

School Year: **2023-24**



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 Middle School	41689656044150	October 18, 2023	October 26, 2023

Purpose and Description

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

Schoolwide Program

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.

The Hillview Community inspires and empowers all students to be curious and resilient problem solvers, compassionate and constructive contributors, and lifelong learners during their individual and collective academic and personal growth journey. Hillview uses an organizational structure called the Academy Model that groups students and teachers into smaller learning communities to provide greater attention to individual student needs and to develop a sense of community within a smaller group of students who share the same academic teachers. Each academy has approximately 100 students. Hillview's School Plan for Student Achievement aligns directly with the Menlo Park City School District's Local Control and Accountability Plan. Each district LCAP goal has a corollary in our school plan. Our goals support the continuous development of high-quality, learner-centered curriculum and materials, the creation of antiracist classrooms and schools; targeted growth for underrepresented students; student wellbeing, and parent engagement.

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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

Hillview's process for developing the 2022-23 School Plan for Student Achievement is a cycle of continuous improvement. In the prior school year, we gather feedback from our stakeholders through our annual Panorama Survey. This survey data, both quantitative and qualitative, serves as an annual checkpoint to inform our goals the following year. Our Site Council reviews and analyzes the survey data and provides key take-aways. As we began the new school year, our Site Council met on two occasions to discuss tentative goals, and provided feedback. This year, after analyzing survey data and academic data, our focus on disrupting our predictable student achievement outcomes through improving sense of belonging, moving to a standards-based grading system, and improving parent engagement and connection, became a central thread in our vision for the year. Our vision is to create a middle school where all students, families and staff feel valued, connected and inspired. Our theory of action is that if we spend our time, energy and resources on our vision and increasing student and parent engagement and sense of belonging, then we will disrupt our predictable student outcomes and our overall student academic performance will increase.

Resource Inequities

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

The school provides all core and supplemental curriculum resources. Our parent-teacher organization, through parent donations, provides essential classroom supplies to all classroom teachers. All students have access to grade-level curriculum and technology. Students who require extra support based on their academic and social-emotional needs receive support from interventionists, classroom teachers, and the school counselor. The school provides iPads for home use to students in need. Currently, there are no inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.12%	0%	1	1	0
African American	0.7%	1.16%	0.92%	6	10	8
Asian	9.6%	10.56%	13.38%	87	91	116
Filipino	0.9%	1.16%	0.81%	8	10	7
Hispanic/Latino	15.4%	18.91%	21.11%	139	163	183
Pacific Islander	1.2%	1.39%	0.92%	11	12	8
White	58.9%	55.80%	53.52%	532	481	464
Multiple/No Response	13.0%	10.67%	9.11%	117	92	79
Total Enrollment				903	862	867

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	274	293	295
Grade 7	305	279	291
Grade 8	324	290	281
Total Enrollment	903	862	867

Conclusions based on this data:

- Hillview Middle School's predominant ethnicity is White, with approximately 53% of our students in this category, which decreased by 2% over last year. Our Hispanic/Latino students (21%) and Asian students (13%) make up our two next largest demographic groups. Both of these demographic groups have grown by 2% over last year. The percentages of these three demographic groups have changed slightly over the past year.
- American Indian, African American, Filipino, and Hawaiian/Pacific Islander students each make up 1% or less of our student population. Combined, these four groups made up approximately 3% of our student population. All of these groups show a slight decrease over last year.
- Hillview enrollment has decreased over time, from a high of 968 in 2018-19, to last year, 2022-2023, where we enrolled 867, and this year we have an enrollment of 857.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	30	23	37	3.3%	2.7%	4.3%
Fluent English Proficient (FEP)	59	71	72	6.5%	8.2%	8.3%
Reclassified Fluent English Proficient (RFEP)	90	96	100	10.0%	11.1%	11.5%

Conclusions based on this data:

1. The percentage of English Learners is steadily decreasing year to year, from 4.9% of our population in 2019-20, to 3.3% of our population in 2020-21, to 2.7% in 21-22. In 22-23, our percentage of English learners increased to 4.3%.
2. The increase in the percentage of Reclassified Fluent English Proficient (RFEP) is due to the focused LCAP goal. These efforts across the District ensure our English Learners are receiving excellent instruction in English Language Development across the curriculum so that they have the skills and language fluency and development to be reclassified.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	271	287	295	0	282	284	0	282	284	0.0	98.3	96.3%
Grade 7	296	277	291	0	274	279	0	274	279	0.0	98.9	95.9%
Grade 8	318	284	281	0	271	268	0	271	268	0.0	95.4	95.4%
All Grades	885	848	867	0	827	831	0	827	831	0.0	97.5	95.8%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2591.	2584		41.49	43.8		36.52	29.7		14.54	12.7		7.45	13.8
Grade 7		2634.	2619		48.54	40.0		33.94	41.1		10.22	12.4		7.30	6.5%
Grade 8		2641.	2628		39.11	35.3		40.59	43.2		14.76	13.5		5.54	7.9%
All Grades	N/A	N/A	N/A		43.05	39.8		37.00	37.9		13.18	12.9		6.77	9.5%

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		39.72	35.6%		51.42	50.4%		8.87	14.1%			
Grade 7		41.03	33.0%		52.01	59.4%		6.96	7.6%			
Grade 8		42.44	32.7%		51.29	56.8%		6.27	10.5%			
All Grades		41.04	33.8%		51.57	55.5%		7.38	10.8%			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		44.44	41.9%		44.44	43.7%		11.11	14.4%
Grade 7		54.21	47.1%		38.83	44.9%		6.96	8.0%
Grade 8		40.59	42.9%		51.66	50.0%		7.75	7.1%
All Grades		46.42	44.0%		44.96	46.1%		8.63	9.9%

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.82	22.5%		69.86	70.1%		5.32	7.4%
Grade 7		30.40	20.3%		66.30	72.8%		3.30	6.9%
Grade 8		30.63	23.3%		65.68	69.6%		3.69	7.1%
All Grades		28.57	22.0%		67.31	70.8%		4.12	7.1%

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.85	31.7%		62.41	57.8%		6.74	10.6%
Grade 7		45.26	40.6%		49.64	51.8%		5.11	7.6%
Grade 8		42.44	33.8%		53.87	59.4%		3.69	6.8%
All Grades		39.42	35.4%		55.38	56.3%		5.20	8.4%

Conclusions based on this data:

1. The percent met or exceeded standards for ELA is 78%, compared to 80% in 2022
2. There is a 3% increase in students at or near standard in both the listening claim area and the reading claim area. Alongside this is a 6% decrease in the percentage of students above standard in the same two claim areas.
3. The claim area results in ELA reveal a wide range at Above Standard (22% to 44%) and a slight increase of students at the Below Standard level (7% to 11%) in 2023 compared to 2022 (4% to 9%).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	271	287	295	0	282	283	0	280	283	0.0	98.3	95.9%
Grade 7	296	277	291	0	273	277	0	273	277	0.0	98.6	95.2%
Grade 8	318	284	281	0	268	267	0	268	267	0.0	94.4	95.0%
All Grades	885	848	867	0	823	827	0	821	827	0.0	97.1	95.4%

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2610.	2602		52.86	54.4		18.93	19.1		21.07	12.0		7.14	14.5
Grade 7		2628.	2633		50.92	53.6		21.61	21.2		16.12	14.6		11.36	10.6
Grade 8		2655.	2661		57.46	57.5		17.54	21.1		11.57	9.4%		13.43	12.0
All Grades	N/A	N/A	N/A		53.71	55.0		19.37	20.3		16.32	12.0		10.60	12.7

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		50.54	53.0%		39.43	32.1%		10.04	15.0%	
Grade 7		48.72	53.3%		39.56	35.9%		11.72	10.9%	
Grade 8		55.60	59.4%		35.82	29.7%		8.58	10.9%	
All Grades		51.59	55.1%		38.29	32.6%		10.12	12.3%	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		40.36	41.8%		50.00	43.2%		9.64	15.0%
Grade 7		51.65	52.2%		41.76	37.3%		6.59	10.5%
Grade 8		51.87	52.6%		35.07	35.3%		13.06	12.0%
All Grades		47.87	48.7%		42.39	38.7%		9.74	12.6%

