School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hillview Middle School	41689656044150	October 07, 2024	October 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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

Schoolwide Program

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. In an effort to create a middle school where all students, staff, and families feel valued, connected, and inspired, we connect our actions in this plan to our district directions of strengthening sense of belonging, increasing academic achievement, especially for our focal student groups, and creating inspiring environments.

Educational Partner Involvement

How, when, and with whom did Hillview Middle 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 2025-26 School Plan for Student Achievement is a cycle of continuous improvement. In the prior school year, we gather feedback from our stakeholders in several ways - through student, staff, and family conversations and feedback forms, as well as through our annual Panorama Survey. This survey data, as well as the feedback generated through other means from stakeholder groups, both quantitative and qualitative, serves as an annual checkpoint to inform our goals the following year. Our Site Council reviews and analyzes the data gathered and provides key take-aways. As we began the new school year, our Site Council met to discuss tentative actions, and provided feedback. This year, after analyzing feedback data and academic data, our focus on disrupting our inequitable student achievement outcomes through improving sense of belonging and connection among students and with our families, centering and aligning our standards-based grading system, and providing individualized student supports with precision 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 inequitable student outcomes and our overall student academic performance will increase.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0%	0%	0	0	0
African American	0.92%	0.70%	0.71%	8	6	6
Asian	13.38%	15.97%	17.26%	116	137	146
Filipino	0.81%	0.70%	0.47%	7	6	4
Hispanic/Latino	21.11%	20.16%	20.09%	183	173	170
Pacific Islander	0.92%	1.05%	0.95%	8	9	8
White	53.52%	52.56%	50.47%	464	451	427
Two or More Races	9.11%	8.62%	9.34%	79	74	79
Not Reported	0.23%	0.23%	0.71%	2	2	6
			Total Enrollment	867	858	846

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	295	273	272
Grade 7	291	300	280
Grade 8	281	285	294
Total Enrollment	867	858	846

Conclusions based on this data:

1. Hillview Middle School's predominant ethnicity is White, with approximately 50% of our students in this category, which decreased by 3% over last two years. Our Hispanic/Latino students (20%) and Asian students (17%) make up our two next largest demographic groups, with our Asian student population slightly increased and our Hispanic population slightly decreasd. The percentages of these three demographic groups have changed slightly over the past two years.

2. African American, Filipino, and Hawaiian/Pacific Islander students each make up 1% or less of our student population. Combined, these three groups made up approximately 3% of our student population. Our African American and Filipino student groups show a slight decrease and our Pacific Islander group has stayed steady in population over the 2023-2024 school year.

3. Hillview enrollment has decreased over time, from a high of 968 in 2018-19, to last year, where we enrolled 858, to this year we have an enrollment of 846.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	37	35	29	4.3%	4.1%	3.4%
Fluent English Proficient (FEP)	72	69	69	8.3%	8.0%	8.2%
Reclassified Fluent English Proficient (RFEP)	100	102	101	11.5%	11.9%	11.9%

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. While we had an increase to 4.3% in 22-23, we are currently in a decreasing trend, with our English Learners numbering 3.4% of our population in 24-25.

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 curricluum so that they have the skills and language fluency and development to be reclassified. The percentage of students being reclassified is slowly and steadily increasing over time.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	295	280	274	284	266	268	284	266	268	96.3	95	97.8%
Grade 7	289	297	278	276	279	263	276	279	263	95.5	93.9	94.6%
Grade 8	275	283	295	266	258	267	266	258	267	96.7	91.2	90.5%
All Grades	859	860	847	826	803	798	826	803	798	96.2	93.4	94.2%

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2585.	2598.	2587.	43.66	47.37	42.9	29.93	31.95	32.5	12.68	10.90	13.4	13.73	9.77	11.2
Grade 7	2618.	2632.	2637.	39.86	50.54	51.0	41.30	30.47	32.3	12.32	11.11	10.3	6.52	7.89	6.5
Grade 8	2627.	2632.	2640.	35.34	38.37	44.6	43.23	40.70	33.0	13.53	13.18	13.1	7.89	7.75	9.4
All Grades	N/A	N/A	N/A	39.71	45.58	46.1	38.01	34.25	32.6	12.83	11.71	12.3	9.44	8.47	9.0

