The Single Plan for Student Achievement

Hillview Middle School
School Name

19-65102-6110837
CDS Code

Date of this revision: 4/20/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Rodney Lots / Jennifer Slater-Sanchez
Position:	Co-Principals
Telephone Number:	661-722-9993
Address:	40525 Peonza Lane
	Palmdale, CA 93551
E-mail Address:	r.lots@westside.k12.ca.us / j.slater-sanchez@westside.k12.ca.us

Westside Union Elementary School District
School District

Superintendent:	Regina Rossall
Telephone Number:	(661) 722-0716
Address:	41914 50th Street West
	Quartz Hill, CA 93536
E-mail Address:	r.rossall@westside.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Mission Statement

The mission of Hillview Middle School is to ensure that all students will be prepared to reach high levels of academic achievement as determined by district, state, and national standards. All students will have access to a college preparatory pathway and be encouraged to participate in school activities. Hillview Middle School will help students become educated, responsible citizens.

III. School Profile

Hillview Middle School is located in the southwest portion of the Antelope Valley in the community of Palmdale. Westside Union School District, covering approximately 360 square miles of high desert of California, is located in the southwest portion of the Antelope Valley in the community of Palmdale. Westside Union School District has an enrollment of approximately 9200 students from Kindergarten through 8th grade.

Hillview was built in 1993 and serves students from the surrounding communities of west Palmdale and west Lancaster. Hillview has approximately 920 6th, 7th, and 8th grade students. Students from four elementary schools feed into Hillview. In addition, Hillview currently has approximately 315 students in attendance on transfers from inside or outside of the District boundaries. The school buildings consist of one main building composed of 18 regular classrooms, two science labs, a library, a home economics room, an art room, a wood-shop room, a technology lab, a computer lab, and a cafeteria. There is also one meeting / conference room, a speech room, a counselor's office/room, ELL room, and the administrative offices. In addition, there are 16 relocatable classrooms (which includes two computer labs), a music/band room, and a gymnasium with boys' and girls' locker rooms and a dance room. The school includes grass and concrete play areas with equipment and a patio with picnic tables.

Sixth grade students who attend Hillview participate in the 6th grade Honors Academy. These students are selected from a lottery after meeting the requirements of a 3.0 GPA or higher in 4th and 5th grade. These students are exposed to a rigorous curriculum, STEM elective classes, and are eligible to participate in all middle school activities. Hillview also has a program to work with the district's middle school functional skills students. These special needs students are served in three different classrooms of about ten students; however, many work with our elective and PE programs and interact with and work with our general education 6th, 7th, and 8th graders.

Hillview offers a strong core curriculum. Most curricular classes have numerous offerings including support classes and advanced classes. Our entire school is networked, and wired and wireless internet access is available across the campus. Classrooms have smartboards, language arts classrooms have sets of Chromebooks, and seven Chromebook carts are also available for teachers to check out. A high emphasis is placed on an education that provides for every student to become skilled in the use of technology, computers, and industrial technology. Students have the opportunity to participate in numerous elective classes including computers, design and modeling, band, art, industrial arts (wood shop), flight and space, Vex robotics (force and motion), AVID, Model UN, and home economics. Numerous clubs, academic teams, tutoring programs, and interscholastic sports provide opportunities for students to participate and interact with each other outside of the regular school day.

Hillview's diverse student population is served through funding with dollars from the state, LCAP (from a district level), money raised through ASB, and donations. Allocations provide funds for materials, equipment, and programs to meet the various needs of our students. Staff, teachers, and parents, in conjunction with the School Site Council, allocate funds based on student needs and the educational goals of the school.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
Math, language arts, reading, science, and history curriculum, instruction, and materials are directly aligned to district and state content and performance standards. Instruction is delivered based on the standards.

2. Availability of standards-based instructional materials appropriate to all student groups:
Instructional materials used in the classrooms in math, language arts, science, and social studies are standards-based and used by all student groupings. Lesson planning is based on the standards, which can be found either in the teacher's plan book, in the text, or posted in the classroom.

3. Alignment of staff development to standards, assessed student performance and professional needs:
Staff members have the opportunity to attend staff development to address the alignment of standards, assess student performance, and professional needs. Beginning Teacher Support & Assessment (BTSA) provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. Administrative training is offered to administrators and teachers to provide help in interpreting state testing, CELDT, and other assessment results and using those results to plan instruction.

