



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holtville High School	13-631491335306	June 15, 2023 Updated November 7, 2023	June 20, 2023

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

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

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1,573 students currently enrolled at HUSD, 79% of which are socio-economically disadvantaged (SED), 45.6% are English Learners, and 11 students are Foster Youth. The plan will also address the school climate indicators for the student group students with disabilities based on ATSI findings.

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

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Plan Description

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

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

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Purpose: Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1,573 students currently enrolled at HUSD, 79% of which are socio-economically disadvantaged (SED), 45.6% are English Learners, and 11 students are Foster Youth. The plan will also address the school climate indicators for the student group students with disabilities based on ATSI findings.

Description: Each SPSA is aligned with the goals of the HUSD Local Control and Accountability Plan (LCAP). They are aligned with the district LCAP through collaboration with the district in examining state and local data as part of a comprehensive needs assessment annually. The process includes developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district. Then, each school implements supplemental services that support improved performance for high-need students (especially low-achieving English Learner students and students at risk of not meeting state academic content standards) and monitors implementation and progress towards achieving its goals.

Educational Partner Involvement

How, when, and with whom did Holtville High 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

The following stakeholders are involved in the yearly process of updating, reviewing, and monitoring of the schoolwide action plan: teachers, counselors, principal, parents, students, and the ELAC as well as SSC committees. As a part of this process, these committees monitor the progress of our schoolwide action plan throughout the school year. These committees continue to hold regular meetings (SSC meets monthly, ELAC meets quarterly) which focus on the accountability of the schoolwide action plan. In addition, faculty members at Holtville High School were also responsible for reviewing each of the three goals as well as all of the sub goals within the action plan. Teachers provided constructive feedback based upon their findings, which was then utilized to revise the schoolwide action plan. As a further means of monitoring the schoolwide action plan, various committees on campus such as: School Site Council, English Learner Advisory Committee, CTE Advisory Committee, Ag Advisory Committee, and the AVID Site Team will continue to assist with the progress of our school wide action plans. In order to ensure that our school action plan goals are met, multiple systems are set in place at Holtville High School to meet critical areas of need.

Resource Inequities

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

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

CAFU 1: English Learners

SPSA Goal 1: Increase Achievement for all students in ELA and Math

LCAP Goal 1: Annual increase in student achievement for all students.

CAFU 1:

The Holtville Leadership team will utilize the English Language Acquisition Committee composed of representatives across the school and community to improve academic achievement in English Language Arts for English learners. HHS Leadership will charge this group to

- A. develop explicit practices and protocols for placing English learners in a course of study,
- B. supporting and monitoring English learners' progress toward reclassification,
- C. ensuring consistency and fidelity in reading, writing and speaking across the curriculum, and
- D. disaggregating outcome data by English learner status.

The Holtville Leadership team will continue to build the capacity of teachers to use research-based English learner strategies including AVID-WICOR consistently and integrating writing across the curriculum.

CAFU 1 Action Plan:

Responsible Team: Administrator, Counselors, ELAC Committee, Leadership Team, ELD Teacher, Teachers

- 1. Develop explicit practices and protocols for placing Els in a course of study
 - a. ELPAC scores, grades, and ELD teacher conference are considered for placement of students in ELD.
 - b. Mandatory ELD for ELPAC scores of 1, 2, and 3
- 2. Supporting and monitoring Els progress towards reclassification
 - a. Conduct transcript evaluations on a semester basis
 - b. Annual spring advising meeting with counselor
 - c. Professional development for all teachers regarding EL strategies
 - d. Parent meetings regarding student placement/progress
 - e. Annual ELD pre and post test
 - f. District monitoring towards reclassification
 - g. Teachers complete SOLOM report for Els
 - h. Celebration of reclassification
- 3. Ensuring consistency and fidelity in reading, writing, and speaking across the curriculum
 - a. Professional development for all teachers regarding EL strategies to ensure consistency of strategies
 - b. Implement WICOR in all departments
- 4. Disaggregating outcome data by EL status
 - a. Disaggregate ELPAC scores in fall with all teachers.
 - b. Els pairing/partners

CAFU 2: College and Career Readiness

SPSA Goal 2: Continue to provide a broad course of study to prepare students for college and career upon graduation.

LCAP Goal 2: Provide a broad course of study to prepare students for college and career.