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.56	39.47	37.7	50.35	50.75	50.4	14.08	9.77	11.9%
Grade 7	32.97	44.44	45.6	59.42	48.03	48.7	7.61	7.53	5.7%
Grade 8	32.71	38.76	41.6	56.77	53.88	48.7%	10.53	7.36	9.7%
All Grades	33.78	40.97	41.6	55.45	50.81	49.3	10.77	8.22	9.2%

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	41.90	46.24	36.9%	43.66	45.49	49.6	14.44	8.27	13.4%
Grade 7	47.10	54.12	58.2%	44.93	35.13	35.4	7.97	10.75	6.5%
Grade 8	42.86	40.70	41.2%	50.00	49.22	48.3	7.14	10.08	10.5%
All Grades	43.95	47.20	45.4%	46.13	43.09	44.5	9.93	9.71	10.2%

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	22.54	30.08	22.8%	70.07	63.16	67.4	7.39	6.77	9.7
Grade 7	20.29	25.45	25.9%	72.83	69.18	67.7	6.88	5.38	6.5
Grade 8	23.31	24.42	31.5%	69.55	72.48	64.8	7.14	3.10	3.8
All Grades	22.03	26.65	26.7%	70.82	68.24	66.7	7.14	5.11	6.6

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	31.69	40.60	34.3%	57.75	52.63	58.2	10.56	6.77	7.5
Grade 7	40.58	41.58	38.8%	51.81	53.05	56.7	7.61	5.38	4.6
Grade 8	33.83	36.43	40.5%	59.40	59.69	53.9	6.77	3.88	5.6
All Grades	35.35	39.60	37.8%	56.30	55.04	56.3	8.35	5.35	5.9

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Conclusions based on this data:

1. The percent met or exceeded standards for ELA is 78.7%, a slight decrease from the previous year, with a 1% increase in % above standard.

2. In two claim areas - listening and reading - we see a slight increase in the percentage of students above standard when compared to 24-25, and in the other two claim areas - writing and research - we see a slight decrease. In all claim areas we see a slight increase in the percentage of students below standard. We see our percentage of students at or near standard holding steady in each claim area, with two claims having slight increases (research and writing) and two claims having slight decreases (reading and listening). By focusing on the students at or near standard in each claim area, we can increase our overall scores as we move them into the above standard category. Our focal students that are performing below standard will benefit from targeted instruction, intervention, and support.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	295	280	274	287	269	270	287	269	270	97.3	96.1	98.5%
Grade 7	289	297	278	276	280	264	276	280	264	95.5	94.3	95.0%
Grade 8	275	283	295	266	262	266	266	262	266	96.7	92.6	90.2%
All Grades	859	860	847	829	811	800	829	811	800	96.5	94.3	94.5%

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2603.	2619.	2613.	54.01	57.25	57.0	18.82	19.33	17.8	11.85	14.87	14.1	15.33	8.55	11.1
Grade 7	2632.	2630.	2645.	53.62	56.79	59.5	21.01	18.57	18.6	14.49	12.14	14.4	10.87	12.50	7.6%
Grade 8	2660.	2658.	2660.	57.52	55.34	58.7	21.05	19.85	13.2	9.40	12.21	12.8	12.03	12.60	15.4
All Grades	N/A	N/A	N/A	55.01	56.47	58.4	20.27	19.24	16.5	11.94	13.07	13.8	12.79	11.22	11.4

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	52.96	57.99	53.3%	32.06	32.34	35.9	14.98	9.67	10.7
Grade 7	53.26	56.07	58.3%	35.87	30.71	31.4	10.87	13.21	10.2
Grade 8	59.40	50.76	54.9%	29.70	39.69	32.0	10.90	9.54	13.2
All Grades	55.13	54.99	55.5%	32.57	34.16	33.1	12.30	10.85	11.4