4. Services provided by the regular program to enable under performing students to meet standards:
The site offers many opportunities for the under performing students to meet the standards in the regular program. This includes instruction, which is driven by the standards in all classrooms. Teachers will identify under performing students in their classrooms. These students will be monitored closely. Under performing students will have the opportunity to attend before and/or after school tutoring. Some students are placed in support classes for extra assistance. These classes include: Math 8 Support, Math 7 Support, Language Arts 8 Support, Language Arts 7 Support, Study Skills and AVID. Intercession school is offered in March and June for students that failed to meet promotion requirements. Tutoring is available before school each day and after school twice a week. A computer "learning lab" is also open each day during lunch and is staffed by AVID aides.

5. Services provided by categorical funds to enable under performing students to meet standards:
Services provided by categorical funding to enable under performing students to meet the standards include: use of the district psychologist to provide data which drives the school's testing analysis for improvement; reading and math programs directed specifically towards under performing students; prep times and staff meetings enable teams of teachers to plan, conference, and consult with staff, students, parents, and administration. Illuminate is also used to monitor student progress on classroom assessments.

6. Use of state and local assessments to modify instruction and improve student achievement:
Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work and consult with their colleagues to ensure that students are mastering grade level standards.

7. Number and percentage of teachers in academic areas experiencing low student performance:
The school consistently met the state expected goal of 800 on the API and scored in the same range as similar schools on the old state tests. SBAC testing is reviewed annually and Hillview continues to meet or exceed state averages. Most areas on the recent "Dashboard" are in green; however, those subgroups in lower colors are monitored and programs are developed to work with those groups. The higher scores and such do not mean that each class may not have students struggling. An improvement plan is developed each year based on the previous year's data. Plans are being monitored during the year. Current state testing data is reviewed; however, since the test is new, growth data is limited. The data for the two years we have continues to be analyzed and growth in most areas has been achieved..

8. Family, school, district and community resources available to assist these students:
Low performing students are provided assistance in a variety of ways. Parent-teacher conferences and ELL parent conferences provide recommendations for parents to further their children's academic success and behavioral

concerns in the classroom. Homework/classwork may be modified to address students' needs. The school provides helpful information to parents in weekly phone dialers and items sent home with students. The student handbook and first day packet provide parents information on available programs for at risk students. Department and parent meetings are held regularly to discuss strategies to assist students. The district provides information at parent meetings, including the District Advisory Committee, for parents to access help for their children in school. The School Site Council (SSC) at each site, composed of school and community members, distributes the school's resources based on the needs as outlined in the school plan. Principals are provided information in the form of sharing, flyers, and training at Principal's meetings and administrative sessions. W.A.V.E., Westside's educational foundation provides grant monies for school and teachers to supplement the programs provided at each school. Community organizations such as the Boy and Girl Scouts, Special Olympics, and sports groups provide outlets for students who may need the modeling provided by appropriate organizations in the community. Extracurricular clubs and athletics are available through the school site.

9. School, district and community barriers to improvements in student achievement:
Like all schools and districts, there are barriers to improvements in student achievement. Declining resources and increased class sizes continues to be a challenge. Categorical funds have been greatly reduced, along with support staff at the school site and within the district. Class sizes are at capacity and in some cases run overage.   In our community, one of the challenges our schools face is the commuting time for many of our parents . Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is also a portion of our schools' population who face economic barriers. For some of the schools that have a rural population, there are some students who do not have the normal amenities such as running water and electricity.   In the schools within the city limits, there are also those who face the typical issues surrounding dysfunctional families. This means that there are bigger concerns on their minds than the educational process. Also, this lends itself to a great deal of transience, which makes the educational process spotty at best.

10. Limitations of the current program to enable under performing students to meet standards:
The effectiveness of the current instructional program would be enhanced by:
On-going staff development in the areas of:
1. Knowledge of the state-adopted frameworks and content standards
2. Use of assessment data to guide and inform instruction
3. Differentiation of instruction particularly for ELL, special needs, Foster, Low Socio-economic, and at-risk students
4. Inclusion of special needs students into the general education environment
5. Boy's Town and development of appropriate discipline
6. Consistency with classroom grading and use of grades to evaluate student achievement.
Vertical articulation of curriculum from one grade level to the next
Well-developed parent education program that provides and familiarizes parents with the content standards, state testing programs, use of technology (especially things like our student data base, PowerSchool, and ways that they can support the instructional program.

Effective use of technology to support the instructional program and to facilitate the analysis of assessment data.

Increased time to provide remediation for these students identified to be at-risk.

B. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

School Goals for Improving Student Achievement

Goal #1: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

Goal #2: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

Goal #3: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and

success.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1	
(Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # _1_ for Improving Student Achievement: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.	
Student groups and grade levels to participate in this goal: All students, with a focus on low socio-economic students, foster, and ELL students.	**Anticipated annual performance growth for each group:** 5% of Hillview students at each performance level will move to a higher performance level in ELA and Math
Means of evaluating progress toward this goal: Teacher assessment, State Testing data, report cards, benchmarks, classroom observations, and student progress reports.	**Group data to be collected to measure academic gains:** State Testing Scores, PSAT Scores, CELDT Scores

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
A. Alignment of instruction with content standards: 1) All Language Arts, Math, Science, History and Physical Education classes are aligned with California State Standards. 2) All elective classes and Performing Arts classes support the core curriculum. 3) Continue to follow, review, and revise grade-level pacing / curricular plans. 4) Improve effectiveness of reading/language arts and mathematics programs for all students by monitoring core and supplemental instructional program and use of pacing guides. 5) Monitor for adherence to instructional time recommendations in reading/language arts and mathematics. 6) Implement standards-based district curriculum; monitoring of the implementation in all classrooms. 7) All departments use writing standards to ensure students write with organization, structure, purpose, and to a specific audience. 8) Grade level writing standards are articulated during grade level meetings. 9) Provide staff regular opportunities to analyze student work to ensure progress. 10) Teachers in the 6th grade honors programs and teachers of 7th / 8th grade honors / advanced classes will review classroom grades and various formative and summative assessments.	2017-2018 Department Chairs Staff Administration	1) Textbook replacement and supplemental materials 2) No anticipated costs 3) No anticipated costs 4) No anticipated costs 5) No anticipated costs 6) No anticipated costs 7) Standards-based workshops and conferences 8) No anticipated costs 9) No anticipated costs 10) Cost for subs for collaboration	1) TBD 2) NC 3) NC 4) NC 5) NC 6) NC 7) Varies 8) NC 9) NC 10) Varies	1) District sponsored 2) NA 3) NA 4) NA 5) NA 6) NA 7) URGF / District Funded 8) NA 9) NA 10) URGF / District Funded

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
B. Improvement of instructional strategies and materials: 1) Use differentiated instruction and flexible grouping in all departments. 2) Purchase and supply materials to support all departments. 3) Replace and repair equipment needed to provide students with access to the standards in all classes. 4) Use AVID strategies school wide to improve all academic areas. 5) Provide materials, equipment, supplies, training and release time to increase teaching and learning opportunities. 6) Students will participate in physical education classes based on state standards. 7) Students will participate in electives such as: Art, AVID, Band, Project Lead the Way Courses, Home Ec, Lego, Support Classes, Model UN, and Industrial Arts (Wood-shop). 8) Students in our 6th grade honors program will receive instruction in required standards at an accelerated rate allowing them access to upper grade standards or more diverse academic instruction. 9) Students in 7th and 8th grade honors / advanced classes will receive accelerated instruction in content standards to allow the class to progress in to upper grade standards or more diverse academic instruction.	2017-2018 Administration School Site Council Staff/ongoing	1) No anticipated costs 2) Purchase Math, LA, Science, and History supplies 3) Replace/repair equipment Purchase technology (computers, hardware, software, etc.) 4) AVID Training and materials 5) Repair and replace broken equipment, purchase new equipment, instructional supplies, conference or training fees and release time 6) PE supplies/equipment 7) Electives supplies/equipment 8) Training, materials, and supplies 9) Training, materials, and supplies	1) NC 2) TBD 3) Varies 4) Varies 5) Varies 6) Varies 7) Varies 8) Varies 9) Varies	1) NA 2) URGF 3) URGF 4) URGF 5) URGF 6) URGF 7) URGF 8) District Funded, URGF 9) District Funded, URGF
D. Increased educational opportunity: 1) Provide books, materials, multimedia & instructional technology to support the Math and Language Arts program, both at the regular and advanced levels. 2) Provide instructional materials to promote the understanding of Science (especially next Gen standards) and History, ex.: primary sources, DVDs, historical fiction, etc. 3) Purchase standards-based supplemental materials to support ELL, GATE, SDC, Resource programs, and after-school tutoring. Library books for ELL students, materials for ELL program. 4) 8th grade students will take the PSAT	2017-2018 Students Teachers Staff Administration	1) Purchase library supplies and Books 2) Purchase computer, hardware, software, accessories, consumables, etc. 3) Purchase materials and supplies 4) Purchase PSAT materials	1) Varies 2) NC 3) $1500 (Title III) 4) Varies	1) URGF 2) URGF 3) District Funded, URGF 4) Varies