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		43.57	43.2%		48.57	43.9%		7.86	12.9%
Grade 7		43.96	48.6%		45.42	43.8%		10.62	7.6%
Grade 8		46.27	46.6%		48.51	42.5%		5.22	10.9%
All Grades		44.58	46.1%		47.50	43.4%		7.92	10.5%

Conclusions based on this data:

1. The percentage met or exceeded Mathematics results are 76% met and exceeded a 3% increase from 2022.
2. In Math, 45% of students score Above Standard in the three claim areas. There was a 3% increase in the Above Standard group for Concepts & Procedures in 2023.
3. In 2023, the RFEP group's College Bound students' achievement increased 2% in Math, Socioeconomically Disadvantaged student's results increased by 6%, and the group Hispanic, Pacific Islander and African American students increased 6% in Mathematics as well.

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	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Grade 6	*	1528.7	*	1539.5	*	1517.4	7	22
Grade 7	*	*	*	*	*	*	5	5
Grade 8	*	*	*	*	*	*	8	3
All Grades							20	30

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	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	27.3%	*	36.4%	*	18.2%	*	18.2%	*	22
7	*	*	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	*	*	3
All Grades	50.00	33.3%	30.00	33.3%	20.00	13.3%	0.00	20.0%	20	30

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	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	36.4%	*	45.5%	*	9.1%	*	9.1%	*	22
7	*	*	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	*	*	3
All Grades	70.00	40.0%	20.00	40.0%	10.00	10.0%	0.00	10.0%	20	30

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	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	4.6%	*	36.4%	*	27.3%	*	31.8%	*	22
7	*	*	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	*	*	3
All Grades	30.00	10.0%	25.00	36.7%	35.00	23.3%	10.00	30.0%	20	30

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	22.7%	*	68.2%	*	9.1%	*	22
7	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	3
All Grades	35.00		55.00		10.00		20	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	72.7%	*	18.2%	*	9.1%	*	22
7	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	3
All Grades	90.00	73.3%	10.00	20.0%	0.00	6.7%	20	30

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	9.1%	*	50.0%	*	40.9%	*	22
7	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	3
All Grades	45.00	16.7%	25.00	43.3%	30.00	40.0%	20	30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
6	*	28.6%	*	47.6%	*	23.8%	*	22
7	*	*	*	*	*	*	*	5
8	*	*	*	*	*	*	*	3
All Grades	10.00	27.6%	90.00	51.7%	0.00	20.7%	20	30

Conclusions based on this data:

- As we are focusing on this goal as a district - LCAP goal 3 - we are seeing fewer EL students coming to Hillview who have not yet been reclassified. While our EL student numbers have been decreasing slightly over time, in the 22-23 school year, our EL student numbers increased to 30 students. As we continue to focus on our EL students and their learning needs, we are decreasing our EL student numbers each year as well, as there are 22 EL students in 6th grade, 5 in 7th grade and 3 in 8th grade.
- In overall language, 67% of our EL students scored at a level 3 or 4, and in oral language, 80% of our EL students scored at a level 3 or 4.

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+Bias Goal

LEA/LCAP Goal

Broad Goal: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.

*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Goal 1

Broad Goal: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.

*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Identified Need

In order to create a culturally responsive learning environment so that our underrepresented student population is best served, we will create opportunities for staff to reflect on unconscious biases that affect student experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Hillview staff participation in the annual Panorama focusing on Equity and Bias.	2022-23 64% of Hillview staff participation in the annual Panorama focusing on Equity and Bias.	2023-24 67% of Hillview staff participation in the annual Panorama focusing on Equity and Bias.

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

1.1 Six Project Cornerstone SEL lessons (Managing Emotions, Relationships, Me and You part 1 and part 2, Stress, part 1 and part 2) taught to students either via Hawk Talk or in classrooms. Counselors and the administrative team will partner to teach these lessons.

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

1.2 Expanding our club offerings to include diverse clubs to address the interests of all students

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

1.3. Using our student support period to understand our underrepresented students, reach out to their families, and intentionally plan educational experiences that meet their needs.