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	41.81	46.47	44.8%	43.21	44.61	43.7	14.98	8.92	11.5
Grade 7	52.17	47.14	52.6%	37.32	41.43	38.6	10.51	11.43	8.7
Grade 8	52.63	46.56	47.7%	35.34	44.66	39.1	12.03	8.78	13.2
All Grades	48.73	46.73	48.4%	38.72	43.53	40.5	12.55	9.74	11.1

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	43.21	47.58	43.0%	43.90	44.24	45.6%	12.89	8.18	11.5
Grade 7	48.55	48.93	47.4%	43.84	41.43	44.3%	7.61	9.64	8.3
Grade 8	46.62	48.47	51.5%	42.48	43.13	40.2%	10.90	8.40	8.3
All Grades	46.08	48.34	47.3%	43.43	42.91	43.4%	10.49	8.75	%

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Conclusions based on this data:

1. The percentage met or exceeded Mathematics results in 24-25 are 75% met and exceeded, a 1% decrease from 23-24 CAASPP results. The percentage of students excceding standard increased by 2% over the 23-24 CAASPP results. The percentage of students below standard also increased slightly over the 23-24 CAASPP results. These two increases account for the 3% decrease in percentage of students at or near standard.

2. In all math claim areas, the % of students below standard increased slightly in 24-25 from the 23-24 test administration. Concepts and procedures continues to have the highest percentage of students below standard at 11.4%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1528.7	1522.1	*	1539.5	1522.9	*	1517.4	1520.7	*	22	11	10
7	*	1550.6	*	*	1540.3	*	*	1560.6	*	5	14	9
8	*	*	1558.5	*	*	1558.6	*	*	1557.7	*	4	11
All Grades										30	29	30

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Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	27.27	18.18	*	36.36	45.45	*	18.18	27.27	*	18.18	9.09	*	22	11	10
7	*	28.57	*	*	42.86	*	*	14.29	*	*	14.29	*	*	14	9
8	*	*	18.18 %	*	*	54.55 %	*	*	27.27 %	*	*	0.00 %	*	*	11
All Grades	33.33	27.59	23.33 %	33.33	41.38	50.00 %	13.33	17.24	20.00 %	20.00	13.79	6.67 %	30	29	30

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Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	36.36	45.45	*	45.45	36.36	*	9.09	9.09	*	9.09	9.09	*	22	11	10
7	*	50.00	*	*	35.71	*	*	0.00	*	*	14.29	*	*	14	9
8	*	*	54.55 %	*	*	27.27 %	*	*	9.09 %	*	*	9.09 %	*	*	11
All Grades	40.00	51.72	50.00 %	40.00	31.03	33.33 %	10.00	3.45	6.67 %	10.00	13.79	10.00 %	30	29	30

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.55	0.00	*	36.36	18.18	*	27.27	63.64	*	31.82	18.18	*	22	11	10
7	*	14.29	*	*	35.71	*	*	28.57	*	*	21.43	*	*	14	9
8	*	*	0.00%	*	*	63.64%	*	*	27.27%	*	*	9.09%	*	*	11
All Grades	10.00	13.79	13.33%	36.67	27.59	43.33%	23.33	37.93	30.00%	30.00	20.69	13.33%	30	29	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	22.73	9.09	*	68.18	63.64	*	9.09	27.27	*	22	11	10
7	*	14.29	*	*	64.29	*	*	21.43	*	*	14	9
8	*	*	27.27%	*	*	72.73%	*	*	0.00%	*	*	11
All Grades	20.00	17.24	30.00%	66.67	58.62	60.00%	13.33	24.14	10.00%	30	29	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	72.73	72.73	*	18.18	9.09	*	9.09	18.18	*	22	11	10
7	*	71.43	*	*	14.29	*	*	14.29	*	*	14	9
8	*	*	72.73%	*	*	18.18%	*	*	9.09%	*	*	11
All Grades	73.33	72.41	70.00%	20.00	10.34	20.00%	6.67	17.24	10.00%	30	29	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.09	0.00	*	50.00	36.36	*	40.91	63.64	*	22	11	10
7	*	14.29	*	*	50.00	*	*	35.71	*	*	14	9
8	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
All Grades	16.67	13.79	36.67	43.33	41.38	33.33	40.00	44.83	30.00	30	29	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	28.57	0.00	*	47.62	90.91	*	23.81	9.09	*	21	11	10
7	*	35.71	*	*	57.14	*	*	7.14	*	*	14	9
8	*	*	0.00%	*	*	100.00	*	*	0.00%	*	*	11
All Grades	27.59	20.69	10.00	51.72	68.97	83.33	20.69	10.34	6.67%	29	29	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over the past 10 years, we have focused on a goal of reducing the number of Long Term English Learners in our district. To that end, we have seen the numbers of English Learners at Hillview decrease over time. The change in EL students at Hillview from 23-24 to 24-25 is a one student increase. As we continue to focus on our EL students and their learning needs, we are decresing our EL student numbers each year as well. In 22-23, there were 22 EL students in 6th grade, and then in 24-25, there were 11 EL students in 8th grade, a cohort decrease of 11 students. Then in 23-24, there were 11 EL students in 6th grade and then in 24-25, there were 9 EL students in 7th grade, a cohort decrease of 2 student. Over time, as per our goal to decrease the number of Long Term English Learners, we are seeing decreasing numbers of English Learners by cohort.

