School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holtville Middle School	13-631496008528	February 8, 2022	February 22, 2022

Purpose and Description

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

Schoolwide Program

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

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2018-2019 HUSD LCAP Survey Results
95 students and parents at Holtville Middle School participated in the survey.

71% of students participate in an After school program.
The majority of students and parents agree or strongly agree that the school provides a safe and pleasant learning environment for all students.
The majoirty of parents agree or strongly agree that they feel their child feels safe at school.
The majoirty of parents agree or strongly agree that they feel the school has a positive impact on their child's behavior.
59% of parents responded that they are involved as a parent representative.

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

Informal classroom observations are conducted on a regular basis. Formal classroom observations of all non-tenured teachers are conducted twice a year. Furthermore, all tenured teachers are observed as needed.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State assessment data will be analyzed at the beginning of the school year to determine school-wide goals and objectives. The data that is provided will be analyzed by each grade level team to determine strengths and weaknesses in the academic program and curriculum to target instruction. Local assessments will also be utilized in the form of benchmark assessments that are aligned to Common Core State Standards. These assessments will be analyzed on a quarterly basis. Interim SBAC Assessments will also be used in the 3rd quarter to assess learning before the annual SBAC test. Results will be discussed in grade level teams and used to plan review activities and lessons.

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

Common Core aligned benchmark assessments, and curriculum aligned weekly or unit assessments will be implemented to assist teachers with academic progress monitoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All educators at Holtville Middle School are required to attend weekly staff development/meetings and or grade level collaboration meetings.

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

All teachers have been identified as highly credentialed and are in accordance with NCLB guidelines. Furthermore, all educators are provided with instructional materials, and training towards Common Core State Standards as well as SBE-adopted instructional materials on an as needed basis.

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

Staff developments are aligned to content standards, students academic performance, as well as the professional needs of the school.

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

The Holtville Middle School has an onsite Resource Teacher who assists and supports educators throughout the site.

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

Educators at Holtville Middle School are provided with time for collaboration for lesson planning and working collaboratively with their colleagues.

Teaching and Learning

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

Currently, curriculum at Holtville Middle School is aligned to Common Core State Standards; throughout the school year Holtville Middle School will examine implementation of Common Core State Standards.

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

The Holtville Middle School allocates a block (two periods consisting of a total of 90 minutes) to both ELA and Math. Holtville Middle School also provides the recommended minutes for English Language Development.

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

Teachers utilize a curriculum map and pacing guide provided by the curriculum publisher. They are allotted time to modify pacing as needed to better meet the needs of their students.

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

All students have textbooks/workbooks that have been adopted by the Sate Department of Education.

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

All English Language Arts, Mathematics, Science, History, and English Language Development curriculum have been approved by the California State Department of Education as well as the Holtville Unified School District.

Opportunity and Equal Educational Access

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

Students who are underperforming receive an extra period of English Language Arts or Mathematics in the form of a support class during their electives. These classes provide our underperforming students with the extra assistance they need.

Evidence-based educational practices to raise student achievement

Teachers at the Holtville Middle School have been trained in Explicit Direct Instruction (EDI), Specially Designed Academic Instruction in English (SDAIE), as well as Close Reading strategies.

Parental Engagement

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

The School Site Council, English Learners Acquisition Committee, and Parent Teacher Organization are several resources that are available to ensure that Holtville Middle School better assists under-achieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel, and students are involved in the planning and implementation of programs through the School Site Council, English Learners Acquisition Committee, and the Parent Teacher Organization.

Funding

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

Funding will be provided through various categorical funding sources such as: EIA, EIA-LEP, Lottery, Title I, Title II, and Title III.

Fiscal support (EPC)

The Holtville Middle School's 2019-2020 Categorical Funding budget will be utilized for the funding of personnel, services, equipment, materials, supplies, and other necessary items needed to implement the Single Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Single Plan for Student Achievement is reviewed annually by School Site Council and English Learner Advisory groups. In addition, the SPSA is reviewed by staff and monitored annually to make sure goals and expenditures are meeting the needs of staff and students. Annually, LCAP surveys are given to students, staff and parents. The comments and feedback on the questions help to drive expenditures and programs for students success.

WASC Action Plan

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	0.4%		0	1
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	92.61%	92.58%	94.2%	263	262	259
Pacific Islander	%	0%	%		0	
White	6.69%	6.71%	4.7%	19	19	13
Multiple/No Response	0.7%	0.71%	0.4%	2	2	1
			Total Enrollment	284	283	275

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	95	87	85
Grade 7	94	96	95
Grade 8	95	100	95
Total Enrollment	284	283	275

Conclusions based on this data:

1. Enrollment slightly increased from 2017-18 to 2018-19 and almost stayed the same from 2018-19 to 2019-20.

2. The number of 8th graders slightly increased from 2017-18 to 2018-19 and again from 2018-19 to 2019-20.

3. The number of students within Hispanic/Latino student group slightly increased from 2017-18 to 2018-19 and almost stayed the same from 2018-19 to 2019-20.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	148	138	134	52.1%	48.8%	48.7%
Fluent English Proficient (FEP)	61	62	61	21.5%	21.9%	22.2%
Reclassified Fluent English Proficient (RFEP)	6	13	15	4.2%	8.8%	10.9%

Conclusions based on this data:

1. EL population decreased from 2018-19 to 2019-20.

2. Number of students Fluent English Proficient (FEP) at enrollment slightly increased from 2018-19 to 2019-20.

3. Number of Reclassifed Fluent English Proficient (RFEP) more than doubled from 2018-19 to 2019-20.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	92	92	85	90	89	0	90	89	0	97.8	96.7	0.0
Grade 7	96	91	94	87	88	0	87	88	0	90.6	96.7	0.0
Grade 8	88	95	95	88	94	0	88	94	0	100	98.9	0.0
All Grades	276	278	274	265	271	0	265	271	0	96	97.5	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2528.	2520.		13.33	11.24		40.00	35.96		27.78	30.34		18.89	22.47	
Grade 7	2541.	2557.		13.79	18.18		35.63	39.77		24.14	26.14		26.44	15.91	
Grade 8	2575.	2566.		14.77	6.38		34.09	43.62		39.77	31.91		11.36	18.09	
All Grades	N/A	N/A	N/A	13.96	11.81		36.60	39.85		30.57	29.52		18.87	18.82	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.89	13.48		52.22	55.06		28.89	31.46	
Grade 7	20.69	22.73		39.08	46.59		40.23	30.68	
Grade 8	25.00	19.15		50.00	51.06		25.00	29.79	
All Grades	21.51	18.45		47.17	50.92		31.32	30.63	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	20.00	21.35		61.11	59.55		18.89	19.10	
Grade 7	36.78	30.68		43.68	52.27		19.54	17.05	
Grade 8	29.55	24.47		54.55	65.96		15.91	9.57	
All Grades	28.68	25.46		53.21	59.41		18.11	15.13	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	13.33	14.61		73.33	65.17		13.33	20.22	
Grade 7	11.49	11.36		68.97	72.73		19.54	15.91	
Grade 8	15.91	8.51		69.32	78.72		14.77	12.77	
All Grades	13.58	11.44		70.57	72.32		15.85	16.24	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	27.78	23.60		55.56	49.44		16.67	26.97	
Grade 7	19.54	22.73		52.87	61.36		27.59	15.91	
Grade 8	28.41	20.21		51.14	55.32		20.45	24.47	
All Grades	25.28	22.14		53.21	55.35		21.51	22.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 51.66% of all HMS students scored standard met or standard exceeded in Overall ELA in 18-19, 1% improvement.

2. The highest scoring area of the test was the writing portion. Writing had the largest amount of students in the above standard category in 18-19, with Research/Inquiry in close 2nd.

3. The lowest scoring area of the test was the reading portion. Reading had the largest amount of students in the below standard category in 18-19.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	92	92	85	92	91	0	92	91	0	100	98.9	0.0
Grade 7	96	91	94	94	91	0	94	91	0	97.9	100	0.0
Grade 8	88	95	95	87	94	0	87	94	0	98.9	98.9	0.0
All Grades	276	278	274	273	276	0	273	276	0	98.9	99.3	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2502.	2500.		10.87	7.69		15.22	24.18		40.22	34.07		33.70	34.07	
Grade 7	2517.	2538.		13.83	19.78		24.47	19.78		22.34	29.67		39.36	30.77	
Grade 8	2592.	2567.		33.33	24.47		24.14	24.47		18.39	24.47		24.14	26.60	
All Grades	N/A	N/A	N/A	19.05	17.39		21.25	22.83		27.11	29.35		32.60	30.43	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	11.96	9.89		36.96	37.36		51.09	52.75	
Grade 7	20.21	29.67		30.85	26.37		48.94	43.96	
Grade 8	50.57	36.17		25.29	32.98		24.14	30.85	
All Grades	27.11	25.36		31.14	32.25		41.76	42.39	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	13.04	10.99		51.09	51.65		35.87	37.36	
Grade 7	8.51	18.68		54.26	50.55		37.23	30.77	
Grade 8	21.84	14.89		56.32	57.45		21.84	27.66	
All Grades	14.29	14.86		53.85	53.26		31.87	31.88	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	13.04	10.99		44.57	52.75		42.39	36.26	
Grade 7	23.40	18.68		54.26	59.34		22.34	21.98	
Grade 8	31.03	25.53		51.72	53.19		17.24	21.28	
All Grades	22.34	18.48		50.18	55.07		27.47	26.45	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 40.22% of HMS students scored at Standard Met or Standard Exceeded in Overall Mathematics in 18-19, no improvement from previous year.

2. The highest and the lowest scoring area of the test was in Concepts and Procedures. They had the largest amount of students in the above standard category (25.36%) as well as in the below standard category (42.39) school-wide in 18-19.

3. 8th graders had the highest percentage of students scoring Standard Exceeded and Standard Met for the overall achievement three years in a row with 48.94% in 18-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1548.9	1563.2	1506.3	1543.4	1582.6	1493.4	1554.0	1543.1	1518.6	43	50	38
7	1548.8	1539.8	1519.7	1536.7	1524.8	1505.1	1560.4	1554.2	1533.9	53	46	47
8	1579.0	1574.9	1548.6	1566.1	1557.9	1550.9	1591.4	1591.2	1545.8	46	49	43
All Grades										142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	48.84	44.00	7.89	30.23	40.00	36.84	*	12.00	39.47	*	4.00	15.79	43	50	38
7	43.40	23.91	29.79	32.08	36.96	27.66	*	28.26	19.15	*	10.87	23.40	53	46	47
8	69.57	38.78	23.26	*	38.78	37.21	*	18.37	25.58	*	4.08	13.95	46	49	43
All Grades	53.52	35.86	21.09	26.06	38.62	33.59	10.56	19.31	27.34	9.86	6.21	17.97	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	58.14	68.00	15.79	25.58	26.00	47.37	*	2.00	21.05	*	4.00	15.79	43	50	38
7	50.94	32.61	27.66	30.19	30.43	36.17	*	26.09	8.51	*	10.87	27.66	53	46	47
8	69.57	40.82	34.88	*	38.78	37.21	*	16.33	13.95	*	4.08	13.95	46	49	43
All Grades	59.15	47.59	26.56	26.06	31.72	39.84	*	14.48	14.06	7.75	6.21	19.53	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	34.88	14.00	2.63	32.56	32.00	21.05	*	40.00	42.11	*	14.00	34.21	43	50	38
7	41.51	17.39	12.77	*	30.43	23.40	*	32.61	36.17	22.64	19.57	27.66	53	46	47
8	65.22	46.94	9.30	*	22.45	32.56	*	20.41	32.56	*	10.20	25.58	46	49	43
All Grades	47.18	26.21	8.59	21.83	28.28	25.78	15.49	31.03	36.72	15.49	14.48	28.91	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	48.84	48.00	23.68	39.53	42.00	57.89	*	10.00	18.42	43	50	38
7	43.40	17.39	8.51	47.17	65.22	65.96	*	17.39	25.53	53	46	47
8	56.52	28.57	27.91	39.13	67.35	65.12	*	4.08	6.98	46	49	43
All Grades	49.30	31.72	19.53	42.25	57.93	63.28	8.45	10.34	17.19	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	65.12	80.00	31.58	30.23	16.00	50.00	*	4.00	18.42	43	50	38
7	58.49	47.83	53.19	30.19	41.30	17.02	*	10.87	29.79	53	46	47
8	80.43	53.06	55.81	*	38.78	23.26	*	8.16	20.93	46	49	43
All Grades	67.61	60.69	47.66	24.65	31.72	28.91	7.75	7.59	23.44	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	41.86	18.00	10.53	*	46.00	26.32	37.21	36.00	63.16	43	50	38
7	37.74	26.09	25.53	20.75	39.13	29.79	41.51	34.78	44.68	53	46	47
8	65.22	48.98	25.58	*	30.61	39.53	*	20.41	34.88	46	49	43
All Grades	47.89	31.03	21.09	20.42	38.62	32.03	31.69	30.34	46.88	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	27.91	32.00	5.26	67.44	60.00	89.47	*	8.00	5.26	43	50	38
7	35.85	10.87	4.26	56.60	78.26	74.47	*	10.87	21.28	53	46	47
8	50.00	4.08	6.98	47.83	91.84	81.40	*	4.08	11.63	46	49	43
All Grades	38.03	15.86	5.47	57.04	76.55	81.25	*	7.59	13.28	142	145	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 74.48% of all students scored Level 3 or Level 4 in Overall Language in 18-19, 5% decrease from previous year.