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23 school year, we successfully implemented several of our strategies. First, as a staff, we continued to refine our thinking and practices around standards-based grading to provide equity in scoring and reduce bias in our teaching and reporting. We learned to build proficiency scales, calibrated our priority standards, and began aligning the curriculum so that we would be ready to fully implement a standards-based report card during the 22-23 school year. Also, with our staff, we added a column in our weekly staff newsletter, A View from the Hill, to provide resources to staff about equity and bias. For our students, we significantly increased the diverse

book titles in the library, dedicating a significant amount of money to purchasing books by diverse authors or with diverse characters and subject matter. These books and graphic novels have been very popular with students. In classrooms, teachers implemented community circles - the goal was for each teacher to hold a community circle once a month to encourage a sense of belonging and sense of identity with students. Finally, in our ASB class, we opened our new Diversity, Equity, and Inclusion coordinator role, a student position. Our two DEI commissioners were instrumental in raising awareness of diverse groups, student needs, and equity among students through the Hawk Talk platform.

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

No major differences in the in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal.

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

Academic Achievement Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

* - SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status

Goal 2

Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

* - SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status

Identified Need

We notice a discrepancy between the performance of our underrepresented students and our students with disabilities on both the CAASPP ELA test and the CAASPP Math test when compared to the results of all students. We notice a need to address student achievement so that our outcomes are more balanced and our underrepresented students and students with disabilities perform on the same level when compared to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of African American, Hispanic, and Pacific Islander students scoring at Standard Met and Standard Exceeded on the CAASPP ELA test	53% Standard Met + Standard Exceeded on the 2023 CAASPP ELA test	56% Standard Met + Standard Exceeded on the 2024 CAASPP ELA test

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students with disabilities scoring at Standard Met and Standard Exceeded on the CAASPP ELA test	26% Standard Met + Standard Exceeded on the 2023 CAASPP ELA test	29% Standard Met + Standard Exceeded on the 2024 CAASPP ELA test
Percentage of socioeconomically disadvantaged students scoring at Standard Met and Standard Exceeded on the CAASPP ELA test	46% Standard Met + Standard Exceeded on the 2023 CAASPP ELA test	49% Standard Met + Standard Exceeded on the 2024 CAASPP ELA test
Percentage of English Learner students scoring at Standard Met and Standard Exceeded on the CAASPP ELA test	5% Standard Met + Standard Exceeded on the 2023 CAASPP ELA test	8% Standard Met + Standard Exceeded on the 2024 CAASPP ELA test
Percentage of all students scoring in the Standard Exceeded performance band on the CAASPP ELA test	40% Standard Exceeded on the 2023 CAASPP ELA test	43% Standard Exceeded on the 2024 CAASPP ELA test
Percentage of African American, Hispanic, and Pacific Islander students scoring at Standard Met and Standard Exceeded on the CAASPP Math test	47% Standard Met + Standard Exceeded on the 2023 CAASPP Math test	50% Standard Met + Standard Exceeded on the 2024 CAASPP Math test
Percentage of students with disabilities (N=76) scoring at Standard Met and Standard Exceeded on the CAASPP Math test	26% Standard Met + Standard Exceeded on the 2023 CAASPP Math test	29% Standard Met + Standard Exceeded on the 2024 CAASPP Math test
Percentage of socioeconomically disadvantaged students (N=71) scoring at Standard Met and Standard Exceeded on the CAASPP Math test	39% Standard Met + Standard Exceeded on the 2023 CAASPP Math test	41% Standard Met + Standard Exceeded on the 2024 CAASPP Math test
Percentage of English Learner students scoring at Standard Met and Standard Exceeded on the CAASPP Math test	15% Standard Met + Standard Exceeded on the 2023 CAASPP Math test	13% Standard Met + Standard Exceeded on the 2024 CAASPP Math test
Percentage of all students scoring in the Standard Exceeded performance band on the CAASPP Math test	55% Standard Exceeded on the 2023 CAASPP Math test	57% Standard Exceeded on the 2024 CAASPP Math test

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)

Students who are struggling academically, identified by teachers and/or data

Strategy/Activity

2.1. Intentional planning for and progress monitoring of target students during teacher student support period, using data to inform instruction and determine intervention strategies.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are struggling academically, identified by teachers and/or data

Strategy/Activity

2.2 Utilize benchmark assessments and other assessment data (unit assessments, standards based report cards) to identify academic areas of focus and develop reteaching plans.