CAFU 2:

Responsible Team: Administrator, Counselors, Leadership Team

The Holtville Leadership team will develop a system for college and career readiness that ensures every student completes high school college-and-career ready. School counselors and staff will

- A. initiate partnerships with elementary and middle schools to provide college and career orientations and goal setting,
- B. design a personalized college and career plan with each Holtville student (made available to all Holtville staff) and set, monitor, and revise college and career goals annually within those plans, and
- C. provide parent education classes addressing mindsets and cultural barriers of attending college.

CAFU 2 Action Plan:

- 1. Initiate partnerships with elementary and middle schools to provide college and career orientations and goal setting
 - a. Monthly district counselor meetings
 - b. Organization of career days
 - c. Parent meetings
 - d. College and career planning
- 2. Design a personalized college and career plan with each Holtville student (made available to all Holtville staff) and set, monitor, and revise college and career goals annually within those plans
 - a. Explore ready made programs to determine which will meet our needs
 - b. Develop a four year plan with goals for each 9th grader
 - c. Have each 9th grader complete an interest inventory

- d. Review plan on an annual basis with all students
- 3. Provide parent education classes addressing mindsets and cultural barriers of attending college (TK-12).
 - a. Barriers of attending college
 - b. Parental concerns of student leaving to college
 - i. Housing
 - ii. Budgeting for Personal Necessities
 - c. Financial Aid Literacy
 - d. College fair with families
 - e. Dual enrollment courses
 - f. Lifetime earnings high school vs college
- 4. Transitional Information for Seniors
 - a. Budgeting/Housing
 - b. College grading
 - c. Testing
 - d. College survival skills
 - e. Transportation
 - f. Virtual and in person tours of campus
 - g. Lifetime earnings high school vs college

CAFU 3: Expand dual enrollment course offerings so students earn college credit in high school.

SPSA Goal 1: Increase Achievement for all students in ELA and Math

LCAP Goal 1: Annual increase in student achievement for all students.

CAFU 3 Action Plan:

Responsible Team: Administrator, Counselors, Students, IVC Tutors, Leadership Team

- 1. Educate parents and students at 9th grade orientation
- 2. Recruitment of students for program
 - a. Dual Enrollment students help recruit through video, in-person, and social media.
 - b. Social media recruitment campaign.
- 3. Tutors for each dual enrollment course
 - a. Request tutor at beginning of each course.
 - b. Canvas tutorial for all students.
 - c. Hold regular office hours.
- 4. Ensure that tech needs are met for all students.
- 5. Research/Survey
 - a. Asynchronous vs Synchronous Time
 - b. Class offerings based on student interest.
 - c. Offer multiple classes during the same semester.
 - d. Open dual enrollment to 9th graders during their second semester with a GPA requirement of a 3.0.
 - e. 3 vs 3.5 year cycle.
- 6. Celebrate students who completed a dual enrollment course.

CAFU 4: Expand credit by exams to increase the number of career credentials students earn while in high school.

SPSA Goal 1: Increase achievement for all students

LCAP Goal 1: Annual increase in student achievement for all students.

CAFU 4 Action Plan:

Responsible Team: Administrator, Counselors, CTE Teachers, Leadership Team

- 1. Identify which courses can be setup for credit by exam.
- 2. Align course syllabi.
- 3. Start communication with IVC instructor.
- 4. Inform students about option for college credit.
- 5. Outreach to parents to inform them.

CAFU 5: Develop a system for monitoring CTE pathway completion and respond to reasons why students are unable to complete pathways.

SPSA Goal 2: Provide a broad course of study to all students to prepare them for college and career.

LCAP Goal 2: Provide a broad course of study to prepare students for college and career.

CAFU 5 Action Plan:

Responsible Team: Administrator, Counselors, CTE Teachers, Leadership Team

1. Map out pathways (create visual/infographic)
2. Inform students of pathways.
3. Inform all stakeholders of pathways and sequence necessary for completion.
4. Partnership with IVROP to facilitate more completers.
5. Create working document with students' names and progress towards completion of pathway.
 - a. Rosters of Students in CTE Classes
 - b. Verify where students are towards completion.
6. Connect with Industry specific to CTE Pathway.
 - a. Classroom Presentations
 - b. Explore the possibility of industry certifications.
7. Trade/Technical School Presentations
8. Celebrate student completion of pathway.
9. Develop and Implement Exit Survey
 - a. Completer Survey
 - b. Non-Completer Survey

