School Year: **2020-21**

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	January 27, 2021	February 16, 2021

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.

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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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	92.11%	92.61%	92.58%	257	263	262
Pacific Islander	%	%	0%			0
White	6.45%	6.69%	6.71%	18	19	19
Multiple/No Response	%	%	0.71%			0
			Total Enrollment	279	284	283

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	94	95	87
Grade 7	95	94	96
Grade 8	90	95	100
Total Enrollment	279	284	283

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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		148	138		52.1%	48.8%
Fluent English Proficient (FEP)		61	62		21.5%	21.9%
Reclassified Fluent English Proficient (RFEP)		6	13		4.2%	8.8%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	97	92	92	95	90	89	95	90	89	97.9	97.8	96.7
Grade 7	92	96	91	85	87	88	85	87	88	92.4	90.6	96.7
Grade 8	99	88	95	97	88	94	96	88	94	98	100	98.9
All Grades	288	276	278	277	265	271	276	265	271	96.2	96	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2511.	2528.	2520.	10.53	13.33	11.24	30.53	40.00	35.96	34.74	27.78	30.34	24.21	18.89	22.47
Grade 7	2533.	2541.	2557.	14.12	13.79	18.18	32.94	35.63	39.77	14.12	24.14	26.14	38.82	26.44	15.91
Grade 8	2566.	2575.	2566.	14.58	14.77	6.38	35.42	34.09	43.62	28.13	39.77	31.91	21.88	11.36	18.09
All Grades	N/A	N/A	N/A	13.04	13.96	11.81	32.97	36.60	39.85	26.09	30.57	29.52	27.90	18.87	18.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.68	18.89	13.48	48.42	52.22	55.06	37.89	28.89	31.46
Grade 7	18.82	20.69	22.73	40.00	39.08	46.59	41.18	40.23	30.68
Grade 8	20.83	25.00	19.15	48.96	50.00	51.06	30.21	25.00	29.79
All Grades	17.75	21.51	18.45	46.01	47.17	50.92	36.23	31.32	30.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.95	20.00	21.35	52.63	61.11	59.55	28.42	18.89	19.10
Grade 7	29.41	36.78	30.68	49.41	43.68	52.27	21.18	19.54	17.05
Grade 8	33.33	29.55	24.47	40.63	54.55	65.96	26.04	15.91	9.57
All Grades	27.17	28.68	25.46	47.46	53.21	59.41	25.36	18.11	15.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.74	13.33	14.61	63.16	73.33	65.17	22.11	13.33	20.22
Grade 7	9.41	11.49	11.36	62.35	68.97	72.73	28.24	19.54	15.91
Grade 8	11.46	15.91	8.51	69.79	69.32	78.72	18.75	14.77	12.77
All Grades	11.96	13.58	11.44	65.22	70.57	72.32	22.83	15.85	16.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.11	27.78	23.60	53.68	55.56	49.44	24.21	16.67	26.97
Grade 7	21.18	19.54	22.73	44.71	52.87	61.36	34.12	27.59	15.91
Grade 8	23.96	28.41	20.21	54.17	51.14	55.32	21.88	20.45	24.47
All Grades	22.46	25.28	22.14	51.09	53.21	55.35	26.45	21.51	22.51