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

2.3 Rethinking Wednesdays - refocus our Wednesday meetings to be student centered conversations around areas of strength, opportunities for growth and support strategies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with special needs and/or rights, all students

Strategy/Activity

2.4. Create and implement a "students with special needs and rights" professional development series over the course of the school year, including high leverage teaching strategies.

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23 school year, we made progress through a number of identified activities and strategies. So that our students with special needs, 504 students, and EL students could start the year off in a positive way, we strategically scheduled all of these students by hand before scheduling any other students. Then, we used Access, a targeted 6th grade academic intervention, to pre-teach and re-teach our 6th grade students in need of more support. We also upgraded our after school interventions including Mandatory 8th and Hawk Stars so that we could serve the needs of more students and we asked general education teachers to attend one time per month. This last part was not fully met, as teachers did not attend these programs as regularly as we hoped. One area we also looked to improve was in our teacher collaboration around students on Wednesdays. We revised the way we worked together to try to streamline communication as a staff and as a site, but this met with limited success. For the 23-24 school year, we have adjusted the procedures on these collaboration days again to see if we can figure out a more efficient, connected system to collaborate around student outcomes.

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

No major differences in the in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development Goal

LEA/LCAP Goal

Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years.

...Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

Goal 3

Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years.

...Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

Identified Need

Our district goal is to reclassify ALL English Learners before they arrive at Hilview. We notice that we still have EL students that we strive to reclassify before they leave Hillview, and MPCSD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Growth	70% of students will make growth on the ELPAC from 2022 to 2023	73% of students will make growth on the ELPAC from 2023 to 2024
Number of 8th graders reclassified	2022-2023 Actuals: 4 8th graders reclassified	2023-2024 7 8th graders reclassified
Number of 6th and 7th graders reclassified	2022-2023 Actuals: 23 6th and 7th graders reclassified	2023-2024 25 6th and 7th graders reclassified

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)

Newcomer English Learners

Strategy/Activity

1.1 Implement fully a Newcomers program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.2 Teacher and Administrator presence at DELAC meetings to create connection with our English Language Learner families

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

3.3 EL specialist/general education teachers collaborate to elevate EL voice and participation in all classrooms (ELD standards awareness and strategies).

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Learners; All students

Strategy/Activity

3.4. Train teachers in test preparation strategies focusing on needs of EL students.

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

Strategy/Activity

3.5. 1:1 goal setting and check-ins with EL students and the EL teacher

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3.6. EL specialist and general education teacher monitoring of RFEP students to ensure continued progress

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23 school year we were able to make progress towards our goals of reclassifying English Learners. We reclassified 7 students last year - 2 8th graders and 5 6th/7th graders. For the first time, we reclassified all of our 7th grade students so that during the 23-24 school year, we have no long term English Learners in the 8th grade! In looking at the strategies we used to achieve this progress, we were successful in strategically scheduling our EL students first, including scheduling identified students in ELD classes taught by our ELD Specialist, and having conferences with our EL students and their families. The strategic scheduling allowed for our EL students to have access to the necessary academic classes, support classes, and elective classes. In the ELD classes, our ELD teacher utilized high engagement project based learning units of study to ensure our EL students made progress towards their language learning goals and progress towards reclassification. Our EL teacher individually met with each EL student over the course of the year to set goals around the ELPAC exam and academic work so that students would have individual areas of focus to make progress.

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

No major differences in the in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal.

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

Students from Socio-Economically Disadvantaged Families Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD will increase students' sense of belonging and engagement in learning for our students of SED families.

Goal 4

Over a three-year period of time, MPCSD will increase by 3% our students' sense of belonging and engagement in learning for our students of SED families as measured by the annual Panorama student, parent survey results, and feedback from focus groups.

Identified Need

All students, and especially socio-economically disadvantaged students and our underrepresented students, should feel connected and valued at school. We notice that with state test scores, our SED students underperform others.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual MPCSD Student Survey of Students in Grades 3-5 (powered by Panorama) "Sense of belonging"	2023 Actuals: 46% on Sense of Belonging scale	2024 49% on Sense of Belonging scale
Percentage of students from socio-economically disadvantaged families achieving "standard met" and "standard exceeded" on the ELA and Math portions of the CAASPP.	2023 CAASPP Actuals: ELA: Met/Exceed 46% Math: Met/Exceed 37%	2024 CAASPP Actuals: ELA: Met/Exceed 49% Math: Met/Exceed 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 College Bound students, including students with socio-economic disadvantaged status

Strategy/Activity

4.1 Revision of our College Bound program and offerings at Hillview to ensure we are aligning the needs and opportunities with student and family needs and goals.