2. Students scored the highest on the speaking domain, school-wide at 60.69% well-developed, 7% decrease from previous year.

3. The area with the highest room for improvement is Reading, with 30.34% of students scoring in the Beginning Range.

School and Student Performance Data
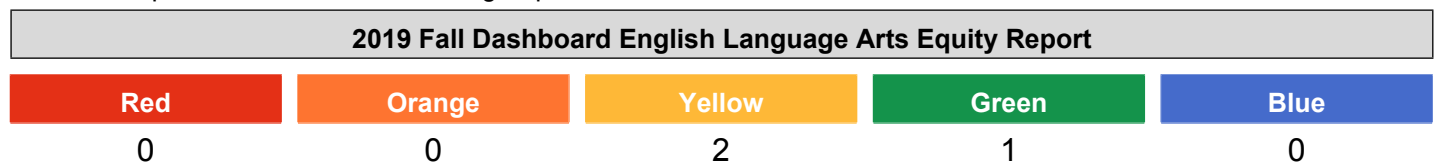
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
275	**83.3**	**48.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	48.7
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	229	83.3
Students with Disabilities	27	9.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.4
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	259	94.2
Two or More Races	1	0.4
Native Hawaiian or Pacific Islander		
White	13	4.7

Conclusions based on this data:

1. The largest student group for services is Socioeconomically Disadvantaged (77.1%).

2. Over 50% of students are English Learners.

3. The majority of the student population is Hispanic, 92.6%.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance in English Language Arts in the Yellow indicator and Mathematics is in the Orange indicator.

2. Chronic Absenteeism is an area to watch as it is a Yellow indicator.

3. Suspension Rate is in the Yellow indicator, which is an improvement from red in the previous year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
0.1 points above standard	17.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased ++9.9 points	
		2
263	173	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	11.2 points below standard	107.7 points below standard
	Increased ++3 points	Declined -10.1 points
	209	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
1.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	4.2 points above standard
Increased ++4.3 points	2		Declined -14.9 points
243			18

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47 points below standard	55.1 points above standard	12.6 points above standard
Maintained -2.2 points	Increased ++3.6 points	Declined -10.9 points
123	50	68

Conclusions based on this data:

1. Even though all student groups are "below standard", all student groups with a performance color have increased points in ELA.

2. The student group that is furthest from standard is English Learners, 18.8 points below standard.

3. The English Learner student group increased the most with 8.6 points in 18-19.

School and Student Performance Data

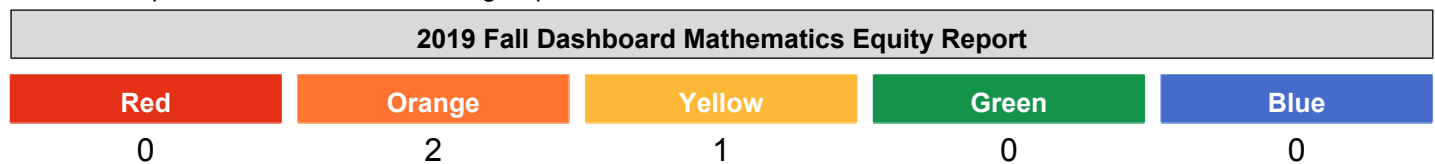## Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
27.9 points below standard	42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Increased ++5.7 points	
264	174	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	No Performance Color
	34.9 points below standard	157.5 points below standard
	Maintained ++2 points	Declined -9.4 points
	210	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic	Two or More Races	White
Orange	No Performance Color	No Performance Color
27.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	42.3 points below standard
Maintained ++0.3 points	2	Declined Significantly -29.6 points
244		18

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68 points below standard	19.2 points above standard	26.8 points below standard
Declined -6.2 points	Increased ++7.9 points	Declined Significantly -15.6 points
124	50	68

Conclusions based on this data:

1. Overall, all students are in the Orange indicator, with a 1.5 point decrease in 18-19.

2. The English Learner student group increased the most with 5.7 points in 18-19.

3. The Students with Disabilities student group is the furthest below standard with 157.5 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
64 making progress towards English language proficiency
Number of EL Students: 136
Performance Level: High
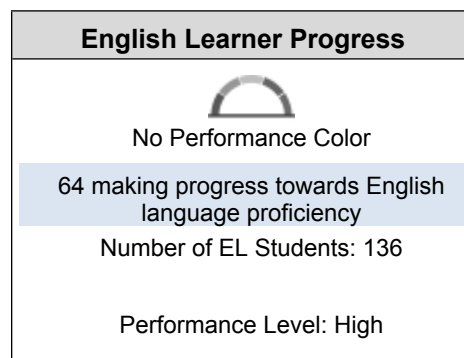
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.7	13.2	26.4	37.5

Conclusions based on this data:

1. The majority of English Learners (77%) maintained or progressed levels in 18-19.

2. There are 136 English Learner students in 18-19.

3. 64 English Learner students are making progress towards English Language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Middle School does not currently have indicators for CCR.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
5.8	6	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Declined -2.1	2
293	151	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.5	25
0	Increased +1.7	Increased +25
	230	28

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
6.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +0.6			Declined -5.3
272	2	0	19

Conclusions based on this data:

1. English Learner students are in the Green indicator for Chronic Absenteeism with a 2% decrease.

2. The Socioeconomically Disadvantaged student group is in the Orange indicator with a 1.7% increase.

3. All students are in the Yellow indicator in 18-19.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
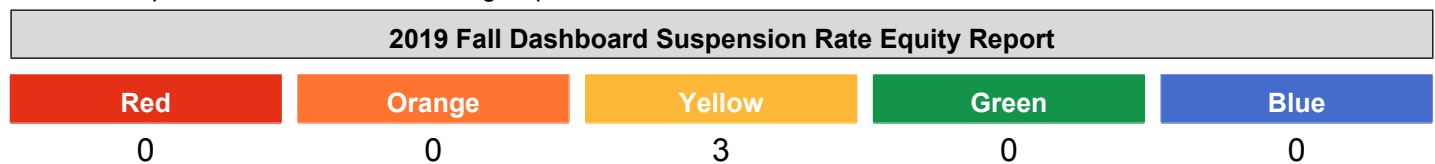## Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
9.5	14.3	Less than 11 Students - Data Not Displayed for Privacy
		2
Declined Significantly -6.3	Declined Significantly -7.8	
296	154	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	No Performance Color
	10.3	13.8
	Declined Significantly -6.7	Declined -6.2
	232	29

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
10.2	Less than 11 Students - Data ~~Not Displayed for Pri~~ 2		0
Declined Significantly -6.2 275			Declined -5 19

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	15.8	9.5

Conclusions based on this data:

1. English Learner students had the greatest decrease in suspension rate with 7.8% decrease in 18-19.

2. 9.5% of all students were suspended at least once in 18-19, with a 6.3% decrease from previous year.

3. Socioeconomically Disadvantaged students had a decrease in suspension rate with 6.7% decrease in 18-19.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

Goal 1

By June 10, 2022, HMS teachers will have received at least two district-level professional staff development days and weekly staff development meetings.
By June 10, 2022, HMS teachers will have received support from the on-site Resource Specialist Teacher.
By June 10, 2022, HMS teachers will be equipped and ready to teach in their classroom as the outcome of the ongoing support, collaborative days, development days, and training received in and out of the district.

Identified Need

HUSD plans to annually increase student achievement for all students in all academic areas by providing supplemental, standards-aligned instructional materials for all students, providing effective professional development for teachers and paraprofessionals, promoting and monitoring academic proficiency, reducing class size, conducting intensive academic support meetings, providing extended learning opportunities, providing additional technology, implementing supplemental ELD programs, and providing other additional student health services such as health clerks, mental health services, and health education in the elementary level.

One reason the district plans to purchase standard-aligned, supplemental materials is to address the gaps in achievement among unduplicated pupils and fill in remediation strategies possibly left out of core materials. Providing effective and relevant professional learning opportunities for teachers and paraprofessionals is important because teacher efficacy is one of the biggest positive factors in student achievement. Promoting and monitoring academic proficiency is important to measure the effectiveness of professional learning and student achievement. It is also important to gain benchmark data and reflect on teacher strategies. Reducing class size further to the greatest extent possible increases the time each student receives individual support and gives the teachers more time to address learning concerns of students. The district will conduct intensive academic support meetings for students, especially those identified as unduplicated, due to the lack of parental support at home. Providing extended learning opportunities is also important to further assist students with closing achievement gaps and learning deficiencies. These extended learning opportunities are also important to keep students engaged in safe, after-school activities. Providing additional technology will help students gain more 21st century skills to further prepare for college and career. Additional technology would help students who may not have online access at home. Implementing supplemental ELD programs is important given the fact that HUSD has a significant EL population. Furthermore, HUSD recognizes the need for supplemental ELD programs and supports in all classes as they benefit all students, including ELs. Lastly, providing additional support in student

health services further aids students in readjusting to in-person learning and provides supports they may not necessarily receive at home.