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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	97	92	92	97	92	91	97	92	91	100	100	98.9
Grade 7	92	96	91	91	94	91	91	94	91	98.9	97.9	100
Grade 8	99	88	95	99	87	94	98	87	94	100	98.9	98.9
All Grades	288	276	278	287	273	276	286	273	276	99.7	98.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2501.	2502.	2500.	7.22	10.87	7.69	23.71	15.22	24.18	37.11	40.22	34.07	31.96	33.70	34.07
Grade 7	2521.	2517.	2538.	13.19	13.83	19.78	25.27	24.47	19.78	26.37	22.34	29.67	35.16	39.36	30.77
Grade 8	2562.	2592.	2567.	27.55	33.33	24.47	19.39	24.14	24.47	24.49	18.39	24.47	28.57	24.14	26.60
All Grades	N/A	N/A	N/A	16.08	19.05	17.39	22.73	21.25	22.83	29.37	27.11	29.35	31.82	32.60	30.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.59	11.96	9.89	36.08	36.96	37.36	44.33	51.09	52.75
Grade 7	16.48	20.21	29.67	31.87	30.85	26.37	51.65	48.94	43.96
Grade 8	39.80	50.57	36.17	29.59	25.29	32.98	30.61	24.14	30.85
All Grades	25.52	27.11	25.36	32.52	31.14	32.25	41.96	41.76	42.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.25	13.04	10.99	54.64	51.09	51.65	37.11	35.87	37.36
Grade 7	15.38	8.51	18.68	50.55	54.26	50.55	34.07	37.23	30.77
Grade 8	17.35	21.84	14.89	39.80	56.32	57.45	42.86	21.84	27.66
All Grades	13.64	14.29	14.86	48.25	53.85	53.26	38.11	31.87	31.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.31	13.04	10.99	55.67	44.57	52.75	34.02	42.39	36.26
Grade 7	19.78	23.40	18.68	58.24	54.26	59.34	21.98	22.34	21.98
Grade 8	33.67	31.03	25.53	43.88	51.72	53.19	22.45	17.24	21.28
All Grades	21.33	22.34	18.48	52.45	50.18	55.07	26.22	27.47	26.45

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1548.9	1563.2	1543.4	1582.6	1554.0	1543.1	43	50
Grade 7	1548.8	1539.8	1536.7	1524.8	1560.4	1554.2	53	46
Grade 8	1579.0	1574.9	1566.1	1557.9	1591.4	1591.2	46	49
All Grades							142	145

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	48.84	44.00	30.23	40.00	*	12.00	*	4.00	43	50
7	43.40	23.91	32.08	36.96	*	28.26	*	10.87	53	46
8	69.57	38.78	*	38.78	*	18.37	*	4.08	46	49
All Grades	53.52	35.86	26.06	38.62	10.56	19.31	9.86	6.21	142	145

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	58.14	68.00	25.58	26.00	*	2.00	*	4.00	43	50
7	50.94	32.61	30.19	30.43	*	26.09	*	10.87	53	46
8	69.57	40.82	*	38.78	*	16.33	*	4.08	46	49
All Grades	59.15	47.59	26.06	31.72	*	14.48	7.75	6.21	142	145

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.88	14.00	32.56	32.00	*	40.00	*	14.00	43	50
7	41.51	17.39	*	30.43	*	32.61	22.64	19.57	53	46
8	65.22	46.94	*	22.45	*	20.41	*	10.20	46	49
All Grades	47.18	26.21	21.83	28.28	15.49	31.03	15.49	14.48	142	145

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	48.84	48.00	39.53	42.00	*	10.00	43	50
7	43.40	17.39	47.17	65.22	*	17.39	53	46
8	56.52	28.57	39.13	67.35	*	4.08	46	49
All Grades	49.30	31.72	42.25	57.93	8.45	10.34	142	145

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	65.12	80.00	30.23	16.00	*	4.00	43	50
7	58.49	47.83	30.19	41.30	*	10.87	53	46
8	80.43	53.06	*	38.78	*	8.16	46	49
All Grades	67.61	60.69	24.65	31.72	7.75	7.59	142	145

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	41.86	18.00	*	46.00	37.21	36.00	43	50
7	37.74	26.09	20.75	39.13	41.51	34.78	53	46
8	65.22	48.98	*	30.61	*	20.41	46	49
All Grades	47.89	31.03	20.42	38.62	31.69	30.34	142	145

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	27.91	32.00	67.44	60.00	*	8.00	43	50
7	35.85	10.87	56.60	78.26	*	10.87	53	46
8	50.00	4.08	47.83	91.84	*	4.08	46	49
All Grades	38.03	15.86	57.04	76.55	*	7.59	142	145