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

4.2 Monthly check-in with cabinet team to discuss progress, engagement, and belonging of our SED students and families

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

4.3 Provide transportation after school so students can engage in activities such as drama, sports, homework center, and other school events.

Annual Review

SPSA Year Reviewed: 2022-23

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 the 22-23 school year, we made progress towards our goal of connecting our socioeconomically disadvantaged students to our Hillview community in-person conferences for our college bound families was well attended and families learned about various Hillview programs while at the event. At school, we focused on creating connection and sense of belonging with our students. We implemented monthly community circles in each classroom so that all students learned about each other, building empathy and creating a positive classroom and whole school environment. Then, each teacher greeted students by name at the door at least one period each day so that each student was recognized at least once per day. We did several bell schedule pilots over the course of the school year in order to determine the best schedule to meet the academic and social emotional needs of each student every day. We did land on a bell schedule for the 23-24 school year that includes Flex time to meet individual student 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.

No major differences in the in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal.

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

Integrated Well-being Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

Goal 5

Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

Identified Need

As we come out of the pandemic, we notice a need for specific social emotional learning and emotional regulation for all students. We notice that the number of "chronically absent" students are higher for underrepresented groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of underrepresented students reporting on "Emotional Regulation" on the annual Panorama (grades 6-8) "Emotional Regulation Scale."	2023 43% of underrepresented students reported favorably on "Emotional Regulation" on the annual Panorama (grades 6-8) "Emotional Regulation Scale."	2024 53% of underrepresented students report favorably on "Emotional Regulation" on the annual Panorama (grades 6-8) "Emotional Regulation Scale."
Percentage of underrepresented students considered "chronically absent" based on the CDE definition and reflected in the CA Dashboard, at least once.	2023 California Dashboard: SED Students Performance Level Green: 12.5% "chronically absent" Hispanic Students Performance Level Green: 14.7% "chronically absent" EL Students Performance Level Green: 28.0% "chronically absent"	2024 California Dashboard: SED Students Performance Level Green: 10% "chronically absent" Hispanic Students Performance Level Green: 10% "chronically absent" EL Students Performance Level Green: 20.0% "chronically absent"
	Students with Disabilities	Students with Disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Performance Level Green: 19.5% “chronically absent”	Performance Level Green: 10% “chronically absent”
Percentage of under represented students suspended at least once.	<p>2023California Dashboard: SED Students Performance Level Green: 0.0% suspended at least once</p> <p>Hispanic Students Performance Level Green: 2.1% suspended at least once</p> <p>EL Students Performance Level Green: 0.0% suspended at least once</p> <p>Students with Disability Performance Level Green: 2.2% suspended at least once</p>	<p>2024California Dashboard: SED Students Performance Level Green: 0.0% suspended at least once</p> <p>Hispanic Students Performance Level Green: 0.0% suspended at least once</p> <p>EL Students Performance Level Green: 0.0% suspended at least once</p> <p>Students with Disability Performance Level Green: 0.0% suspended at least once</p>

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

1.1 Attain ACSA Model School Accreditation by 2027: Counselors will implement best practices identified through the ACSA models school to support students ability to communicate, self regulate, and resolve conflict.

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

1.2 Partnering with Project Cornerstone and using their Middle School SEL curriculum: 6 lessons taught over the course of the school year - 3 taught by the admin team over Hawk Talk with follow up community circles in classrooms, 3 taught by counselors in classrooms.

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

1.3. Counselors will increase their presence on campus, on Hawk talk, through the use of their grade level Schoology pages, and through running student centered groups and activities so that all students feel valued and connected and a sense of belonging.

