Concentration Funding
 1000-1999: Certificated Personnel Salaries
 Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hillsdale Middle School's claim of distinction is a focus on arts and leadership. In keeping with our vision of allowing students to pursue their passions, a variety of elective courses are provided to students to choose in the areas of performing arts, media arts, music, drama, art, fitness, Journalism, Expressions, Climate and Culture, Spanish and technology instruction and enrichment.

Elective teachers funded centrally, programs fundraisers, HMDPA- Hillsdale Middle Dept., Parent Assn., drama club, art, and tech supplies.

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)

2,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Resource students receive additional daily small group and individualized instruction to support learning in their core subject areas.

Trained core teachers and SAI teachers team up to co-teach in order to provide a more personalized approach of instruction for students. Knowledge gained from attending Universal Design for Learning (UDL) training provided by CVUSD. "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs."

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)

1,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional hourly

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students and teachers have on-going access to 21st-century teaching and learning opportunities. Teachers need access to new, repaired and maintained tech equipment in the classroom when it is not funded centrally. This may include laptops, software licenses, hardware and classroom equipment to support educational programs.

The Mouse Squad class/students provide support to students who need assistance with their Chromebooks throughout the day.

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)

15,000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies, Materials & Equipment

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students choose to enroll in specialized year-long electives (i.e. yearbook, ASB, podcast, coding) and trimester elective wheels (fine arts, media arts, fitness, life skills, digital literacy, Spanish, music and drama) to expose them to a broad range of interest areas as they prepare for college and career success.

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)

4,000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Study Skills is a specialized course to support students who are not mastering standards or maintaining passing grades in core subject areas support materials and online resources, the curriculum is available for support and personalized learning.

Increase collaboration time is provided as needed to support individual children.

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)

1,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and administrators attend conferences to increase their knowledge of current standards and practices. Conferences will be a broad range topics that will help teachers be prepared to have students master standards and build upon college and career pathways. Funding will be used as it comes available.

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)

2,000

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Conference & Travel

2,000

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Hourly

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

To enhance integrated ELD instruction in the classroom we will provide an additional teacher to reduce class size and facilitate smaller group instruction for English Learner students in core classes.

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)
65,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary and Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

The implementation of GLO collaboration this year has proven to be highly effective. Being able to release entire grade level departments has allowed for strategic planning on the World of Work and new curriculums. In addition, district allocated funds for professional development allowed for the site to have insight into the areas of teacher growth for the year.

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

There was a discrepancy in the amount of funds allocated and the amount of funds spent due to district provided release time. We underspent this year and were able to supply more items for programs as the necessity for substitutes was decreased due to GLO release.

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.

Continued funding for elective programs and teacher professional development are necessary. As new programs are being built, the site will need to supply financial support. The continued upskilling of staff is also necessary to stay current with best practices. The outcomes of these expenditures will be seen in student engagement and hope data from the Gallup poll.

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

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Hillsdale Middle School staff will model positive interactions and respectful behaviors. On-going programs will focus on the social, emotional, and academic growth of all students. The campus will be welcoming, clean, and safe.

Identified Need

In looking at chronic absenteeism and suspension data and review school climate information students need to participate in school-wide, classroom and off-site activities that promote positive behavior, school spirit, and character education in line with our claim to distinction. In addition to classroom curriculum that focuses on character education and state-mandated Physical Education courses, students need to be offered elective courses and choose to participate in clubs/programs/class they identify with our claim to distinction of arts and leadership and that promote life skills, study skills, social skills and technology. The counselors need to coordinate Character Education Committee meetings. The committee needs to be comprised of staff members revisits and revise plans to educate students on bullying and cyber-bullying to reduce or eliminate bullying and to provide programs and incentives for positive behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.73%	Maintain attendance rate at 95% or above
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 5.26%	Decrease chronic absenteeism by 5%.
CA Dashboard 2016-2017 N/A	2017-2018: All students: Increased 1.9% Overall 14.1% Orange	
	English Learners: Orange Low Income: Orange SWD: Red Hispanic: Red White: Orange Two or More Races: Green African American: Orange	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard: Suspension Rate 2016-2017: All students: 2.7% Yellow English Learners: Orange Low Income: Orange SWD: Yellow Hispanic: Orange White: Yellow Two or More Races: Blue African American: Green Asian: Blue	2017-2018: All students: Maintained 0% Overall 2.7% Yellow English Learners: Orange Low Income: Orange SWD: Green Hispanic: Orange White: Yellow Two or More Races: Green African American: Orange Asian: Blue	Decrease the suspension rate by 1%

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 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students who qualify based on performance in PE classes volunteer to compete against other middle schools within and outside of the district at cross-country meets in the fall and track meets in the spring as an extra-curricular activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly for PE teachers

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HMS students are exposed to the arts through participation or attendance in music, drama and/or art programs throughout the school year.