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
E. Staff development and professional collaboration: 1) Providing staff development in implementation of core curriculum and effective use of Universal Access time. 2) Provide systemic, comprehensive and ongoing professional development opportunities that include: research-based best practices; differentiated instruction; providing equitable access 3) Support new teachers through Induction. 4) Improve collaboration and articulation among and between grade levels and departments by providing professional development in Professional Learning Communities (PLCs). 5) Develop the support and structure needed for site-level PLCs by effective use of data to drive instruction 6) Provide time during staff/grade level meetings to address writing standards and techniques. 7) Staff attend workshops, conferences or release time for collaboration.	2017-2018 Staff Department chairs Administration District	1) No anticipated costs 2) Conference fees, sub pay, lodging, mileage, meals 3) No anticipated costs 4) Staff Development, release time 5) Staff Development, release time 6) Conference fees, lodging,etc 7) Registration, lodging, travel, meals, etc., release time	1) NC 2) Varies 3) NC 4) NC 5) NC 6) Varies 7) Varies	1) NA 2) URGF / District Funded 3) NA 4) NA 5) NA 6) URGF / District Funded 7) URGF / District Funded
H. Monitoring program implementation and results: 1) Teachers and staff will prepare programs which meet needs of safety, state standards, career, and life-skills. 2) Teachers will use observations and state regulations or frameworks to determine results. 3) Administration will observe teachers and evaluate student work	2017-2018 Students Teachers Staff Administration	1) Materials, presentations 2) No anticipated costs 3) No anticipated costs	1) Varies 2) NC 3) NC	1) URGF 2) NA 3) NA

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # _2_ for Improving Student Achievement: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

Student groups and grade levels to participate in this goal: All students with a focus on low socio-economic students, foster, and ELL students.	**Anticipated annual performance growth for each group:** 5% of Hillview students at each performance level will move to a higher performance level in ELA and Math.
Means of evaluating progress toward this goal: Teacher assessment, State Testing data, report cards, classroom observations, benchmarks, and progress reports.	**Group data to be collected to measure academic gains:** State Testing Scores, CELDT Scores

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
A. Alignment of instruction with content standards: 1) Teachers will receive current ELL and RSP updates regularly. 2) Work with site-specific Interventions based upon the RTI model 3) Provide access to technology to support the standards based curriculum. 4) The 6th grade honors academy will follow 6th grade standards on an accelerated pace, moving in to 7th grade standards in most subject areas.	2017-2018 Staff, Administration, Parents, Students	1) No anticipated costs 2) Release time 3) Purchase hardware/software/ computers/technology 4) Additional supplies	1) NC 2) Varies 3) Varies 4) Varies	1) NA 2) District Funded 3) District Funded 4) District Funded

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
B. Improvement of instructional strategies and materials: 1) Use differentiated instruction and flexible grouping within grade level departments. 2) Language Arts Department may collaborate with Math, Science, History, and electives/PE to formulate writing rubrics. 3) Align with district LA curriculum to improve effectiveness of EL program by monitoring implementation of mandated ELD time. 4) Provide technology to enhance learning opportunities. 5) Provide reading and mathematics intervention materials for students two or more grade levels behind. 6) Provide Elective classes to support ELD and continue work with Instructional Assistants-ELL to enhance learning opportunities for ELL students 7) Investigate technologies that increase student engagement and access to academic content standards, e.g. online resources, Interactive technologies, electronic tutors and support materials 8) Incorporate Project Lead the Way classes 9) Continue 6th Grade Honors Academy	2017-2018 Department chairs, Staff, Aides, Parents, Students	1) Differentiated instruction workshops and conferences 2) No anticipated costs 3) No anticipated costs 4) Purchase computer, hardware, software, printer, scanner, accessories, instructional materials, etc. 5) Reading and math Instructional materials 6) Salary 7) supplies/equipment 8) Supplies and materials 9) Materials and supplies	1) Varies 2) NC 3) NC 4) Varies 5) NC 6) Staff Cost Vary 7) Varies 8) Varies 9) Varies	1) District Funded 2) NA 3) NA 4) District Funded 5) NA 6) District Funded 7) District Funded 8) District Funded / URGF 9) District Funded / URGF