The metric to increase or maintain the percentage of highly qualified teachers will be used to measure the effectiveness of actions 2, and 3. The metric to increase or maintain the percentage of students at or above grade level on the Star Math and the Star Reading Assessments will be used to measure the effectiveness of actions 1, 2, 3, 4, 5, 6, 7, and 8. The metrics to increase or maintain the percentage of English Learners making progress in acquiring the English language and being reclassified will be used to measure the effectiveness of actions 1, 2, 3, 4, 5, 6, and 8. The metrics of the number of students that have sufficient access to standards-aligned instructional materials and those that will receive standards-based instruction will both be used to measure the effectiveness of actions 1, 2, 3, 5, and 8. The overall number of students meeting or exceeding standard in both ELA and Math SBAC Assessments will be used to measure the effectiveness of actions 1, 2, 3, 4, 5, 6, and 8.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain the percentage of students proficient as demonstrated by the STAR Math assessment by 2%.	The percentage of students proficient as demonstrated by the STAR Math assessment (Consolidated State Performance Report) administered in Fall 2021 were as follows: Grade 6 - 10% Grade 7 - 19% Grade 8 - 30% According to the above numbers, the percentage of HMS students proficient as demonstrated by the STAR Math assessment administered in Fall 2021 overall is 20%. The percentage of students proficient as demonstrated by the STAR Math assessment administered in Winter 2021 were as follows: Grade 6 - 22% Grade 7 - 38% Grade 8 - 46% According to the above numbers, the percentage of HMS students proficient as	The percentage of students proficient as demonstrated by the STAR Math assessment administered in Spring 2022 will be as follows: Grade 6 - 24% Grade 7 - 38% Grade 8 - 46% According to the above numbers, the percentage of HMS students proficient as demonstrated by the STAR Math assessment administered in Spring 2022 overall will be 38%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	demonstrated by the STAR Math assessment administered in Winter 2021 overall is 36%	
Increase or maintain the percentage of students proficient as demonstrated by the STAR Reading assessment by 2%.	The percentage of students proficient as demonstrated by the STAR Reading assessment administered in Fall 2021 were as follows: Grade 6 - 32% Grade 7 - 34% Grade 8 - 28% According to the above numbers, the percentage of HMS students proficient as demonstrated by the STAR Reading assessment administered in Fall 2021 overall is 32%. The percentage of students proficient as demonstrated by the STAR Reading assessment administered in Winter 2021 were as follows: Grade 6 - 24% Grade 7 - 43% Grade 8 - 53% According to the above numbers, the percentage of HMS students proficient as demonstrated by the STAR Reading assessment administered in Winter 2021 overall is 41%	The percentage of students proficient as demonstrated by the STAR Reading assessment administered in Spring 2022 will be as follows: Grade 6 - 26% Grade 7 - 45% Grade 8 - 53% According to the above numbers, the percentage of HMS students proficient as demonstrated by the STAR Reading assessment administered in Spring 2022 overall will be 43%.
Increase or maintain the percentage of English Learners making progress towards English proficiencyby 0.5%.	76% of English Learners made progress towards English language proficiency per the ELPI in the 2020-2021 school year (CA Dashboard).	76.5% of English Learners will make progress towards English proficiency per the ELPI in the 2021-2022 school year.
Increase or maintain the percentage of English Learners being reclassified by 0.5%.	Based on the 2020-2021 school year, 8% of English Learners were reclassified	8.5% of English Learners will be reclassified in the 2021-2022 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	based on RFEP data on DataQuest.	
Increase of maintain the percentage of students proficient as demonstrated by the Summative ELPAC by 2%.	The percentage of students proficient as demonstrated by the summative ELPAC assessment (DataQuest) administered in the 2020-2021 school year was 21.09%.	23.09% of students will score proficient on the summative ELPAC assessment in the 2021-2022 school year.
The overall number of students meeting or exceeding standards will improve by 3% in ELA as measured by SBAC summative assessments for all students.	Based on the 2020-2021 school year, 49.01% of students met or exceeded standard for ELA on the CAASPP (alternative test).	52.01% of students will meet or exceed standard for ELA on the CAASPP in the 2021-2022 school year.
The overall number of students meeting or exceeding standards will improve by 3% in Math as measured by SBAC summative assessments for all students.	Based on the 2020-2021 school year, 33.76% of students met or exceeded standard for Math on the CAASPP (alternative test).	36.76% of students will meet or exceed standard for Math on the CAASPP in the 2021-2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental standards-aligned instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Books and materials
18727	Lottery: Instructional Materials 4000-4999: Books And Supplies Books

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher and Paraprofessionals effectiveness

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

Amount(s)	Source(s)
500	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies Books and materials
18146	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional development and travel
529	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Books and materials
2000	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Professional development and travel
197	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote and monitor academic proficiency

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

Amount(s)   Source(s)

23733	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional learning services
6639	LCFF 4000-4999: Books And Supplies Books and materials
8678	LCFF 5800: Professional/Consulting Services And Operating Expenditures Library and reading online programs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Further Reduce Class size

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intensive Academic Support

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended learning opportunities

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

Amount(s)	Source(s)
983	LCFF 4000-4999: Books And Supplies Books and materials

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Technology

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

Amount(s)	Source(s)
14587	LCFF 4000-4999: Books And Supplies Technology equipment
560	LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional learning services
7318	LCFF 6000-6999: Capital Outlay Gym projector screen
4900	Title I 4000-4999: Books And Supplies Technology equipment

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learner students

Strategy/Activity

Supplemental ELD Programs and Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title III 5800: Professional/Consulting Services And Operating Expenditures Supplement online programs
452	Title III 4000-4999: Books And Supplies Books and materials

Strategy/Activity 9
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Student Health Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1600	LCFF 4000-4999: Books And Supplies Books and materials

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

One major part of this goal was to expand our technology equipment on campus to provide students the ability to access standard-aligned instruction via distance learning and supplement support and assessment through online programs. However, HMS did not see improvements in student achievement as measure by both the STAR Reading and STAR Math assessments.

Overall, the percentage of students proficient on the STAR Reading assessment decreased 2% from 36% in the Fall 2020 to 34% in the Spring 2021. The greatest decrease occurred in 6th grade (40% to 30%). However, the percentage increased 5% (32% to 37%) in 7th grade and stayed the same (35%) in 8th grade.

Overall, the percentage of students proficient on the STAR Math assessment decreased 3% from 32% in the Fall 2020 to 29% in the Spring 2021. The greatest decrease occurred in the 6th grade (28% to 11%), while 7th grade decreased 2% (26% to 24%) and 8th grade increased 9% (42% to 51%).

Teachers participated in at least 2 days of professional learning in the school year. The resource specialist teacher provides ongoing support for teachers in and out of the classroom. Teachers are prepared daily for instruction in their classroom.