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0.2%	0.38%	0	1	2
Asian	%	0%	%	0	0	
Filipino	0.38%	0.2%	%	2	1	
Hispanic/Latino	87.36%	86.91%	86.84%	456	445	462
Pacific Islander	%	0%	%	0	0	
White	11.69%	12.3%	12.22%	61	63	65
Multiple/No Response	0.57%	0.39%	0.56%	3	2	3
Total Enrollment				522	512	532

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	125	134	128
Grade 10	146	128	148
Grade 11	131	132	120
Grade 12	120	118	136
Total Enrollment	522	512	532

Conclusions based on this data:

1. Student enrollment subgroups have not fluctuated much in terms of percentage of students over the past three years.
2. The size of the junior class over the past three years has been increasing.
3. While the amount of students in the senior class is on the decline, the senior class of 23-24 has 121 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	199	199	190	36.8%	38.1%	35.7%
Fluent English Proficient (FEP)	146	134	151	27.1%	28.0%	28.4%
Reclassified Fluent English Proficient (RFEP)	6	23		7.1%	1.1%	

Conclusions based on this data:

1. While the percentage of English Learners is on the rise at Holtville High School, the numbers remain fairly consistent.
2. The 22-23 school year saw the highest percentage of RFEPS over the past three years.
3. Of note, the criteria to be reclassified had a CAASPP criteria making it impossible for non juniors to be reclassified, that was adjusted.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0
All Grades	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2568.	2554.	2590.	17.21	13.33	24.62	28.69	23.33	26.92	24.59	33.33	26.92	29.51	30.00	21.54
All Grades	N/A	N/A	N/A	17.21	13.33	24.62	28.69	23.33	26.92	24.59	33.33	26.92	29.51	30.00	21.54

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.03	18.33	25.38	56.56	51.67	52.31	25.41	30.00	22.31
All Grades	18.03	18.33	25.38	56.56	51.67	52.31	25.41	30.00	22.31

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.77	14.17	27.69	50.82	60.83	53.08	25.41	25.00	19.23
All Grades	23.77	14.17	27.69	50.82	60.83	53.08	25.41	25.00	19.23

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.38	9.17	13.08	76.23	70.83	73.08	16.39	20.00	13.85
All Grades	7.38	9.17	13.08	76.23	70.83	73.08	16.39	20.00	13.85

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.59	10.00	24.62	59.84	69.17	53.85	15.57	20.83	21.54
All Grades	24.59	10.00	24.62	59.84	69.17	53.85	15.57	20.83	21.54

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Conclusions based on this data:

1. The test completion rates for all juniors at Holtville High School is consistently very high, ranging between 96-100% in the past three years.
2. While 51% of the students in the 22-23 school year scored standard met or standard exceeded, we still need to improve on these scores.
3. The 21-22 school year was one of the worst on file for test scores. This led to the team revamping the testing process for the 22-23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0
All Grades	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2578.	2509.	2552.	4.10	4.17	9.23	25.41	7.50	19.23	43.44	27.50	22.31	27.05	60.83	49.23
All Grades	N/A	N/A	N/A	4.10	4.17	9.23	25.41	7.50	19.23	43.44	27.50	22.31	27.05	60.83	49.23

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.03	5.00	14.62	56.56	40.00	35.38	25.41	55.00	50.00
All Grades	18.03	5.00	14.62	56.56	40.00	35.38	25.41	55.00	50.00

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.74	5.83	8.46	68.03	53.33	68.46	26.23	40.83	23.08
All Grades	5.74	5.83	8.46	68.03	53.33	68.46	26.23	40.83	23.08

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.74	5.00	10.00	71.31	60.83	62.31	22.95	34.17	27.69
All Grades	5.74	5.00	10.00	71.31	60.83	62.31	22.95	34.17	27.69

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

Conclusions based on this data:

1. Holtville High School has the highest percentage of students scoring as standard met or standard exceeded in math in the Imperial Valley amongst high schools.
2. The amount of students who scored standard exceeded in the 22-23 school year was double that of the previous two years.
3. Our students scored the lowest in the concepts and procedures area for math. This is an area for growth.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1547.2	1551.2	1524.2	1539.3	1561.5	1509.5	1554.6	1540.3	1538.5	55	56	37
10	1569.4	1563.7	1550.0	1564.8	1566.1	1546.1	1573.6	1560.9	1553.4	53	53	48
11	1563.2	1570.4	1554.8	1552.9	1561.6	1543.0	1573.0	1578.7	1566.0	48	45	50
12	1550.5	1579.3	1550.9	1532.6	1584.5	1535.8	1567.9	1573.7	1565.4	35	39	42
All Grades										191	193	177