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
C. Extended learning time: 1) Utilize peer and cross-age tutors to evaluate writing (generally based on rubrics) during tutoring. 2) Provide writing, reading, math, language development, and/or student skills (including AVID skills) assistance during advisory. 3) Provide before and after school tutoring for at risk and low socio-economic, foster, and ELL students 4) Expand advisory tutoring programs at site to provide additional instruction available to ELL students to assist them in mastering English language skills. 5) Offer programs during the intersessions and summer to assist struggling students which may be: a. front-loaded rather than remedial in nature b. subject matter specific for middle school students c. provide enrichment activities that allow for exposure to standards though non-traditional means d. provide differentiated, small group instruction whenever feasible to i. help student with disabilities access the general education curriculum ii. help English Learners better access the general education curriculum and gain competency in their English language skills iii. provide help for AVID, foster, ELL, low socio-economic, and at risk students during the school day iv. continue ELD instruction and offer specific targeted instruction during intersession and summer 6) Additional class period focusing on increasing mathematics skills in 7th & 8th grades in lieu of an elective. 7) Additional class period focusing on increasing language arts skills in 7th & 8th grades in lieu of an elective. 8) Students participate in after-school activities to foster good health practices (cross country club, etc). 9) Extra-curricular sports activities are provided 10) Art and music field trips, festivals, and workshops provided. 11) Expand programs to provide opportunities for enrichment in areas such as visual and performing arts, foreign language, science, sports (including an inclusion sports league),and/or other areas of interest 12) Lunch and advisory tutoring provided by classroom teachers as needed. Learning lab during lunch staffed by AVID tutors. 13) Assist students with special needs in accessing the core curriculum 14) Provide opportunity for 8th grade students to take college testing (PSSS, PSAT, Plan, Explore) 15) Provide online programs for PE, reading comprehension, and other skills.	2017-2018 Staff, Administration, Parents, Students, Coaches	1) No anticipated cost 2) No anticipated cost 3) Hourly rate 4) Hourly rate for ELL Aide 5) Hourly rate 6) Additional period 1/6 Stipend 7) Additional period 1/6 Stipend 8) Hourly stipend for certificated and hourly rate for classified staff. 9) Coaching Costs 10) Provide transportation 11) Materials and supplies, fees, etc. 12) AVID Aides 13) Pay for Instructional aides 14) Testing costs 15) Pay for access	1) NC 2) NC 3) District Funded 4) Varies 5) District Funded 6) District Funded 7) District Funded 8) District Funded 9) District Funded 10) Varies 11) Varies 12) District Funded 13) Varies 14) Varies 15) Varies	1) NA 2) NA 3) District Funded 4) District Funded 5) District Funded 6) District Funded 7) District Funded 8) District Funded 9) District 10) ASB, WAVE, SAVE, District Funded, Grants 11) ASB, Grants, District Funded 12) District Funded 13) District Funded 14) District Funded 15) District Funded

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
D. Increased educational opportunity: 1) Provide writing program to assist students practicing good writing techniques. 2) Provide standards-based curricular materials to support ELL, At-risk, SDC, and RSP students. 3) 6th Grade Honors Academy 4) Honors / advanced classes may be offered in all core subject areas. 5) Inclusion of additional, focused elective classes such as PLTW, computer/coding courses, Model United Nations, Study Skills, Support Classes, etc.	2017-2018 Staff, Administration, Parents, Students	1) Subs, Release time 2) Purchase curricular materials and supplies. 3) Purchase curricular materials and supplies. 4) Purchase curricular materials and supplies. 5) Purchase curricular materials and supplies.	1) Varies 2) Varies 3) Varies 4) Varies 5) Varies	1) District Funded 2) District Funded 3) District Funded 4) District Funded 5) District Funded
E. Staff development and professional collaboration: 1) Support of students with disabilities through a. differentiated instruction b. effective collaboration between general education and special education staff members and parents c. community based instruction 2) Facilitate timely and effective home-school communication by providing professional development in use of Power School and email to communicate with parents 3) Provide training for staff and parents to ensure that all are working as equal partners to facilitate academic, social, and emotional success of students, particularly students with disabilities 4) Provide systemic, comprehensive and ongoing professional development opportunities in the content areas and across the curriculum in reading/language arts and mathematics; research-based best practices, differentiated instruction; providing equitable access for ELL & at risk students. 5) Collaborate to find strategies for ELL and students performing below 50th percentile. 6) Provide staff development in effective use of adopted ELD materials 7) Provide systemic, comprehensive and ongoing professional development opportunities for teachers, paraprofessionals, and administrators in support for English Learners, Foster, Low Socio-Economic, and at-risk students. a. knowledge of CELDT levels and ELD standards b. use of SDAIE strategies c. use of formal and informal methods to determine growth in language proficiency, academic mastery d. implementation with fidelity of EL components of the adopted curriculum e. knowing who your students are that fit in to any of these categories 8) Professional development for instructional aides to maximize their ability to assist SDC and RSP students in accessing the core ELA Program and math program. 9) Release time for collaboration on data among staff members.	2017-2018 Staff, Administration, Parents, Students, Department Chairs	1) Training costs, release time 2) NC 3) NC 4) NC 5) Release Time 6) Release Time 7) Consultant's expenses, conferences 8) Conference fees, lodging, etc. 9) Release time	1) Varies 2) NC 3) NC 4) NC 5) Varies 6) Varies 7) Varies - $300 (Title III) 8) Varies 9) Varies	1) District Funded 2) NA 3) NA 4) NA 5) District Funded 6) District Funded 7) District Funded 8) District Funded 9) District Funded