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

There were differences between budgeted expenditures and implemented strategies to meet this goal. For example, the impact of COVID-19 caused many professional learning services to switch to online-only venues. As a result, the expenditures budgeted for travel were used for resources such as technology and materials instead.

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 2020-2021 school year, we turned to using more online programs to supplement daily instruction via distance learning. To help transition students back to in-person instruction, we plan on continuing with some of these programs and adding these strategies to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Broad course of study

LEA/LCAP Goal

HUSD will continue to provide a broad course of study to TK to 12 students that will prepare them for college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs.

Goal 2

By June 2022, the percentage of all students in grades 6th-8th, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded will increase according to the following targets as measured by the critical end of year grade-level standards in English Language Arts/Literacy. (Measured by CAASPP ELA/Performance Task section).

By June 2022, the percentage of all students in grades 6th-8th, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded will increase according to the following targets as measured by the critical end of year grade level standards Mathematics. (Measured by CAASPP Mathematics Testing section).

*Based on 2018-2019 school year performance data due to students not being tested in the 2019-2020 because of the COVID-19 school closures and contingent on the testing in the 2020-2021 school year.

Identified Need

HUSD plans to provide a broad course of study to TK to 12 students, including English Learners, Low-Income, Foster Youth, and students with exceptional needs by performing the following actions: 1. counseling services, 2. dual language, 3. the seal of bi-literacy, 4. integration of STEAM, 5. additional CTE pathways, 6. college and career readiness, 7. AVID, and 8. post-secondary enrollment.

There are many reasons for implementing these actions. One reason the district plans to implement additional counseling services is traditionally students identified as unduplicated lack adequate academic and behavioral support at home. Providing a dual language program is important to build upon language proficiency for their global future. In addition to the dual language program, the district offers a seal of bi-literacy to promote Spanish language and prepare students for college. The integration of STEAM, additional CTE pathways, career and college readiness, AVID, and post-secondary enrollment is important for providing students a broad course of study and preparing students for college and career.

Metrics used to measure the effectiveness of counseling services, dual language, the seal of bi-literacy, and the integration of STEAM include the number of students enrolled in those courses, the number of students receiving the seal of bi-literacy, the number of students completing A-G requirements, the number of students passing AP courses, and the percentage of students

participating in a broad course of study. Metrics used to measure the effectiveness of additional CTE pathways, career and college readiness, AVID, and post-secondary enrollment include the percentage of students participating in ELD courses, the percentage of students completing a CTE pathway, the number of students participating in AVID, the number of students completing A-G requirements, and the percentage of students participating in a broad course of study.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain the percentage of students with disabilities (SWD) who meet their AR goal as demonstrated by the Accelerated Reader (AR) practice quizzes by 1%.	62.5% of SWD met their AR goal as demonstrated by the Accelerated Reader practice quizzes in Fall 2021.	63.5% of SWD will meet their AR goal as demonstrated by the AR practice quizzes in Spring 2022.
Increase or maintain the percentage of EL students who meet their AR goal as demonstrated by the Accelerated Reader practice quizzes by 1%.	77.4% of EL students met their AR goal as demonstrated by the AR practice quizzes in Fall 2021.	79.4% of EL students will meet their AR goal as demonstrated by the AR practice quizzes in Spring 2022.
Increase or maintain the number of 6th-8th grade students enrolled in AVID electives by 1 student.	33 students were in enrolled in AVID electives 6th-8th at the end of the 2020-2021 school year.	34 students will be in enrolled in AVID electives 6th-8th at the end of the 2021-2022 school year.
Increase or maintain the percentage of students with disabilities (SWD) proficient (at/above 50 PR score) as demonstrated by the STAR Math assessment by 2%.	9.3% of SWD tested proficient as demonstrated by the STAR Math assessment in Fall 2021.	11.3% of SWD will test proficient as demonstrated by the STAR Math assessment in Spring 2022.
Increase or maintain the percentage of SWD proficient (at/above 50 PR score) as demonstrated by the STAR Reading assessment by 2%.	0% of SWD tested proficient as demonstrated by the STAR Reading assessment in Fall 2021.	2% of SWD will test proficient as demonstrated by the STAR Reading assessment in Spring 2022.
Increase or maintain the percentage of English Learner (EL) students proficient (at/above 50 PR score) as demonstrated by the STAR Math assessment by 2%.	12.1% of EL students tested proficient as demonstrated by the STAR Math assessment in Fall 2021.	14.4% of EL students will test proficient as demonstrated by the STAR Math assessment in Spring 2022.
Increase or maintain the percentage of EL students proficient (at/above 50 PR score) as demonstrated by the STAR Reading assessment by 2%.	5.6% of EL students tested proficient as demonstrated by the STAR Reading assessment in Fall 2021.	7.6% of EL students will test proficient as demonstrated by the STAR Reading assessment in Spring 2022.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain the distance from standard of all students as demonstrated by the CAASPP ELA assessment by 2 points.	All students (263) scored 0.1 points above standard on the 2019 CAASPP test for ELA.	All students will score 2.1 points above standard on the 2022 CAASPP testing for ELA.
Increase or maintain the distance from standard of all students as demonstrated by the CAASPP Math assessment by 2 points.	All students (264) scored 27.9 points below standard on the 2019 CAASPP test for Math.	All students will score 25.9 points below standard on the 2022 CAASPP testing for Math.
Increase or maintain the distance from standard of EL students as demonstrated by the CAASPP ELA assessment by 2 points.	EL students (173) scored 17.5 points below standard on the 2019 CAASPP test for ELA.	EL students will score 15.5 points below standard on the 2022 CAASPP test for ELA.
Increase or maintain the distance from standard of EL students as demonstrated by the CAASPP Math assessment by 2 points.	EL students (174) scored 42.9 points below standard on the 2019 CAASPP test for Math.	EL students will score 42.9 points below standard on the 2022 CAASPP test for Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Counselors

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

Amount(s)	Source(s)
596	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Dual Language

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Seal of Biliteracy

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Support the Integration of STEAM

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

Amount(s)	Source(s)
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF 4000-4999: Books And Supplies Music supplies
2000	LCFF

	5000-5999: Services And Other Operating Expenditures Rentals and repairs

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Career and Technical Education Pathways

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College and Career Readiness

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID

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

Amount(s)   Source(s)

1650	LCFF 4000-4999: Books And Supplies Materials and supplies
2141	LCFF 5000-5999: Services And Other Operating Expenditures Professional Learning
5100	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Center

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Post-Secondary Enrollment

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

One major part of this goal was to expand participation in AVID electives and program strategies. However, 18 HMS students dropped the AVID elective in the 2020-2021 school year. This was mainly because of students unable to maintain the required 2.0 GPA in the 1st semester. One possible explanation would be the difficulty in teachers and the counselor to meet individually with students to monitor grades and provide interventions.