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

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.00	26.79	13.51	38.18	30.36	35.14	25.45	17.86	13.51	16.36	25.00	37.84	55	56	37
10	28.30	26.42	22.92	37.74	37.74	22.92	18.87	18.87	33.33	15.09	16.98	20.83	53	53	48
11	20.83	28.89	14.00	33.33	31.11	36.00	33.33	26.67	38.00	12.50	13.33	12.00	48	45	50
12	14.29	23.08	11.90	42.86	38.46	40.48	17.14	35.90	30.95	25.71	2.56	16.67	35	39	42
All Grades	21.47	26.42	15.82	37.70	34.20	33.33	24.08	23.83	29.94	16.75	15.54	20.90	191	193	177

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	34.55	35.71	18.92	29.09	37.50	35.14	20.00	10.71	16.22	16.36	16.07	29.73	55	56	37
10	45.28	43.40	27.08	28.30	32.08	35.42	16.98	11.32	18.75	9.43	13.21	18.75	53	53	48
11	35.42	42.22	26.00	35.42	33.33	40.00	18.75	11.11	20.00	10.42	13.33	14.00	48	45	50
12	31.43	41.03	23.81	31.43	43.59	40.48	11.43	12.82	23.81	25.71	2.56	11.90	35	39	42
All Grades	37.17	40.41	24.29	30.89	36.27	37.85	17.28	11.40	19.77	14.66	11.92	18.08	191	193	177

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	14.29	8.11	34.55	21.43	27.03	36.36	21.43	21.62	20.00	42.86	43.24	55	56	37
10	22.64	9.43	10.42	26.42	26.42	29.17	24.53	39.62	35.42	26.42	24.53	25.00	53	53	48
11	6.25	13.33	8.00	25.00	28.89	24.00	45.83	33.33	50.00	22.92	24.44	18.00	48	45	50
12	5.71	5.13	2.38	22.86	35.90	26.19	37.14	41.03	47.62	34.29	17.95	23.81	35	39	42
All Grades	11.52	10.88	7.34	27.75	27.46	26.55	35.60	33.16	39.55	25.13	28.50	26.55	191	193	177

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.27	12.50	8.11	69.09	67.86	62.16	23.64	19.64	29.73	55	56	37
10	20.75	5.66	22.92	60.38	83.02	52.08	18.87	11.32	25.00	53	53	48
11	6.25	4.44	4.00	68.75	77.78	72.00	25.00	17.78	24.00	48	45	50
12	0.00	12.82	0.00	68.57	64.10	78.57	31.43	23.08	21.43	35	39	42
All Grades	9.42	8.81	9.04	66.49	73.58	66.10	24.08	17.62	24.86	191	193	177

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.45	71.43	51.35	14.55	14.29	16.22	20.00	14.29	32.43	55	56	37
10	69.81	81.13	70.83	22.64	5.66	10.42	7.55	13.21	18.75	53	53	48
11	66.67	64.44	58.00	25.00	22.22	30.00	8.33	13.33	12.00	48	45	50
12	62.86	84.62	59.52	17.14	12.82	23.81	20.00	2.56	16.67	35	39	42
All Grades	66.49	75.13	60.45	19.90	13.47	20.34	13.61	11.40	19.21	191	193	177

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.36	17.86	13.51	56.36	28.57	37.84	27.27	53.57	48.65	55	56	37
10	35.85	13.21	22.92	35.85	52.83	45.83	28.30	33.96	31.25	53	53	48
11	12.50	17.78	12.00	54.17	44.44	46.00	33.33	37.78	42.00	48	45	50
12	2.86	12.82	9.52	60.00	53.85	59.52	37.14	33.33	30.95	35	39	42
All Grades	18.32	15.54	14.69	50.79	44.04	47.46	30.89	40.41	37.85	191	193	177

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.82	3.57	10.81	81.82	60.71	59.46	16.36	35.71	29.73	55	56	37
10	5.66	5.66	4.17	77.36	79.25	66.67	16.98	15.09	29.17	53	53	48
11	18.75	20.00	14.00	62.50	66.67	74.00	18.75	13.33	12.00	48	45	50
12	25.71	10.26	9.52	48.57	76.92	71.43	25.71	12.82	19.05	35	39	42
All Grades	11.52	9.33	9.60	69.63	70.47	68.36	18.85	20.21	22.03	191	193	177