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
F. Involvement of staff, parents and community: 1) Utilize Parent Nights to present information on standards, goals, expectations, etc.. 2) Announcements and general information will be posted on the website daily. 3) Provide resources needed to encourage parents to become involved in site and district decision making such as SSC, District Advisory, District Wellness Committee, ELAC and DELAC. 4) Encourage parents, students, and staff to participate in PTSA, WAVE, SAVE, etc. 5) Ensure that parents are informed on a regular basis of their students' academic progress through a variety of means including parent-teacher conferences, progress reports, student planners and PowerSchool 6) Communicate with parents when students are at risk of failing. 7) Maintain a computer located in office for parent access to PowerSchool. 8) Review and update school disaster preparedness plans. 9) Review school discipline policy and communicate to parents via online postings. 10) Support site and district recognition of students' achievement and successes to encourage parents and families to become actively engaged in school activities. 11) Provide parent training in the use of PowerSchool, computer access at sites for those parents who do not have a home computer and translation resources as needed. 12) Conduct an annual parent/community needs assessment 13) Parents learn about the ELD program, support for English learners, and reclassification processes through letters home, ELAC, and at parent-teacher conferences. 14) Hillview will be involved in programs like WASC accreditation and Schools to Watch that help staff evaluate our program and also recognize our hard work.	2017-2018 Staff, Administration, Parents, Students, School Site Council	1) No anticipated costs 2) No anticipated costs 3) No anticipated costs 4) No anticipated costs 5) Costs for planners 6) No anticipated costs 7) Updates as needed 8) No anticipated costs 9) No anticipated costs 10) Costs of awards 11) Extra Hours for aides 12) No anticipated costs 13) Hours for aides 14) Materials and supplies to set up site visits. Subs for teachers assisting with applications.	1) NC 2) NC 3) NC 4) NC 5) $5000 6) NC 7) $500 8) NC 9) NC 10) $1500 11) Varies - $300 (Title III) 12) NC 13) Varies - $300 (Title III) 14) Varies	1) NA 2) NA 3) NA 4) NA 5) ASB 6) NA 7) District Funded 8) NA 9) NA 10) ASB 11) District Funded 12) NA 13) District Funded 14) District Funded / URGF / Donations
G. Auxiliary services for students and parents: 1) Convene parent meetings for at-risk students 2) Provide bi-monthly progress reports/report cards to parents to report student progress. 3) Utilize PowerSchool computer services for staff, parents and students to access grades and attendance at any time. 4) Use automated phone dialer to inform parents of important events and attendance. 5) Students maintain a Planner to be used for daily home/school communication about classwork, homework, and upcoming deadlines. 6) Meetings for students on individual education programs. 7) Communicate with parents directly through District email, phone system, or school website. 8) Facilitate timely and effective home-school communication by providing support for a variety of methods to communicate with parents such as: PowerSchool, School Messenger, websites, email, phone calls, and newsletters. 9) Build parents' capacity to positively impact their student's educational experience by allocating the resources to provide training in use of PowerSchool and grade level content standards and expectations. 10) Develop and implement protocol(s) for parent/teacher conferences that includes clear specification of individual student goal-setting, progress benchmarks, and ways for parents to support student progress. 11) Convene parent / staff meetings to discuss site safety, discipline, etc. 12) Convene parent / staff meetings to discuss ways to help students, options for enrichment, etc.	2017-2018 Staff, Administration, Parents, Students	1) No anticipated costs 2) Supplies 3) NC 4) NC 5) Binders 6) NC 7) NC 8) NC 9) Aide Hours for training 10) NC 11) Materials for meetings. Sub costs for staff attending meetings during the school day. 12)Materials for meetings. Sub costs for staff attending meetings during the school day.	1) NC 2) Varies 3) NC 4) NC 5) See section above 6) NC 7) NC 8) NC 9) Varies 10) NC 11) Varies 12) Varies	1) NA 2) District Funded 3) NA 4) NA 5) See section above 6) NA 7) NA 8) NA 9) District Funded 10) NA 11) District Funded, URGF 12) District Funded, URGF