To support our claim to distinction in arts and leadership, funding is provided for arts programs basic needs. The Music and Drama programs perform off-site in competitions, festivals, public venues and HMS Showcase night.

Funding for transportation, equipment, and supplies for arts (music, drama, media arts)

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)

2,000

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Transportation

5,000

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies, Materials & Equipment

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The ALC (Alternative Learning Center) encourages positive behaviors and supports academic progress. It is provided for students who need temporary alternative placement to reinforce academic and behavioral expectations for the campus and classroom setting.

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)

29,970

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Hourly: ALC aide

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To enhance an innovative and creative culture and climate, the physical environment in the classrooms, front office and library will be enhanced to support our school vision and claim of distinction "arts and leadership"

Flexible learning spaces/furniture. Signage, photos, banners, murals to reflect our school claim "arts and leadership"

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)

5,500

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PLUS Program will hold monthly forums for students to discuss topics that are affecting the school site.

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

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies:

1,000

Supplemental Concentration Funding
5700-5799: Transfers Of Direct Costs
Supplemental Culture and Morale items from
Print Shop: T-shirts for each participant and
signage

Annual Review

SPSA Year Reviewed: 2018-19

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.

The implementation of programs to promote positive behavior and character education continue to grow at Hillsdale Middle School. This was the second year of the Peer Leaders Uniting Students program. This program is allowing for an organic and student centered approach to character education. In addition, the addition of programs such as Circle of Friends are allowing for a more inclusive school setting for all students. The school will continue to look for ways to promote positive behavior and acknowledge students when they are conducting themselves in manner

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

There were no major differences between the intended implementation and the budgeted expenditure. Moving forward there may be a necessity to increase our field trip allocation to meet the needs of the site.

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.

Additional activities will be introduced to celebrate students on a more regular basis for positive behavior. The metrics that will change will be an increase in attendance, decrease in chronic absenteeism and a decrease in students suspensions. The goal will be to build a more engaging environment for all students that will allow them to flourish.

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

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Based on the assessment data below teachers need to provide on-going formative assessment to students in the classroom and all students take standardized and required State and district summative assessments (EL and SAI students). Assessment and observation data provides feedback to staff in order to monitor, modify and provide academic and social supports to help prepare students to master standards and develop career readiness for global competencies.