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

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
284	**77.1**	**52.1**	**0.4**
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.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	52.1
Foster Youth	1	0.4
Socioeconomically Disadvantaged	219	77.1
Students with Disabilities	25	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	263	92.6
Two or More Races	2	0.7
White	19	6.7

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

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

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

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	2
264	174	

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**
 Orange 27.9 points below standard Maintained ++0.3 points 244	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 42.3 points below standard Declined Significantly -29.6 points 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 Declined -6.2 points 124	19.2 points above standard Increased ++7.9 points 50	26.8 points below standard Declined Significantly -15.6 points 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

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

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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	2	0	Declined -5.3
272			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

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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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
Declined Significantly -6.3	Declined Significantly -7.8	2
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 2		0
Declined Significantly -6.2			Declined -5
275			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

Ongoing Learning

LEA/LCAP Goal

HMS will continue provide opportunities to build teacher capacity to effectively implement the content and performance standards through ongoing professional development, instructional support and collaborative planning time for all teachers.

Goal 1

By June 4, 2021, HMS teachers will have at least received two district-level professional staff development meet days and weekly staff development meetings.
By June 4, 2021, HMS teachers will have received support from the on-site Resource Specialist Teacher.
By June 4, 2021, 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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Professional Development-The school will provide professional development opportunities for teachers to better support ALL students in learning.

- 2 district-wide Development days
- Professional learning opportunities throughout the year as needed
- Collaboration days with department teachers

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 II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional Development
5200	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Travel
799.2	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Sub Benefits
2350	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Sub Salaries

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

Teachers will attend two District-wide trainings on Common Core, NGSS, or special education strategies, and other District-wide teaching strategies for proper implementation of the new state standards.

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)
200	LCFF 5000-5999: Services And Other Operating Expenditures Travel
1070	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Trainings provided by MOUs with ICOE, SDCOE, or other local resources
11600.2	LCFF 4000-4999: Books And Supplies

	Books and Materials

Strategy/Activity 3

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

All Students; SPED

Strategy/Activity

Minimum Day Wednesdays will be used to develop teacher collaboration between grade-level teams and subject-area teams. At least one monthly meeting will be for Special Education teachers to collaborate throughout the district.

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)
	None Specified None Specified Teacher Meetings

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

Teachers will receive support as needed from the Resource Teacher to improve instruction and increase student achievement. The Resource Teacher will provide instructional support through peer coaching and resources needed for proper implementation of instructional strategies.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher Quality Support

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

Faculty and staff will be properly trained in the proper usage of Synergy attendance and gradebook programs.

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)
	District Funded None Specified Synergy
	None Specified None Specified

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

In response to the implementation of Common Core Standards from the State government, administrators and faculty will need professional development in preparation for implementation of new standards and testing. Administrators as well as educators will receive Common Core professional development for from Imperial County Office of Education in a variety of Strategies and resources.

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)
250	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Quality
300	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Professional/Staff Developments
130.00	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies
200	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

238	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits
100	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development Expenses
1980	Title III Immigrant Education Program 4000-4999: Books And Supplies 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, SPED

Strategy/Activity

Teachers will attend specific training for on site programs such as AVID, Dual Language and MESA. Specific technology is offered through Google & ICOE, SPED and PE training when available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Teacher Quality
4000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development - External
5000	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development - External

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students, SES, Foster Youth

Strategy/Activity

Training for 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)
4000	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures School Counselor's Conference

Annual Review

SPSA Year Reviewed: 2019-20

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.

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 or in the computer lab.

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

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

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

Annual Progress

LEA/LCAP Goal

Overall student achievement will increase by 3% in English Language Arts and mathematics, for all students, including English Learners and students with disabilities each year for the next three years. Reading proficiency in every grade level from 6 to 8 will increase by 3% each year for the next three years.

Goal 2

By June 2021, 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).

- All students will increase proficiency by 3% in Literacy English Language Arts.
- English learners (EL) students will increase proficiency by 3% in Literacy English Language Arts.
- Students with disabilities (SWD) will increase proficiency by 3% in Literacy English Language Arts.
- Socio-economically disadvantaged (SED) students will increase proficiency by 3% in Literacy English Language Arts.
- Hispanic students will increase proficiency by 3% in Literacy English Language Arts.