6% drop in all students and 3% growth in ELs who scored met or exceeded in 2018-19 CAASPP test and 3% drop in all students and 0% growth in ELs who scored met or exceeded in 2018-19 CAASPP test.

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

There were differences between budgeted expenditures and implemented strategies to meet this goal. For example, due to distance learning, our plan to implement materials for hands-on learning in STEAM such as musical instruments and science projects was not fully realized. As a result, the expenditures budgeted for hands-on materials were used for resources such as technology and professional instead.

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 2020-2021 school year, we turned to using more online programs to supplement daily instruction via distance learning. To help transition students back to in-person instruction, we plan on continuing with some of these programs and adding these strategies to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Connectedness and Involvement

LEA/LCAP Goal

HUSD will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being,and the safety and security of pupils, staff, and parents.

Goal 3

By June 2022, the school will improve and increase parent outreach strategies so that 80% of parents are active participants in the education of their children.
By June 2022, the yearly attendance rate at Holtville Middle School will have increased.
By June 2022, the chronic absenteeism rate at Holtville Middle School will decrease.
By June 2022, the drop out rate at the Holtville Middle School will remain at 0%.
By June 2022, the suspension rate at Holtville Middle School will decrease.
By June 2022, the student expulsion rate at Holtville Middle School will remain at 0%.

Identified Need

Holtville Unified School District will provide an educational experience that promotes a culture of school connectedness and involvement, students health and well-being, and safety and security of pupils, staff, and parents by performing the following actions: 1. enhance attendance and student engagement, 2. providing additional site and student health, safety, and security, 3. facilitating additional parent involvement, 4. providing a supplemental discipline program, 5. providing additional transportation, and 6. providing social-emotional learning.

One reason the district plans to enhance attendance and student engagement is statistically, unduplicated pupils struggle more with absenteeism and require more intense strategies to reduce absenteeism and re-engage students. Providing additional health, safety, and security measures to all stakeholders is of utmost importance to HUSD especially because of the current pandemic. Strategies and tools will be implemented to educate the community on how to stay healthy amid the pandemic and in general. Facilitating additional parent involvement is especially important to keep more parents informed, garner increased parental input, and create more school connectedness. Providing a supplemental discipline program is important because students will need increased supports and structure returning to in-person instruction. The district plans to provide additional transportation for activities beyond regular home-to-school attendance. The district also plans to integrate social-emotional learning district-wide to further provide supports for students who experienced a disconnect during distance learning and need to readjust to in-person instruction.

The metric to maintain or increase district-wide attendance will be used to measure the effectiveness of actions 1 and 5. The metric to maintain or increase high school graduation rate will be used to measure the effectiveness of action 1. The metric to maintain or decrease the district expulsion rate will be used to measure the effectiveness of actions 1, 3, 4, 5, and 6. The metric to maintain or decrease the district suspension rate will be used to measure the effectiveness of actions 1, 2, 3, 4, and 6. The metrics to maintain or decrease both the high school and middle school dropout rates will be used to measure the effectiveness of actions 1, 3, 4, 5, and 6. The metric to maintain good or

exemplary ratings on the FIT will be used to measure the effectiveness of action 2. The metric to maintain a district-wide safety plan will be used to measure the effectiveness of actions 1, 2, and 3. The metric to increase perceived parental input will be used to measure the effectiveness of actions 1 and 3. The metric to increase perceived student safety on campus will be used to measure the effectiveness of actions 1, 2, 4, and 6. Lastly, the metric to maintain or decrease chronic absenteeism will be used to measure the effectiveness of actions 1, 2, 3, 5, and 6.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain or increase district-wide attendance by 0.1%.	The district-wide attendance was 98.82% for the 2020-2021 school year.	The district-wide attendance will be 98.82% for the 2021-2022 school year.
Maintain or decrease the district expulsion rate by 0.1%.	The district expulsion rate was 0% for the 2020-2021 school year.	The district expulsion rate will be 0% for the 2021-2022.
Maintain or decrease the district suspension rate by 0.5%.	The district suspension rate was 0.43% for the 2020-2021 school year.	The district suspension rate will be 0.43% for the 2021-2022 school year.
Maintain or decrease the middle school drop out rate by 0.1%.	The dropout rate for students in grades 6-8 was 0% for the 2016-2017 school year based on DataQuest.	The dropout rate for students in grades 6-8 will be 0% for the 2021-2022 school year based on DataQuest.
All sites will maintain a rating of Good or Exemplary on the FIT demonstrating that school facilities are maintained and are in good repair.	All sites earned a rating of Good on the FIT for the 2020-2021 school year.	All sites will earn a rating of Good on the FIT for the 2021-2022.
The district will maintain a district-wide safety plan with input from all sites and all sites will conduct safety drills.	The district created a district-wide safety plan with input from all sites the 2020-2021 school year.	The district maintained a district-wide safety plan with input from all sites and all sites conducted safety drills in the 2021-2022 school year.
Increase the percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation as reported on a parent survey by 1%.	The percentage of parents who felt their child's school seeks parent input in decision making and encourages parental participation was 83% as reported on a parent survey in the 2020-2021 school year.	The percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation was 84% as reported on a parent survey in the 2021-2022 school year.
Increase the percentage of students who feel safe when they are at school 1%.	The percentage of students who feel safe at school: 7th grade - 60% as reported on the California Healthy Kids Survey in the 2018-19 school year.	The percentage of students who will feel safe at school: 7th grade - 61% as reported on the California Healthy Kids Survey in the 2021-22 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain or decrease the district chronic absenteeism rate by 0.1%	The district chronic absenteeism rate was 3.55% for the 2020-2021 school year.	The district chronic absenteeism rate will be 3.25% for the 2021-2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Enhance Attendance and Student Engagement