2. In overall language, our EL students increased 14%, as 83% of our EL students scored at a level 3 or 4. In oral language, our EL students increased by 3%, with 83% of our EL students scored at a level 3 or 4. In written language, our EL students increased 14%, with 56% of our EL students scoring at a level 3 or 4.

3. Writing continues to be an areas of strength (93% of our EL students scoring at level 3 or 4, an increase of 3% over 23-24) as well as speaking (90%% of EL students scored at level 3 or 4, and increase of 7% over 23-24), and listening (90% of our students scored at level 3 or 4, an increase of 14% over 23-24). Our domain where we have the most opportunity for growth is in reading (70% of our EL students scored at level 3 or 4, an increase of 15% over 23-24). On the ELPAC, our students showed strong growth in all areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Grow Student Belonging
Broad Goal:
"All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

Metric:
Quantitative data Panorama Survey ""Overall, how much do you feel that you belong at your school?""(quite belong, extremely belong) & ""How often do you have opportunities to share your identity and/or culture at school"" (quite often, very often) NOTE: 5 point scale with the top two being favorable.

Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
"All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

Metric:
Quantitative data Panorama Survey ""Overall, how much do you feel that you belong at your school?""(quite belong, extremely belong) & ""How often do you have opportunities to share your identity and/or culture at school"" (quite often, very often) NOTE: 5 point scale with the top two being favorable.

Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

Identified Need

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

Research has identified strength or asset-based learning to be the key to improved engagement, wellness, and a positive attitude towards school. This concept isn't new, but MPCSD's identified need is to deepen our staff's understanding and implementation of culturally responsive and asset based instruction.Taking a strength-based approach to teaching and supporting students involves recognizing and valuing the diverse strengths and assets that students from various cultural backgrounds bring to the learning environment. By leveraging students' diverse strengths but also creates a learning environment where every student feels a sense of belonging, acceptance, and appreciation for their unique contributions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"CA Dashboard Chronically Absenteeism Data on Focal Student Groups Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races *Selected based on data"	Baseline 2024-2025 Pending December 15th Release	Expected Outcome 2025-2026 TBD
"Percentage of focal students reporting favorably a feeling of “Sense of belonging” on the annual Panorama (grades 3- 8) “Sense of belonging"" Scale.” Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data"	Baseline 2024-2025 AA: 43% EL: 65% Hispanic: 73% Pacific Islander: 100% SWD: 67% SED: 70%	Expected Outcome 2025-2026 AA: 45% EL: 67% Hispanic: 75% Pacific Islander: 100% SWD: 69% SED: 72%
"Percentage of focal student groups reporting involvement with activities outside of school on the annual Panorama (grades 3- 8) ""How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?"" Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED "	Baseline 2024-2025 AA: 29% EL: 48% Hispanic: 56% Pacific Islander: 63% SWD: 54% SED: 52%	Expected Outcome 2025-2026 AA: 31% EL: 50% Hispanic: 58% Pacific Islander: 65% SWD: 56% SED: 54%
Increase the enrollment number of students from Socio-Economically Disadvantaged families to participate in after-school events	Baseline 2024-2025 Need to review metric	Expected Outcome 2025-2026