By June 2021, 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 MathematicsTesting section).

- All students will increase proficiency by 3% in Mathematics.
- English learners (EL) students will increase proficiency by 3% in Mathematics.
- Students with disabilities (SWD) will increase proficiency by 3% in Mathematics.
- Socio-economically disadvantaged (SED) will increase proficiency by 3% in Mathematics
- Hispanic students will increase proficiency by 3% in Mathematics.

*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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students met or exceeded standard on 2018-19 CAASPP test.	51.66% of students in ELA and 40.22% of students in Math in 2018-19 CAASPP test met or exceeded standard.	54% of students in ELA and 43% of students in Math will score met or exceeded standard in 2019-20 CAASPP test.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Develop a district-wide coherent standards-based curriculum, instruction, and assessment system that aligns curricular and assessment materials and provides and monitors appropriate instructional minutes and pacing for all core subjects and interventions.

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)
1989	Lottery: Instructional Materials 4000-4999: Books And Supplies Curriculum and Assessment
6042.76	LCFF - Supplemental 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 2

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

All Students, Els, SPED

Strategy/Activity

6th, 7th, and 8th grade students will receive two periods (a block) of English Language Arts which encompasses various aspects of the Pearson My Perspectives Reading and Language Arts Program as well Reading Plus supplemental reading program, and teacher found/created materials which are aligned to the Common Core State Standards. The library will be open for students and teachers on a daily basis, however, English teachers will be assigned and responsible for taking their students to the library on their appointed day and time. All library time is to be utilized to

check-out books for Accelerated Reader or reading for pleasure. The library can be reserved by teachers in other classes on an as needed basis for research, etc. Furthermore, three computer labs and four laptop carts are available for teachers/students on a daily basis. Teachers will be assigned computer lab time during their English Language Arts period. Time spent in the computer lab is to be utilized for project based learning, typing, and researching. Any of the computer labs can further be reserved by teachers in other classes on an as needed basis for research, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance Place:
1500.00	LCFF - Supplemental 4000-4999: Books And Supplies CCSS Standards
1500.00	Title III Immigrant Education Program 4000-4999: Books And Supplies Library
2500.00	Title I 5000-5999: Services And Other Operating Expenditures Computer Lab and Tech Maintenance
	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Reading Plus

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, SPED, EL

Strategy/Activity

6th, 7th, and 8th grade students will receive two periods (a block) of Mathematics which encompasses aspects of the Eureka Math Book, Accelerated Math, and Khan Academy, as well as teacher found/created materials which are aligned to the Common Core State Standards.

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)
	Lottery: Instructional Materials 4000-4999: Books And Supplies District Funded allotment of standards aligned material - Eureka Math
1500	LCFF 4000-4999: Books And Supplies Renaissance Place for STAR Math quarterly assessment
500	LCFF 4000-4999: Books And Supplies Other material needed to support instruction

Strategy/Activity 4

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

All, SPED, EL

Strategy/Activity

Writing Wednesday: Develop, plan and implement a successful Writing Wednesday program using MyAccess prompts as a guideline for writing practices and principles. ELA teachers will collaborate and establish a weekly timeline with desired writing prompts/topics.

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)
3500	LCFF 5800: Professional/Consulting Services And Operating Expenditures MyACCESS
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures

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

At the end of each quarter, students will be administered an online benchmark assessment during a designated two-week testing window. Furthermore, benchmark test results will be used to guide instruction and to re-teach, as necessary. Teachers will meet bi-weekly to analyze student work and discuss the implications of the assessments on their instruction. A template will be used to help guide the discussion and to record next steps to provide feedback to Principal.
Additional assessments, including STAR Reading assessment, Accelerated Math objectives, and/or CAASPP Interim Assessments will also be used quarterly to monitor student progress toward annual goals of increasing student achievement. Data will be discussed within a timely manner after assessment for reflection and planning.