Identified Need

Based on both CAASP data and local assessment it is evident that not only is it important to know overall performance rankings, but also how students score in individual domains. Teachers need to provide on-going formative assessment to students in the classroom and all students take standardized and required State and district summative assessments (EL and SAI students) in order to effectively target specific strategies and areas for student development. Assessment and observation data needs to include feedback to staff in order to monitor, modify and provide academic and social supports to help prepare students to master standards and develop career readiness for global competencies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Lexile All students (475): 766	Lexile Goal All students: 800
7th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Lexile All students (526): 867	Lexile Goal All students: 890
8th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Lexile All students (470): 877	Lexile Goal All students: 900
6th Grade Assessment: IAB Number System	% Below/Near/Above Standard	% Below/Near/Above Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MATHEMATICS	<p>All students (431): 37% / 48% / 13%</p> <p>Hispanic (105): 45% / 42% / 11%</p> <p>Asian (12): 33% / 16% / 50%</p> <p>African American (18): 44% / 55% / 0%</p> <p>White (246): 35% / 50% / 13%</p> <p>Two or More Races (19): 26% / 57% / 15%</p> <p>Eng. Learners (39): 74% / 25% / 0%</p> <p>SWD (29): 62% / 27% / 10%</p> <p>Low Income (167): 46% / 43% / 9%</p>	<p>% Below/Near/Above Standard</p> <p>All students: 35%/ 50%/ 15%</p> <p>Hispanic: 40%/45%/ 15%</p> <p>Asian: 30%/ 20%/ 50%</p> <p>African American: 35%/ 55%/ 10%</p> <p>White: 30%/ 55%/ 15%</p> <p>Two or More Races: 15% / 60%/ 25%</p> <p>Eng. Learners: 70% / 20% / 10%</p> <p>SWD: 65% / 30% / 15%</p> <p>Low Income: 40%/ 45%/ 15%</p>
7th Grade Assessment: IAB Ratios & Proportional Relationships MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (341): 6% / 52% / 40%</p> <p>Hispanic (89): 11% / 59% / 29%</p> <p>Asian (7): 0% / 28% / 71%</p> <p>African American (10): 20% / 50% / 30%</p> <p>White (195): 4% / 51% / 44%</p> <p>Two or More Races (13): 7% / 53% / 38%</p> <p>Eng. Learners (21): 38% / 57% / 4%</p> <p>SWD (18): 27% / 55% / 16%</p> <p>Low Income (124): 10% / 60% / 29%</p>	<p>% Below/Near/Above Standard</p> <p>All students: 35%/ 50%/ 15%</p> <p>Hispanic: 40%/45%/ 15%</p> <p>Asian: 30%/ 20%/ 50%</p> <p>African American: 35%/ 55%/ 10%</p> <p>White: 30%/ 55%/ 15%</p> <p>Two or More Races: 15% / 60%/ 25%</p> <p>Eng. Learners: 70% / 20% / 10%</p> <p>SWD: 65% / 30% / 15%</p> <p>Low Income: 40%/ 45%/ 15%</p>
8th Grade Assessment: IAB Expressions & Equations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (445): 23% / 49% / 26%</p> <p>Hispanic (107): 28% / 57% / 14%</p>	<p>% Below/Near/Above Standard</p> <p>All students: 35%/ 50%/ 15%</p> <p>Hispanic: 40%/45%/ 15%</p> <p>Asian: 30%/ 20%/ 50%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian (12): 25% / 58% / 16% African American (15): 26% / 53% / 20% White (265): 22% / 47% / 30% Two or More Races (17): 5% / 47% / 47% Eng. Learners (36): 77% / 22% / 0% SWD (39): 66% / 33% / 0% Low Income (173): 34% / 42% / 22%	African American: 35%/ 55%/ 10% White: 30%/ 55%/ 15% Two or More Races: 15% / 60%/ 25% Eng. Learners: 70% / 20% / 10% SWD: 65% / 30% / 15% Low Income: 40%/ 45%/ 15%
Reclassification Rate (County 14.9%)	Percent Reclassified: 33.6%	Reclassified Goal: 40%

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 21

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

A daily EL Language support class is taught before school to support language acquisition and academic needs of students with mid- to low ELPAC levels 1, 2, 3.

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)

8,536

Source(s)

Supplemental Concentration Funding
 1000-1999: Certificated Personnel Salaries
 Certificated Salary & Benefits

4,000

Supplemental Concentration Funding
 4000-4999: Books And Supplies
 Supplies & Materials

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional support for English Learners.

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)

2,000

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Hourly

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL students improve language acquisition through use of Imagine Learning Software. Laptops, earphones and hardware will be maintained and purchased as needed. ELDA will provide support to students in ELD classes and core classes.

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)

8,000

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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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)

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students reclassify out of the ELD program based on ELPAC scores, district and State assessments. This achievement is celebrated at a reclassification ceremony in the summer of each year.

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)

240

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies, Materials

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

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)

26,660

Source(s)

S&C PD

1000-1999: Certificated Personnel Salaries

Certificated Stipends

Annual Review

SPSA Year Reviewed: 2018-19

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.

The strategies utilized to obtain this goal were individualized adaptive online programs, small group tutoring and teacher professional development. Online programs were primarily delivered in the courses of mathematics and history. Small group tutorial services were offered to ELD students before school to ensure they were able to access content. Teachers were provided the opportunity to be a part of professional learning in any format they would choose to meet their needs.

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

The only discrepancies that were of note was an over budgeted amount for teacher professional development. This was seen because not all teachers took advantage of the 10 hours that were provided to them and there was a limit on the professional learning for all teachers. In previous years some teachers would amass upward of 50 hours of professional learning which did not occur this year.