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
1.1	Use Wayfinder SEL lessons to deliver quality SEL curriculum both in Hawk Talk and three times per year in classrooms	All Students
1.2	Become a No Place for Hate designated school, including teaching three lessons in classrooms.	All Students
1.3	Continue with lunch clubs and intramurals, so that students can connect and find affinity spaces at school.	All Students
1.4	Each teacher with student support will identify, design instruction for, and monitor progress of learning for three focal students who are below standards on CAASPP to build relationships, academic confidence and belonging, with an aim to disrupt inequitable outcomes on assessments.	Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our goal last year was to increase student sense of belonging as measured by the annual panorama survey. We met this goal last year. Our sense of belonging data on the panorama survey increased 17% from the February 2024 survey, with 80% of students feeling a sense of belonging at Hillview. We achieved 3 of our 4 goals in this area in 24-25 which we believe led to the increase in our studetns feeling a sense of belonging at Hillview. We were able to expand our lunch club offerings and affinity spaces, with more than 20 such groups on campus. Our core academic teachers also built relationships with students during Qu3ST, Flex, and student support period and we will continue to leverage these relationships into 25-26.

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

In 24-25, we had a goal of becoming a No Place for Hate school. While we did not fully accomplish this goal, we made great progress and our aim is to become a No Place for Hate school in spring of 2026. Also, we have a new SEL program, Wayfinder, in the 25-26 school year. We look forward to a full implementation of this program and curriculum both at a schoolwide level and in classrooms.

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

As we continue to focus on sense of belonging, we will continue with some of our 24-25 actions that we believe helped achieve the increase in sense of belonging this year. Our goals will continue to include expanding clubs, affinity groups, and intramural sports, so that our students feel connected and can find a space to be themselves. In 24-25, we had a goal of becoming a No Place for Hate school. While we did not fully accomplish this goal, we made great progress and our aim is to become a No Place for Hate school in spring of 2026 as we focus on becoming a community where all students, families, and staff feel valued, connected, and inspired. Also, in 25-26, our core academic teachers are focusing on three students in order to foster a strong sense of belonging and build academic confidence. These focal students are identified as not being at standard on CAASPP and in one of our district focal groups. Our intentional focus on these students will increase our sense of belonging data.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Strengthen Academic Excellence
Broad Goal:
"All students and specifically focal student groups will improve academic performance (meeting or exceeding standards) in ELA, Math, and Science as measured by the annual state assessments

Quantative data CAASPP & CAST
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
"All students and specifically focal student groups will improve academic performance (meeting or exceeding standards) in ELA, Math, and Science as measured by the annual state assessments

Quantative data CAASPP & CAST
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