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)
	None Specified None Specified Pearson
	STAR Assessment
	CAASPP Interim Assessment

Strategy/Activity 6

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

All, SPED, EL

Strategy/Activity

The school district will provide high-quality professional development to teachers, administrators, and other school personnel to improve the education of English learners and all students. • By June 2021, 100% of teachers will receive professional development upon research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language Arts and/or Mathematics. • By June 2021, 100% of administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics.

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	LCFF 5000-5999: Services And Other Operating Expenditures Teacher Quality; Professional Development
2500	Other 5000-5999: Services And Other Operating Expenditures Training: Strategies for ELs in Core Subjects

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Students at risk of retention or failure will be referred to the after school program. The ASES homework center will be available for students after school to provide a quiet and safe place to complete homework and for those students who may need help in different areas such as Academic Vocabulary,Math Support, and ELD Instruction. During ASES, students will have access to the AR program in order to develop their reading proficiency. In addition, students who need the extra support in Math also have access to the Accelerated Math program after school which will be supervised by certificated staff. Finally, we will have additional ELD instruction for English Learners who are placed in the core ELA program after school taught by teachers with English Learner Certification and training in appropriate English Learner strategies for accessing core curriculum.

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)
3000	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries After School Tutorial: ASES Funding
5000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries After School Tutorial: ASES Funding
	None Specified None Specified EL Strategies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

ELs

Strategy/Activity

English Learners will be properly identified, placed and assessed in order to increase the number of English proficient students as measured by the ELPAC

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 2000-2999: Classified Personnel Salaries Identification of CELDT students & ELPAC Testing

Strategy/Activity 9

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

English Learner students

Strategy/Activity

Students who are identified as English Learners will be placed in core classes with teachers who have been properly trained to provide Designated and Integrated ELD 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)
1,000.00	General Fund 4000-4999: Books And Supplies Core Class Placement
1,000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies

Strategy/Activity 10

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

English Learner students

Strategy/Activity

English Learners at the Beginning, Early Intermediate, and Intermediate levels will receive additional English instruction through the adopted Pearson Bridges program. Advanced and Early Advanced students will be placed in an ELA or AVID EXCEL support class which operates at higher level than the ELD 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)
500	General Fund 4000-4999: Books And Supplies Support Classes
1500	LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

All English Learners will be assessed annually with the CELDT /ELPAC assessment. All English Learners will receive English Language Development services based on their ELD proficiency level (Beginner, Early Intermediate, Intermediate, Early Advanced, and Advanced).

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)
800	None Specified None Specified ELD Services

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

The school site shall prepare students for administration of the ELPAC in advance. All teachers will be required to encourage students to inform students of the importance and contents of the ELPAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

1,000.00	General Fund 4000-4999: Books And Supplies CELDT Preparation
1,000.00	LCFF 4000-4999: Books And Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HMS will invest in current technology software to support student achievement including MyACCESS, Renaissance (STAR Math and STAR Reading), Reading Plus, MyPerspectives, implementation of Common Core State Standards (CCSS) and the Smarter Balance online assessments.

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)
4777	Lottery: Instructional Materials 4000-4999: Books And Supplies MyACCESS and Renaissance
703	General Fund 4000-4999: Books And Supplies MyACCESS and Renaissance

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HMS will invest in current technology hardware to support student achievement including rolling laptop carts, classroom desktops, and computer labs.

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)
18000	Title I 0001-0999: Unrestricted: Locally Defined

	Desktops and Laptops

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HMS will invest in current technology staff to support student achievement including one computer lab technician.

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)
20930	LCFF 2000-2999: Classified Personnel Salaries Computer Lab Technician

Annual Review

SPSA Year Reviewed: 2019-20

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.

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.

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.

Percentages in goal will be adjusted to reflect more realistic growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Community Participation

LEA/LCAP Goal

HUSD will establish ongoing communication and collaboration with all stakeholders.