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

Amount(s)	Source(s)
759	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Teacher Salary
1149	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Teacher Benefits
4584	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Administrator Professional Learning

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Site and Student Health, Safety, and Security

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

Amount(s)	Source(s)
8162	LCFF 4000-4999: Books And Supplies Safety Equipment and Additional security cameras
450	LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional Learning

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional Parent Involvement

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Materials and supplies
1214	LCFF 5800: Professional/Consulting Services And Operating Expenditures Document Tracking and Blackboard

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental Discipline Program

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

Amount(s)	Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional Transportation

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Social-Emotional Learning

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

Amount(s)	Source(s)
334	LCFF 5000-5999: Services And Other Operating Expenditures Professional Learning

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Because of school closures and transition to distance learning, parent communication and involvement was of the utmost importance. Parent communication resources were used to their maximum potential in order to encourage student engagement.

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

There were differences between budgeted expenditures and implemented strategies to meet this goal. For example, the impact of COVID-19 caused many professional learning services to switch to online-only venues. As a result, the expenditures budgeted for travel were used for resources such as technology and materials instead.

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 2020-2021 school year, we turned to using more online programs to supplement daily instruction via distance learning. To help transition students back to in-person instruction, we plan on continuing with some of these programs and adding these strategies to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$149,688.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$34,733.00
Title I Part A: Basic Grants Low-Income and Neglected	$1,908.00
Title II Part A: Improving Teacher Quality	$18,843.00
Title III	$5,452.00
Title IV Part A: Student Support and Academic Enrichment	$2,529.00

Subtotal of additional federal funds included for this school: $63,465.00

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

State or Local Programs	Allocation ($)
LCFF	$62,316.00
LCFF - Supplemental	$596.00
Lottery: Instructional Materials	$18,727.00
Unrestricted	$4,584.00

Subtotal of state or local funds included for this school: $86,223.00

Total of federal, state, and/or local funds for this school: $149,688.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	62,316.00
LCFF - Supplemental	596.00
Lottery: Instructional Materials	18,727.00
Title I	34,733.00
Title I Part A: Basic Grants Low-Income and Neglected	1,908.00
Title II Part A: Improving Teacher Quality	18,843.00
Title III	5,452.00
Title IV Part A: Student Support and Academic Enrichment	2,529.00
Unrestricted	4,584.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,355.00
3000-3999: Employee Benefits	1,346.00
4000-4999: Books And Supplies	65,729.00
5000-5999: Services And Other Operating Expenditures	24,621.00
5800: Professional/Consulting Services And Operating Expenditures	49,319.00
6000-6999: Capital Outlay	7,318.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	39,621.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,475.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,902.00
6000-6999: Capital Outlay	LCFF	7,318.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	596.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	18,727.00
4000-4999: Books And Supplies	Title I	5,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	28,833.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	759.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	1,149.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	197.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	18,146.00
4000-4999: Books And Supplies	Title III	452.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	529.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	4,584.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,549.00
Goal 2	16,987.00
Goal 3	17,152.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Eric Velazquez	Principal
Cecilia Rodriguez	Classroom Teacher
Francisco Retana	Classroom Teacher
Christina Croak	Classroom Teacher
Laura Velazquez	Parent or Community Member
Lidia Gandevia	Parent or Community Member
Christina Villarreal	Parent or Community Member
Allen Garcia	Parent or Community Member
Julio Gallegos	Other School Staff
Sonia Reyna	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 2/8/2022.

Attested:

Principal, Eric Velazquez on 2/8/2022

SSC Chairperson, Julio Gallegos on 2/8/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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:
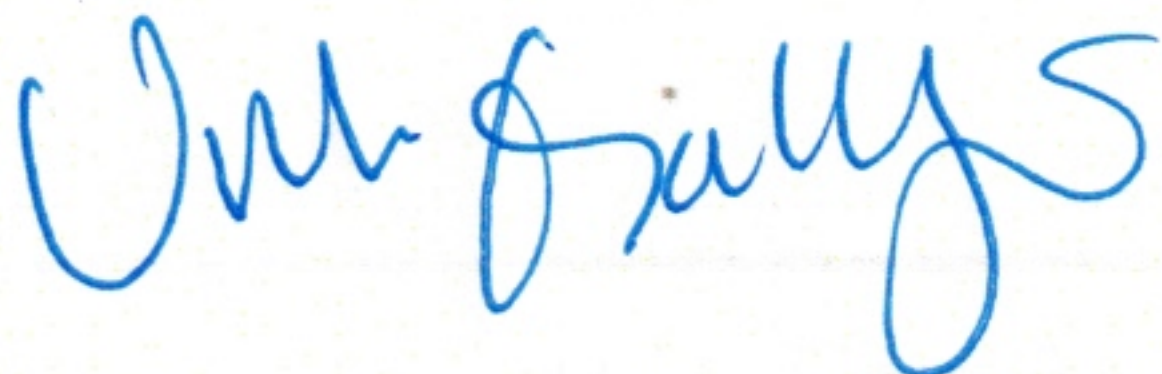
Signature   **Committee or Advisory Group Name**

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 2/8/2022.

Attested:

Principal, Eric Velazquez on 2/8/2022
SSC Chairperson, Julio Gallegos on 2/8/2022