Identified Need

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

In MPCSD, we continue to see 120% of our focal student groups not meet grade level standards in English Langauge Arts, Mathematics, and Science. We need to interupt this persistent outcome for our district.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"Percentage of student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED Professinal Development Feedback survey "	Baseline 2024-2025 ELA CAASPP ALL: 79% HI, AA, PI: 54% Socio-Economic disadvantaged: 45% EL: 17% RFEP: 67% EVER EL: 58% SWD: 27%	Expected Outcome 2025-2026 ELA CAASPP ALL: 81% HI, AA, PI: 56% Socio-Economic disadvantaged: 47% EL: 19% RFEP: 69% EVER EL: 60% SWD: 29% SWD: 29%
"Percentage of 6-8 students achieving “standard met” and “standard exceeded” on MATH CAASPP. Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED Professinal Development Feedback survey"	Baseline 2024-2025 MATH CAASPP ALL: 75% HI, AA, PI: 44% Socio-Economic disadvantaged: 36% EL: 8% RFEP: 60% EVER EL: 50% SWD: 27%	Expected Outcome 2025-2026 MATH CAASPP ALL: 77% HI, AA, PI: 46% Socio-Economic disadvantaged: 38% EL: 10% RFEP: 62% EVER EL: 52% SWD: 29% SWD: 27%
Teacher feedback Survey on implementation CAST Interim Assessment Questions 8th Grade CAST Data	Baseline 2024-2025 8th Grade CAST Data 68%	Expected Outcome 2025-2026 8th Grade CAST Data 70%
Examine access and support eligibility for more AA, EL, Hispanic, Pacific Islander, SWD, SED students to attend compacted math courses	Baseline 2024-2025 6th Grade Compacted Math All 196 EL 1 SED 8 SWD 4 HI, PI, AA 22 Tinsley 2 Asian 39 White 110 7th Grade Compacted Math All 195 EL 0 SED 7 SWD 2 HI, PI, AA 17 Tinsley 3 Asian 50 White 101 8th Grade Compacted Math All 199 EL 0 SED 11 SWD 8 HI, PI, AA 27 Tinsley 4 Asian 47	Expected Outcome 2025-2026 6th Grade Compacted Math All 196 EL 3 SED 10 SWD 6 HI, PI, AA 24 Tinsley 4 Asian 39 White 110 7th Grade Compacted Math All 195 EL 2 SED 9 SWD 4 HI, PI, AA 19 Tinsley 5 Asian 50 White 101 8th Grade Compacted Math All 199 EL 2 SED 13 SWD 10 HI, PI, AA 29 Tinsley 6 Asian 47

	White 110	White 110

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
2.1	Utilize iReady Reading & Math diagnostic assessment data to identify the gaps of standards and skills to modify/target instruction for small groups.	All Students and Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED
2.2	Monitor system to monitor attendance and increase participation in Flex through Schoology	All Students
2.3	Examine CAST and local assessment data to evaluate our science curriculum and instruction	All Students
2.4	Develop a technology onboarding and training program for students so that all students can fully access all digital tools and materials specific to each grade level.	All Students
2.5	Intentional planning for and progress monitoring of target students during teacher student support period. Each teacher with student support will identify, design instruction and monitor progress of learning for 3 focal students who are not meeting standards on CAASPP.	Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED
2.6	Create a course or series of activities/lessons with an emphasis on executive functioning, project organization, and learning to learn to be delivered to all students, with an emphasis on LTEL and Quest-S student groups.	Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Over the 24-25 school year, teachers were able to use their student support periods to progress monitor our focal students in the hopes of disrupting our inequitable outcomes. Teachers did this throughout the year with check ins with the administration three times over the course of the year. Teachers used benchmark assessment data to monitor student progress and used their local unit assessment data to determine reteaching and intervention plans. This year, as a staff, we improved our attendance during Flex through using passes. Teachers and Flex supervision staff partnered to increase attendance for target students as well.

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

During 24-25 school year, we had a goal of creating both a technology onboarding plan and an executive functioning series to help our students stay organized and have the benefits of all the technology tools as we are a 1:1 iPad school. We did not fully reach this goal for all students. While we had some success in small groups with executive functioning lessons through small groups led by our counseling team and with technology boot camp in one grade level, we were not able to expand upon these smaller actions to broaden them to the whole school community.

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 the 25-26 school year, we will be strategic and precise with our teaching and intervention practices in support of our focal students. As we fully integrate iReady in both ELA and math, we will use this tool to identify student gaps in skills and standards in order to adjust and target our instruction for our focal students. Our teachers will receive professional development around iReady in order to effectively use the tool to increase student outcomes in both ELA and math. As we now have several years of CAST data, we will evaluate our science curriculum and instruction to determine both promising practices and opportunities for growth, with the aim of determining how closely our 3 years of science curriculum and local assessments align to CAST performance, especially for our focal students. And as we look to support our focal students so that they have all the tools needed to both develop academic confidence and student skills to build their academic performance, we will expand our programming to teach and build skills in iPad use and technology, executive functioning and study skills, and time management, including using Schoology to monitor Flex attendance and progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Strengthen Academic Excellence
Broad Goal:
Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

Quantative data number of LTELs redesignated to Fluent English status
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: ELL Hispanic (H), English Language Learners (ELL), ELL Students with Learning Differences (SWD), ELL Students from Socio-Economically Disadvantaged Families (SED)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