Goal 3

By June 2021 the school will improve and increase parent outreach strategies so that 80% of parents are active participants in the education of their children.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

The school site will encourage parents to use the web-based parent communication system as well as the web-based grading system (Synergy) to support student needs and promote academic progress.

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)
	District Funded 4000-4999: Books And Supplies Synergy SIS

Strategy/Activity 2

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

Strategy/Activity

Parents will be encouraged to use the Illuminate Student Data Management program to develop communication between the home and the school site by creating accounts in the Parent Vue in Synergy

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)
	None Specified None Specified Parent Portal Outreach for Parents

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

Teachers will use the Synergy Student Data System to maintain grades and agendas for notification.

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)
415	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development

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

Various methods of parent involvement will be used to develop communication and participation with the parents and community of Holtville Middle School.Auto-dialer messages will be used. Report Cards will be sent out at end of each quarter. Deficiency notices will be send a couple of weeks before quarter ends. The annual Welcome Back to School Night will be held in early

September. Parent Conferences will later be held in early November. Furthermore, the Academic Nights and program parent meetings for Dual and AVID will occur periodically.

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)
750	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Materials, Parent nights

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

Other methods of encouraging particpation and involvement include the PTO, ELAC and School Site Council groups which meet on a monthly basis.

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)
	None Specified None Specified Monthly Meetings

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

To further increase 8th grade parent meeting night involvement rate throughout the 2018-2019 school year at Holtville Middle School, the counselor will pass out flyers to the students and make individual phone calls to the parents that are part of the committees.

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)

250.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies 8th Grade Parent Promotion NIght

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

To further increase the parent involvement rate and student's academic monitoring throughout the 2020-2021 school year at the Holtville Middle School, the counselor will monitor students and increase parent participation.

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	None Specified None Specified Counselor

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

Agendas are provided for teacher, student, parent communication on a bi-weekly basis, or more frequent if needed.

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)
1800	LCFF 4000-4999: Books And Supplies Agendas/Planners from Premier School Specialty

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Remind APP for quicker communication and access to information

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)
	None Specified None Specified Remind APP services

Annual Review

SPSA Year Reviewed: 2019-20

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.

Agendas will facilitate a regular line of communication between students, teachers, and parents regarding class assignments and grades.

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

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

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

Rates

LEA/LCAP Goal

HMS will increase student attendance rates and promotion rates. HMS will decrease dropout rates, suspension, and expulsion rates while promoting a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

Goal 4

By June 2021, the yearly attendance rate at Holtville Middle School will have increased.
By June 2021, the chronic absenteeism rate at Holtville Middle School will decrease.
By June 2021, the drop out rate at the Holtville Middle School will remain at 0%.
By June 2021, the suspension rate at Holtville Middle School will decrease.
By June 2021, the student expulsion rate at Holtville Middle School will remain at 0%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

To further increase attendance rates throughout the 2020-2021 school year, office staff, the principal, and a district truancy officer will monitor daily and monthly attendance rates at Holtville Middle School .

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 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To increase positive school culture around attendance and academics, Holtville Middle School will provide school-wide, classroom and individual incentives for academic and attendance achievement. Examples include: class trophies, participation in school assemblies, t-shirts, bracelets, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	General Fund 0000: Unrestricted School Culture and Climate

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

Attendance Secretary will mail out Truancy Letters to the students who have accumulated 3 or more unexcused absences. SART meetings will be scheduled by the counselor to meet with parent and student to further help the family with attendance.

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)
450	LCFF 4000-4999: Books And Supplies Postage

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

To further increase promotion rates the Holtville Middle School Counselor will continue to monitor students' grades and counsel with the students regarding promotion requirements. Counselor will also make a courtesy phone call to the parents of the students who are at risk. To decrease dropout rates, counselor and teachers will make sure that students are involved and have an established support system within the school to feel connected to the school and the peers.

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)
	None Specified None Specified Counseling

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

To further increase the promotion rate the Holtville Middle School will continue with its development and offering of the Dual program in Spanish/English. Furthermore, teachers will attend trainings and in-services to provide them with the necessary skill-set. English Learners will also be provided additional support in English Language Development for Newcomers and support with a grade-level designated ELD class.