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

Projected outcomes and strategies will remain the same. An increase in the amount of ELD students who score a 3 and 4 on the exam will hopefully be seen. In addition, the utilization of individualized programs will lead to an increase in standardized scores as students can access curriculum at their level. Continued teacher development will lead to an increase in engaging learning environments for all students.

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

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Hillsdale fosters a sense of shared community where parents, students, staff and administration collaborate and coordinate programs/events that provide a safe, supportive, positive and academically focused school culture. Instructional materials, communication avenues, counseling programs, general supplies and technical support necessary for student success are provided to support this goal. Attendance (ADA) will increase with the implementation of an attendance plan to include analyzing data, providing student incentives and informing parents of ADA goals

Identified Need

Parent engagement needs to increase in order to keep parent informed and to increase the ability of parents to have voice in site decisions. Strong relationships are important between at risk students, their families, and the Hillsdale staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Tech Night	Five Meetings	The meetings will inform parents on how technology is being utilized within the classroom and how parents can access their student's curriculum.
Home Visits	20 Visits	Home visits are used to establish a strong relationship between at risk student's families and the Hillsdale staff.
School Site Council Meetings	8 Meetings	Our school site council works to develop the comprehensive SPSA to meet the needs of all Hillsdale students. The parents, students and teachers all provide input into the programs at Hillsdale Middle School.
English Learner Advisory Meetings	8 Meetings	The ELAC committee serves to provide our EL population families an opportunity to help

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		direct the work of Hillsdale Middle School. The ELAC committee ensures that the school is working to meet the needs of our EL students.
Parent Gallup Results	2019-2020 school year	Parents will provide their input on how Hillsdale Middle School is serving our community.

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 28

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Counseling Dept. coordinates support groups with San Diego Youth and Community Services and district counselors for students needing support with social, behavioral and emotional issues.

District counselor site-based 30 - 40 hours. Continue support groups throughout the school year.

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)

1,260

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 32

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4.14 The principal ensures on-going verbal and written communication with parents and community via the school website, student planner, Parent Connect Q/Zangle, Husky Communicator, Marquee, Peachjar, Twitter, Facebook and letters/memos.

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)

Centrally Funded
Blackboard Connect, Q, Peachjar

Strategy/Activity 33

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

The strategies that have been enacted to this point have greatly increased the shared community experience at Hillsdale. A strong social media presence has allowed for families to feel invited and welcomed into all of the wonderful activities at Hillsdale Middle School. In addition, the continued development of parent nights to meet the needs of our families and community will be done. The creation of parent tech nights this school year was a positive step for the site.

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

There was no major differences in intended implementation and budgeted expenditures. Most of the events do not cost any funding to host. It is the process of hosting the events and promoting the activities of the events that is necessary.

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.

For this upcoming year more parent nights as well as two parent assemblies on cyber bullying and e-vape pens will be held. The goal is to continue to find manners in which we can provide the community with the education they need to help the schools and families be successful in raising our Hillsdale students.

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$195,766.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
S&C PD	\$26,660.00
Supplemental Concentration Funding	\$169,106.00

Subtotal of state or local funds included for this school: \$195,766.00

Total of federal, state, and/or local funds for this school: \$195,766.00

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
Supplemental Concentration Funding	\$169,106	0.00
S&C PD	\$26,660	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	26,660.00
Supplemental Concentration Funding	169,106.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	116,056.00
2000-2999: Classified Personnel Salaries	41,970.00
4000-4999: Books And Supplies	34,740.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5700-5799: Transfers Of Direct Costs	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	26,660.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	89,396.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	41,970.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	34,740.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	2,000.00

5700-5799: Transfers Of Direct Costs

Supplemental Concentration Funding

1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,000.00
Goal 2	45,070.00
Goal 3	49,436.00
Goal 4	1,260.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jacob Launder	Principal
Teresa Estrada- Asucion	Other School Staff
Christie Haigh	Parent or Community Member
Julie Lupo	Parent or Community Member
Jean Dustan	Parent or Community Member
Harmony Serban	Secondary Student
Bianca Hana	Secondary Student
Haley Roa	Secondary Student
Matt Marsh	Classroom Teacher
Amy Cumming	Classroom Teacher
Stephanie Maras	Classroom Teacher
Cheryl Woods	Classroom Teacher

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.