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
H. Monitoring program implementation and results: 1) Analyze classroom, direct assessment, and State Testing data to guide instruction. 2) Analyze student work to assess student mastery of content standards. 3) Monitor annual revision of district and site parent involvement policies and home-school compacts. 4) Monitor effectiveness of site and district parent involvement activities through formal and informal assessments. 5) Monitor for implementation with the adopted curriculum, use of pacing plans, lesson objectives, student engagement (through observations), writing across the curriculum, adherence to instructional time recommendations of reading/language arts and mathematics, implementation of ELD time,. 6) Analyze grades and test performance for students in 6th grade honors programs and 7th and 8th grade honors classes.	2017-2018 Staff, Administration, Parents, Students	1) No anticipated costs 2) No anticipated costs 3) No anticipated costs 4) No anticipated costs 5) ELD materials, materials and supplies 6) No anticipated costs	1) NC 2) NC 3) NC 4) NC 5) Varies 6) NC	1) NA 2) NA 3) NA 4) NA 5) District Funded 6) NA

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VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	
(Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # _3_ for Improving Student Achievement: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	
Student groups and grade levels to participate in this goal: All students with a focus on low socio-economic students, foster, and ELL students.	**Anticipated annual performance growth for each group:** 5% of Hillview students at each performance level will move to a higher performance level in ELA and Math.
Means of evaluating progress toward this goal: Teacher assessment, State Testing data, report cards, classroom observations, benchmarks, discipline data, attendance data, and student progress reports.	**Group data to be collected to measure academic gains:** State Testing Scores, CELDT Scores, Review of discipline referrals, suspensions / expulsion data, and attendance data all dis-aggregated by group.

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials: 1) Classroom teachers will work to embed social interaction and group problem solving in to lessons.	2017-2018 Staff, Administration, Students	1) Trainer costs or NC	1) Varies	1) District Funded
Extended learning time: 1) Students will receive training about self-injurious behavior. 2) Students and staff will receive training about bullying 3) Students will receive training on general rules and school procedures 4. Work with programs like "The Great Kindness Challenge", "Red Ribbon Week", etc.	2017-2018 Staff, Administration, PTSA, Students	1) Staff costs 2) Presenter costs 3) No cost 4) Supplies	1) Varies 2) Varies 3) No Cost 4) $1000	1) District Funded 2) District Funded 3) No Cost 4) PTSA, ASB, District Funded
Increased educational opportunity: 1) Students given the opportunity to participate in things like Yearbook, computers, project lead the way, honors programs, 6th grade honors academy, field trips, and WAVE sponsored events. 2) Recognize student accomplishments and achievement by classroom, team, and school incentives. 3) Students will have an opportunity to work with and talk with a school counselor 4) Students will receive information about rules, procedures, methods to talk with admin/counselor (get help), and general discipline.	2017-2018 Staff, Administration, Students	1) Purchase supplies/equipment 2) No anticipated costs 3) Staff costs 4) NA	1) Varies 2) NC 3) Varies 4) No Cost	1) District Funded 2) NA 3) District Funded 4) NA
Staff development and professional collaboration: 1) Staff will receive staff development on working with discipline or behavior problems, bullying, laws associated, with, etc. 2) Staff and students will receive training on programs like Boy's Town.	2017-2018 Staff, Administration	1) Training costs 2) Training Costs	1) Varies 2) Varies	1) District Funded 1) District Funded

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents and community: 1) Parents will be made aware of school rules and procedures through conferences, parent meetings, phone messages, and online postings.	2017-2018 Staff, Administration, Students, Parents	1) Materials and Supplies for parent meetings	1) $200	1) District Funded
Auxiliary services for students and parents: 1) Provide behavior intervention program(s) at least one day each week using a certificated employee 2) Students will have access to School-Based Mental Health Services 3) Students and parents will have access to the school through programs like Stop-It and Let's Talk.	2017-2018 Staff, Admin	1) Hourly rate 2) Unknown 3) Program subscription costs	1) $300 per session 2) Unknown 3) District Funded	1) District Funded 2) District Funded 3) District Funded
Monitoring program implementation and results: 1) School staff will monitor behavior referrals and attendance and receive data about those areas.	2017-2018 Staff, Administration	1) NC	1) NC	1) NA

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal: All students	**Anticipated annual performance growth for each group:**
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed** **Expenditures**	**Estimated** **Cost**	**Funding** **Source**

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	67		66		64		98.5	
Grade 7	450		443		430		98.4	
Grade 8	470		452		448		96.2	
All Grades	987		961		942		97.4	