Quantative data number of LTELs redesignated to Fluent English status
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: ELL Hispanic (H), English Language Learners (ELL), ELL Students with Learning Differences (SWD), ELL Students from Socio-Economically Disadvantaged Families (SED)

Identified Need

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

To ensure our students have access to A-G courses in high school, it's imperative to prevent them from being identified as Long-Term English Language Learners (LTELs) before they promote to high school. Bringing the number of LTELs to zero before ELs leave MPCSD is crucial to achieving this goal. Analyzing ELPAC assessment results for students at risk of becoming LTELs, we should identify specific areas needing focus, such as writing, reading, or speaking skills, to support our objective of reducing LTEL numbers to zero

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of EL students achieving "moderately developed" and "well developed" on the ELPAC	Baseline 2024-2025 74% "moderately developed" and "well developed"	Expected Outcome 2025-2026 76% "moderately developed" and "well developed"
Decrease by XX# of LTELS	Baseline 2024-2025	Expected Outcome 2025-2026

	LTEL: 2	Zero Long Term English Learners

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
3.1	Continue to systematize ways and monitor progress to support our Newcomers (and all EL students) in general education and ELD classes	English Learners
3.2	Through the Students with Special Rights PD series, train teachers on ELD strategies to promote academic success	English Learners
3.3	1:1 goal setting using reclassification criteria and MyPath data for check-ins with LTEL students for the purpose of empowering students to understand high stakes assessment	English Learners
3.4	Administrator and teacher partnership through SMCOE LTEL NIC to learn more about the experience of our LTELs and to disrupt our patterns of inequitable outcomes.	Long Term English Learners
3.5	ELD Teacher and administrator presence at district DELAC meetings to build connection with EL families	English Learners

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Over the 24-25 school year, we made excellent progress on our ELPAC results and have met our goals in Goal 3. At our regular DELAC meetings, both our ELD teacher and one administrator were present, connecting with families and presenting important information to engaged EL families. Our ELD teacher not only presented about ELPAC at DELAC meetings, but also presented several times to our entire staff through our monthly PD series on Students with Special Rights. Our staff supported our EL students with their progress in classrooms as well as leading up to the ELPAC assessment, and our ELD teacher met individually with each EL student over the year to monitor progress and inspire confidence in learning and in the ELPAC. These actions led to increases in our ELPAC scores in 24-25.

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

We continue to create the best possibel experience for our newcomers, redesigning our newcomers master schedule to better meet the academic and EL needs of our newcomers. Through strategic class placement and class options, we are better able to support our newcomers. We are hoping to hone this design to meet the needs of our Long Term English Learners as well.

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 the 25-26 school year, we will continue to strengthen our ELD program through honing some of our systems and processes, including goal setting with all EL students, adult learning through the students with special rights PD series for staff. We aim to increase the academic success of our LTELs through participation in the LTEL NIC through SMCOE. This group, in partnership with our coordinator of EL services, ELD teacher, instructional coach, and Assistant Principal, is learning more about the full educational experience of our LTELs so that we can modify current practices and/or integrate new practices to create an experience that leads to academic confidence and success for our LTELs and all EL 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 4

Title and Description of School Goal

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

Creating Inspiring Environments
Broad Goal
"All students and specifically focal student groups will report an increased favorability regarding the overall social and physical learning climate of their school as measured by two questions on the annual panorama student survey.

Quantative data Panorama Survey questions ""How pleasant or unpleasant is the physical space at your school?"" & ""How positive or negative is the feeling/vibe at your school?""
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal
"All students and specifically focal student groups will report an increased favorability regarding the overall social and physical learning climate of their school as measured by two questions on the annual panorama student survey.