Annual Review

SPSA Year Reviewed: 2022-23

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 22.23, school year, we were able to implement each of the strategies we set out to do. Several of our goals, including greeting students at the door at least one time each day and doing the bell schedule pilots, we completed fully. Because of the results of the bell schedule pilot, we were able to redesign our bell schedule for the upcoming 23-24 school year to better meet the needs of all of our students. Two of our goals were only partially met - holding community circles in every classroom at least once per month and our counselors hosting social skills groups during lunch and Qu3ST. We did see many community circles in classrooms, but not every classroom and while some held frequent community circles, some were not able to do these community circles on a regular basis. Also, due to time constraints and scheduling constraints, our counselors were only able to host a single 8 week social skills group during 7th period Qu3ST. While they found success with this group of students, they were not able to run other groups in 22-23. Finally, two of our actions here were not completed - our staff was not fully trained in RULER and our counselors were not able to teach strategic social emotional learning lessons in classrooms. We believe the counselors in classrooms could have a great impact on our school climate and culture as well as for building a sense of belonging and connection among students and have included it again for the 23-24 school 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.

No major differences in the in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal.

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

Parent Engagement Goals

LEA/LCAP Goal

Over a three-year period of time, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs).

Parent connections, sense of belonging

Goal 6

Over a three-year period of time, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs).

Parent connections, sense of belonging

Identified Need

We want our underrepresented families especially to feel valued and connected to our school site as we create a school where all students, staff and families feel valued, connected, and inspired. As such, we notice that we need to find specific and concrete opportunities for our underrepresented families to connect.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of underrepresented families reporting feeling "connected" or "very connected" in their learning on the annual Panorama (grades 6-8) "Family Engagement Scale."	2023 78% of underrepresented families reporting feeling "connected" or "very connected" in their learning on the annual Panorama (grades 6-8) "Family Engagement Scale."	2024 100% of underrepresented families reporting feeling "connected" or "very connected" in their learning on the annual Panorama (grades 6-8) "Family Engagement Scale."
Increase the number of College Bound parents on governance committees (LCAP+Equity, DELAC).	2023 2 College Bound parents on governance committees (LCAP+Equity, DELAC).	2024 100%

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 families, with underrepresented families targeted

Strategy/Activity

6.1 Support Period family contacts for connection and student support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All families

Strategy/Activity

6.2 Create a parent engagement volunteer position in PTO - parent engagement opportunities at least once per month at various times to bring parents into our school community.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

College bound families

Strategy/Activity

6.3 Continue with College Bound Family Conferences and School Resource Night (10/4/23)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

College Bound Families

Strategy/Activity

6.4 Visioning and redesign for Hillview's College Bound Program

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23, we made progress on our goals. One of our main goals over the school year was to ensure that we connected with and valued all of our families. To this end, in coordination with our very active PTO, our goal was to host three parent connection events. We hosted four events - 2-morning parent coffees and 2 "Food for Thought" parent lunches. These were fairly well attended, and we hope to expand on both of these in the coming 23-24 school year. Then, in 6th grade, two volunteer parents were trained through our district partnership with Project Cornerstone to lead Parent Circles, a parent connection and partnership group with our new 6th-grade families. The families who chose to participate loved the program, and it will expand to other grade levels in the 23-24 school year. Another of our actions, revising the College Bound Program at Hillview, was only partially met. We met with families and got started with great conversations but did not come to a final solution as to what the program will ultimately look like. This action item will continue into 23-24.

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

No major differences in the in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal.

School Site Council Membership

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

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

Name of Members	Role
Danielle O'Brien	Principal
Johnna Becker	Other School Staff
Tom Lyons	Other School Staff
Cliff Ingham	Classroom Teacher
Valerie Cypert (EL Teacher)	Classroom Teacher
Jonathan Coldoff	Classroom Teacher
Katrina Hsieh	Classroom Teacher
Sara Quesada Tevis	Parent or Community Member
Deisy Madriz	Parent or Community Member
Lindsay Kimmel	Parent or Community Member
Jennifer Noravian	Parent or Community Member
Laura Webb	Parent or Community Member
Ben Wang	Parent or Community Member
Vic Vuchic	Parent or Community Member
Santiago Tevis	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

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 10.11.22.

Attested:



Principal, Danielle O'Brien on 10/18/23

SSC Chairperson, Sara Quesada Tevis on 10/18/23

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](#)

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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/>

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