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)
15,000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Dual Program

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

To further decrease suspension, and expulsion rates the Principal will counsel with students and parents on student behavior to better resolve the issue.

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

Holtville Middle School follows all rules and regulations as they apply to the “Foster Youth” student. Holtville Middle School also understands its responsibility to provide transportation to and from school for students who are not yet placed in a permanent “Foster Home”, either back with their family or one authorized and licensed by the State. Holtville Middle School understands that the Foster Youth requires special notifications to multiple parties and may require assistance with basic needs as it relates to the school day. HUSD sets aside $ 1000.00 dollars from Title 1 Part A funds yearly for use with the Homeless and Foster Youth Population to meet some of these needs. In addition, each school site will set aside $500.00 from the General Fund to assist with the unique needs that accompany any and all Foster Youth that attend their school site. In the event the School site has no foster youth students, these funds can be used to help support their Homeless populations and their unique needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures Foster Youth
250.00	Title I 1000-1999: Certificated Personnel Salaries
200.00	Title I 2000-2999: Classified Personnel Salaries
78.00	Title I 3000-3999: Employee Benefits

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

The facilities at Holtville Middle School will remain in good repair.

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)
1500	General Fund 0000: Unrestricted Maintenance and Up-keep

Annual Review

SPSA Year Reviewed: 2019-20

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.

Regular attendance reports and recognition will help promote a positive climate among students and staff at Holtville Middle School.

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

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

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

Health and Safety During COVID-19

LEA/LCAP Goal

HMS will invest in technology to facilitate distance learning during COVID-19 school site closure and PPE and staff resources for safe reopening of the school site.

Goal 5

By June 2021, HMS students and staff will have access to a school-issued laptop, iPads, headsets, and other individual resources.
By June 2021, HMS students and staff will have access to online resources and professional learning to facilitate distance learning such as Nearpod and Edgenuity.
By June 2021, HMS students and staff will have access to PPE including face masks, nitrile gloves, face shields and goggles, contactless thermometers, hand sanitizer, Lysol wipes, and spray and sanitization sprayers.
By June 2021, HMS students and staff will have access to additional hand-washing stations and hand sanitizer dispensers.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 and staff

Strategy/Activity

HMS students and staff will have access to a school-issued laptop, iPads, headsets, and other technology hardware to use both at home and at school

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)
85000	CARES Act 4000-4999: Books And Supplies Student Laptops
3567	CARES Act 4000-4999: Books And Supplies Staff iPads, cases and stylus
5000	CARES Act 4000-4999: Books And Supplies Staff Lightboard
642	CARES Act 4000-4999: Books And Supplies Headsets and cables
3000	CARES Act 4000-4999: Books And Supplies Laptop carts
2800	CARES Act 4000-4999: Books And Supplies Student Laptop sleeves
650	CARES Act 4000-4999: Books And Supplies Printers and scanners
3000	CARES Act 4000-4999: Books And Supplies Laminator
2399	CARES Act 4000-4999: Books And Supplies Reading novels and books
1332	CARES Act 4000-4999: Books And Supplies Student whiteboard kits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and staff

Strategy/Activity

HMS students and staff will have access to online resources to facilitate distance learning such as Nearpod and Edgenuity.

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	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Nearpod
6500	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Edgenuity
7500	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Reading Plus
300	CARES Act 5800: Professional/Consulting Services And Operating Expenditures SEL Professional Learning
1500	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Great Minds Eureka Affirm
305	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Distance learning Professional learning
100	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Parallels

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and staff

Strategy/Activity

HMS students and staff will have access to PPE including face masks, nitrile gloves, face shields and goggles, contactless thermometers, hand sanitizer, Lysol wipes, and spray and sanitization sprayers.