Quantative data Panorama Survey questions ""How pleasant or unpleasant is the physical space at your school?"" & ""How positive or negative is the feeling/vibe at your school?""
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

Identified Need

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

The impacts of a school environment can greatly impact how our students learn, feel, and connect. The US department of education shares research on how the space in which our students learn is vitally important. At MPCSD, we have opportunities around our campuses to create a safe and inspiring setting so that kids can thrive when they are in a space to learn

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"Percentage of members on the student body and site council rating the overall experience favorably How would you rate your overall experience and involvement with the student body and site council activities this school year? Excellent Good Average Below Average Poor"	QUESTION NOT ASKED ON PANORAMA SURVEY Need to review question Baseline 2024-2025	Expected Outcome 2025-2026
"Percentage of students reporting favorably to the physical spaces at school ""How pleasant or unpleasant is the physical space at your school?"" Somewhat Pleasant Neutral Somewhat Unpleasant Very Unpleasant Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) "	New Question - Baseline 2024-2025 69% of students reported favorably to the physical spaces at school Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) Status: Good Repair	Expected Outcome 2025-2026 71% of students reporting favorably to the physical spaces at school Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) Status: Good Repair

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
4.1	Continue lunch club options and intramural sports options so that students can connect and find affinity spaces at school.	All students
4.2	Become a No Place for Hate school.	All students
4.3	Survey the student body through ASB-led Student Council for two positive school climate actions and implement those actions	All students
4.4	Bring 2 inspiring events and activities to Hillview for all students	All students
4.5	Create 3 new murals on Hillview campus, with student participation throughout the process	All students

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

As we create a middle school where all students, families, and staff feel valued, connected, and inspired, we emphasize building an inspiring environment creating inspiring activities for all of our students. To this end, we accomplished most of our goals in this area in 24-25. We offered more than 20 lunchtime clubs and affinity groups so that our students feel valued and inspired at school each day. Also, we invested in our Hawk's Nest, a student space run by our counselors, so that every day, all students had a safe space with activities led by our school counselors. This not only provided a space for student connection and friendship groups, but also allowed for access each day to counselors for check ins and adult conection. We also brought several inspiring events to our Hillview community, including a whole school assembly with astronaut Jose Hernandez provided by the school district. We also hosted ballet folklorico dancers at lunch during Hispanic Heritage month, a lion dance group near Chinese New Year, and a congolese drumming group sponsored by our Black Student Union and Allies club. Through these activities, our students were able to see various cultures and measures of success. We also added 2 new student created murals on campus through our art program. These activities inspire our students by valuing their individuality, opening their minds to new ideas and experiences, and connecting them to one another.

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

In 24-25, we had a goal of becoming a No Place for Hate school. While we did not fully accomplish this goal, we made great progress and our aim is to become a No Place for Hate school in spring of 2026.

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.

In the 25-26 school year, we hope to expand on our goals and actions from 24-25. Our goals will continue to include expanding clubs, affinity groups, and intramural sports, so that our students feel connected and can find a space to be themselves. In 24-25, we had a goal of becoming a No Place for Hate school. While we did not fully accomplish this goal, we made great progress and our aim is to become a No Place for Hate school in spring of 2026 through partnership with our ASB class, instructional coach, and our coordinator of diversity, equity, and inclusion. Part of the process of becomign a No Place for Hate school includes working with our ASB student council in determining areas for improvment in our school community through listening to student voices. We will lean in to student voice and bring to life 2 actions as suggested by our students. In the 25-26 school year, in partnership with our PTO, we are creating 3 murals on our campus with local muralists. This will be complete by spring of 2026, and our first mural will begin in October. This year, we also will bring inspiring activities to campus, continuing with cultural activities for all students and expanding to inspiring speakers. As we focus on becoming a community where all students, families, and staff feel valued, connected, and inspired, we continue to create an inspiring environment for all students.

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

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Danielle O'Brien	Principal
Johnna Becker	Other School Staff
Andrew Dinh	Other School Staff
Katie Rippentrop	Classroom Teacher
Megan Kalvass (EL Teacher)	Classroom Teacher
Suney Park	Classroom Teacher
Ana Pedros	Parent or Community Member
Ying Lin	Parent or Community Member
Will Boenig	Parent or Community Member
Laura Loh Ah Kee	Parent or Community Member
George Calvin	Parent or Community Member
Angela Bickar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10.07.2024.

Attested:

Principal, Danielle O'Brien on 10/10/2025

SSC Chairperson, Ana Pedros on 10/10/2025

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, 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 Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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