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

Conclusions based on this data:

1. From the 21-22 school year to the 22-23 school year the overall ELPAC scores decreased.
2. The speaking domain in the ELPAC scores are our stronger areas of the test.
3. English learners scored lowest in the writing domain.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
512	78.3	38.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Holtville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	199	38.9
Foster Youth		
Homeless	8	1.6
Socioeconomically Disadvantaged	401	78.3
Students with Disabilities	50	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Filipino	1	0.2
Hispanic	445	86.9
Two or More Races	2	0.4
White	63	12.3

Conclusions based on this data:

1. Out of 522 students that attend Holtville High School, 416 of them meet the requirements to be considered SED students.
2. Hispanic students make up the majority of Holtville High School at nearly 456 students out of 522.

3. at 38.1% of the student population, English Learners account for nearly 40% of all students on campus.

School and Student Performance Data

Overall Performance

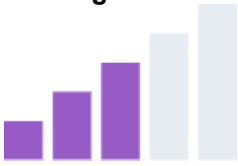
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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Red		
College/Career  Medium		

Conclusions based on this data:

1. An area of success for Holtville High School lies in the graduation rate. We have the highest graduation rate in the Imperial Valley.
2. Two areas of improvement for HHS include suspensions as well as mathematic scores. In the 22-23 school year, Holtville High School scored the highest in the Imperial Valley in math.
3. English Learner Progress is trending in an upward direction.

School and Student Performance Data

Academic Performance English Language Arts

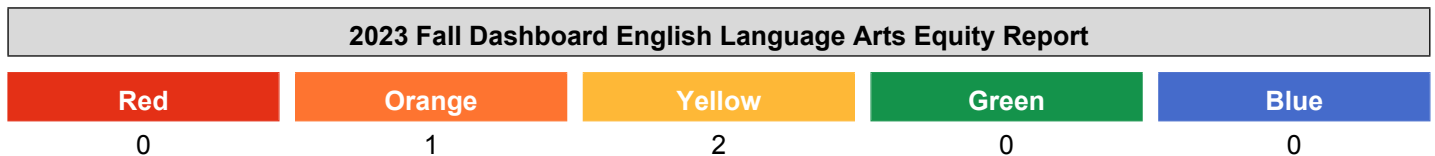
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 7.2 points above standard Increased Significantly +33.7 points 127 Students	English Learners Orange 71.3 points below standard Increased +4.9 points 56 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 19.9 points below standard Increased Significantly +17 points 99 Students	Students with Disabilities 142.9 points below standard Decreased Significantly -20.1 points 12 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.3 points below standard Increased Significantly +23 points 109 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	19.4 points above standard Increased Significantly +18.3 points 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.7 points below standard Increased Significantly +16 points 48 Students	Less than 11 Students 8 Students	42.9 points above standard Increased Significantly +49.1 points 44 Students

Conclusions based on this data:

1. While the majority of students scored low, English Learners scored very low.
2. Dashboard data will need to be updated when it is released in the 23-24 school year.

School and Student Performance Data

Academic Performance Mathematics

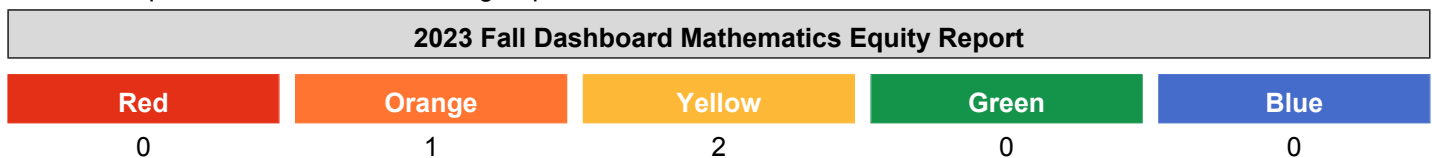
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 76.2 points below standard Increased Significantly +40.3 points 127 Students	English Learners Orange 131.1 points below standard Increased +14.1 points 56 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 95.2 points below standard Increased Significantly +28.6 points 99 Students	Students with Disabilities 243.9 points below standard Increased +4.7 points 12 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 84.3 points below standard Increased Significantly +33.6 points 109 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	82.7 points below standard Increased Significantly +20.8 points 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.2 points below standard Increased Significantly +22.4 points 48 Students	Less than 11 Students 8 Students	62.9 points below standard Increased Significantly +55 points 44 Students