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)

2000	CARES Act 4000-4999: Books And Supplies Face masks
6461	CARES Act 4000-4999: Books And Supplies Sneeze guards
2227	CARES Act 4000-4999: Books And Supplies Sanitizer sprayers
6680	CARES Act 4000-4999: Books And Supplies Lysol spray and wipes
75	CARES Act 4000-4999: Books And Supplies Thermometers
450	

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

HMS students and staff will have access to additional hand-washing stations and hand sanitizer dispensers.

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)
450	CARES Act 4000-4999: Books And Supplies Hand washing and sanitizer stations
480	CARES Act 4000-4999: Books And Supplies Canopies

Annual Review

SPSA Year Reviewed: 2019-20

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.

Technology resources and PPE resources (laptops and access to computer labs) in the hands of students and teachers will help increase student achievement and mitigate learning loss during COVID-19.

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

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

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	$305,070.16

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	$27,028.00
Title II Part A: Improving Teacher Quality	$14,467.20
Title III Immigrant Education Program	$3,480.00
Title IV Part A: Student Support and Academic Enrichment	$5,000.00

Subtotal of additional federal funds included for this school: $49,975.20

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 ($)
	$450.00
After School and Education Safety (ASES)	$8,000.00
CARES Act	$144,468.00
General Fund	$6,503.00
LCFF	$52,495.20
LCFF - Supplemental	$16,112.76
Lottery: Instructional Materials	$22,766.00
None Specified	$1,800.00
Other	$2,500.00

Subtotal of state or local funds included for this school: $255,094.96

Total of federal, state, and/or local funds for this school: $305,070.16

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
	450.00
After School and Education Safety (ASES)	8,000.00
CARES Act	144,468.00
General Fund	6,503.00
LCFF	52,495.20
LCFF - Supplemental	16,112.76
Lottery: Instructional Materials	22,766.00
None Specified	1,800.00
Other	2,500.00
Title I	27,028.00
Title II Part A: Improving Teacher Quality	14,467.20
Title III Immigrant Education Program	3,480.00
Title IV Part A: Student Support and Academic Enrichment	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	450.00
0000: Unrestricted	2,300.00
0001-0999: Unrestricted: Locally Defined	18,000.00
1000-1999: Certificated Personnel Salaries	6,150.00
2000-2999: Classified Personnel Salaries	26,630.00
3000-3999: Employee Benefits	1,115.20

4000-4999: Books And Supplies	182,234.96
5000-5999: Services And Other Operating Expenditures	29,115.00
5800: Professional/Consulting Services And Operating Expenditures	37,275.00
None Specified	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		450.00
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,000.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	5,000.00
4000-4999: Books And Supplies	CARES Act	125,763.00
5800: Professional/Consulting Services And Operating Expenditures	CARES Act	18,705.00
0000: Unrestricted	General Fund	2,300.00
4000-4999: Books And Supplies	General Fund	3,203.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	LCFF	21,430.00
4000-4999: Books And Supplies	LCFF	16,850.20
5000-5999: Services And Other Operating Expenditures	LCFF	10,715.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,042.76
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7,070.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	22,766.00
None Specified	None Specified	1,800.00
5000-5999: Services And Other Operating Expenditures	Other	2,500.00
0001-0999: Unrestricted: Locally Defined	Title I	18,000.00
1000-1999: Certificated Personnel Salaries	Title I	250.00

2000-2999: Classified Personnel Salaries	Title I	200.00
3000-3999: Employee Benefits	Title I	78.00
5000-5999: Services And Other Operating Expenditures	Title I	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,900.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	1,037.20
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	130.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	3,480.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	1,000.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,417.40
Goal 2	94,241.76
Goal 3	4,215.00
Goal 4	19,278.00
Goal 5	144,918.00

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
Jose Villapudua	Classroom Teacher
Carissa English	Classroom Teacher
Crystal Morin	Parent or Community Member
Allen Garcia	Parent or Community Member
Wendy Fuentes	Parent or Community Member
Christina Villarreal	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 1/16/2020.

Attested:

Principal, Eric Velazquez on 1/27/2021

SSC Chairperson, Julio Gallegos on 1/27/2021

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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/

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