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2595.0		35		48		12		2	
Grade 7	2547.5		11		39		25		22	
Grade 8	2581.5		14		45		28		12	
All Grades	N/A	N/A	14		43		26		16	

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	38		55		6	
Grade 7	19		51		27	
Grade 8	27		51		19	
All Grades	24		52		22	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	53		44		2	
Grade 7	28		50		21	
Grade 8	31		55		10	
All Grades	31		52		14	

Listing Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	22		75		2	
Grade 7	11		67		19	
Grade 8	16		66		16	
All Grades	14		67		16	

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	47		50		3	
Grade 7	23		56		18	
Grade 8	31		56		10	
All Grades	28		56		13	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	67		65		64		97.0	
Grade 7	450		446		443		99.1	
Grade 8	470		454		448		96.6	
All Grades	987		965		955		97.8	

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

Overall Achievement for All Students									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	2574.3		31		29		37		2	
Grade 7	2534.7		14		22		37		28	
Grade 8	2560.1		18		21		31		29	
All Grades	N/A	N/A	17		22		34		26	

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	42		41		14	
Grade 7	20		40		39	
Grade 8	25		37		35	
All Grades	24		39		35	

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	28		66		6	
Grade 7	18		53		29	
Grade 8	21		54		23	
All Grades	20		54		25	

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	36		55		8	
Grade 7	17		70		13	
Grade 8	23		51		24	
All Grades	21		60		18	

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data

CST Academic Performance by Grade Level for All Students

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	583	557	554
Percent with Prior Year Data	100.0	99.6	99.8
Number in Cohort	583	555	553
Number Met	345	340	354
Percent Met	59.2	61.3	64
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	470	203	427	196	466	202
Number Met	153	112	133	104	150	124
Percent Met	32.6	55.2	31.1	53.1	32.2	61.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6														***	
7	25	9	29	38	55	41	25	18	29	6	9		6	9	
8	21	11	10	50	44	50	21	22	30	7	11	10		11	
Total	23	10	22	43	48	44	23	19	30	7	10	4	3	14	

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

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

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

8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

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

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
	LCFF-Base	$
	LCFF-Supplemental	$
X	List and Describe Other State or Local funds: URGF-Unrestricted General Funds-$44,212.	$$44,212
	Total amount of state categorical funds allocated to this school:	$$44,212

Federal Programs		Allocation
False	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
	Title I, Part A: Schoolwide Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
	Title I, Part A: Parent Improvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$
	Other Federal Funds (list and describe(42)	$
	Total amount of federal categorical funds allocated to this school:	$$0

	Allocation
Total amount of state and federal categorical funds allocated to this school:	**$$44,212**

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Hillview Middle School)

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on: 4/20/17

Attested:

Rodney Lots & Jennifer Slater-Sanchez
_____
Typed Name of School Principal

_____
Signature of School Principal

_____
Date

Stacy Schmidt
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date

Appendix F - Hillview Middle School's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of students.

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.

3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.

4. Develop mechanisms to encourage parent/guardian input on school issues and programs.

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.

7. Build the capacity of the school and parents/guardians for strong parent involvement by:

- assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:

- providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
- encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

10. This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

11. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

12. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

13. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

14. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

15. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

We, the Hillview community, believe that each of us has an important role to play in our student's school success. Therefore, we agree to carry out the following responsibilities to the best of our ability:

Student Pledge:
I will:
- Come to school each day prepared to do my best and be ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my class work and homework.
- Review with your parent and discuss the binder reminder including school rules, discipline, responsibilities, and student expectations.
- Respect the school, staff, students and families.

Parents Pledge:
We will:
- Make sure that our child attends school regularly: is on time, and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's progress and communicate regularly with our child's teacher, checking PowerSchool regularly.
- Encourage, assist and/or read with our child nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.
- Review with your child and discuss the binder reminder including school rules, discipline, responsibilities, and student expectations.

Staff Pledge:
We will:
- Provide meaningful learning activities that address challenging standards for all students.
- Communicate regularly with you about your child's progress and ways that you can provide assistance.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Principal Pledge:
I will:
- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities and programs and how they can assist at home.
- Allocate adequate resources to ensure that high standards can be met by all children.

Appendix H - School Site Council Membership (Hillview Middle School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rodney Lots / Jennifer Slater-Sanchez	X				
Louis Denning		X			
Tina Faulk		X			
Laura Johnson		X			
Danita Lewis			X		
Stacy Schmidt				X	
James Rock				X	
Heather Farnes				X	
Brooke Faulk					X
Riley Briggs					X
Colin Culver					X
Numbers of members of each category	**1**	**4**	**1**	**3**	**1**

(43) 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.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?