Conclusions based on this data:

1. The rating for math testing data was very low.
2. Dashboard data for the 23-24 school will need to be updated.

School and Student Performance Data

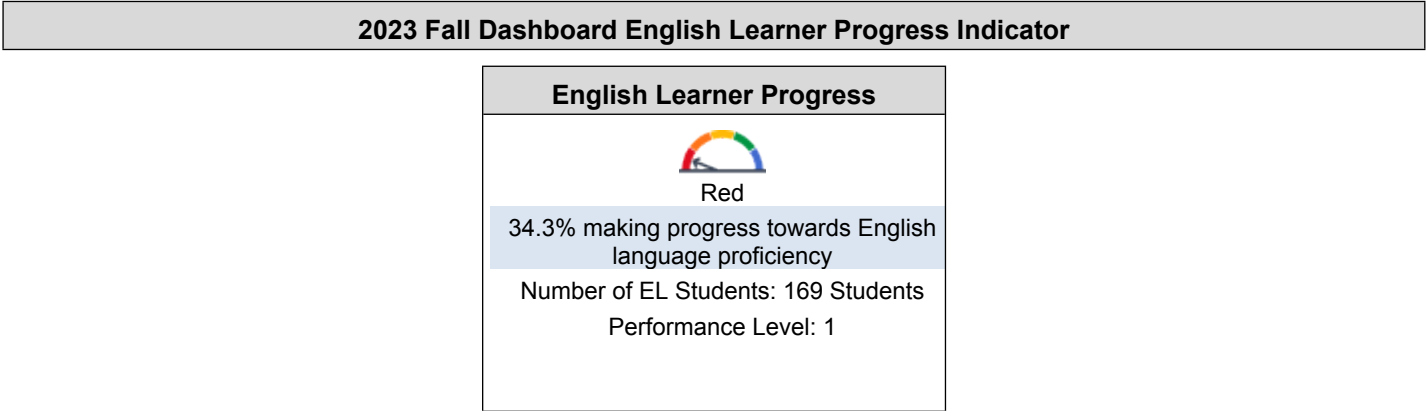
Academic Performance English Learner Progress

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



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.

2023 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
56	55	18	40

Conclusions based on this data:

1. It appears that EL testing data is on the rise.
2. 57 out of 182 students progressed at least one ELPI level.
3. 36 out of 182 students decreased at least one ELPI level.

School and Student Performance Data

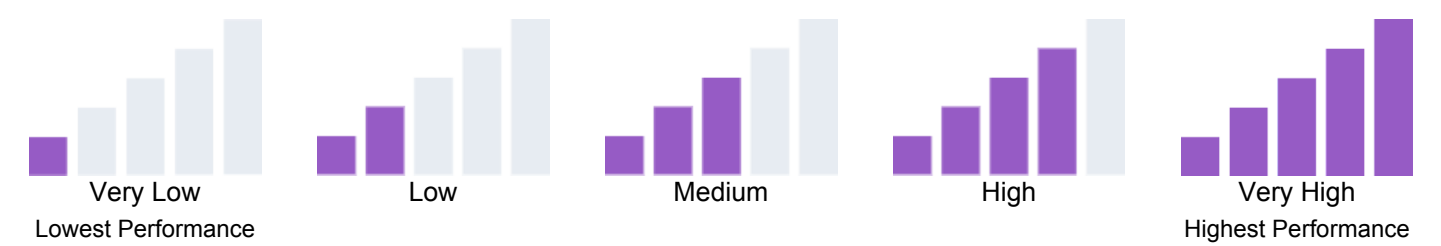
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

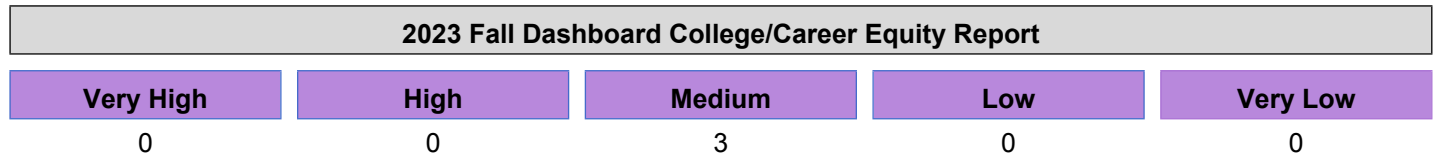
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

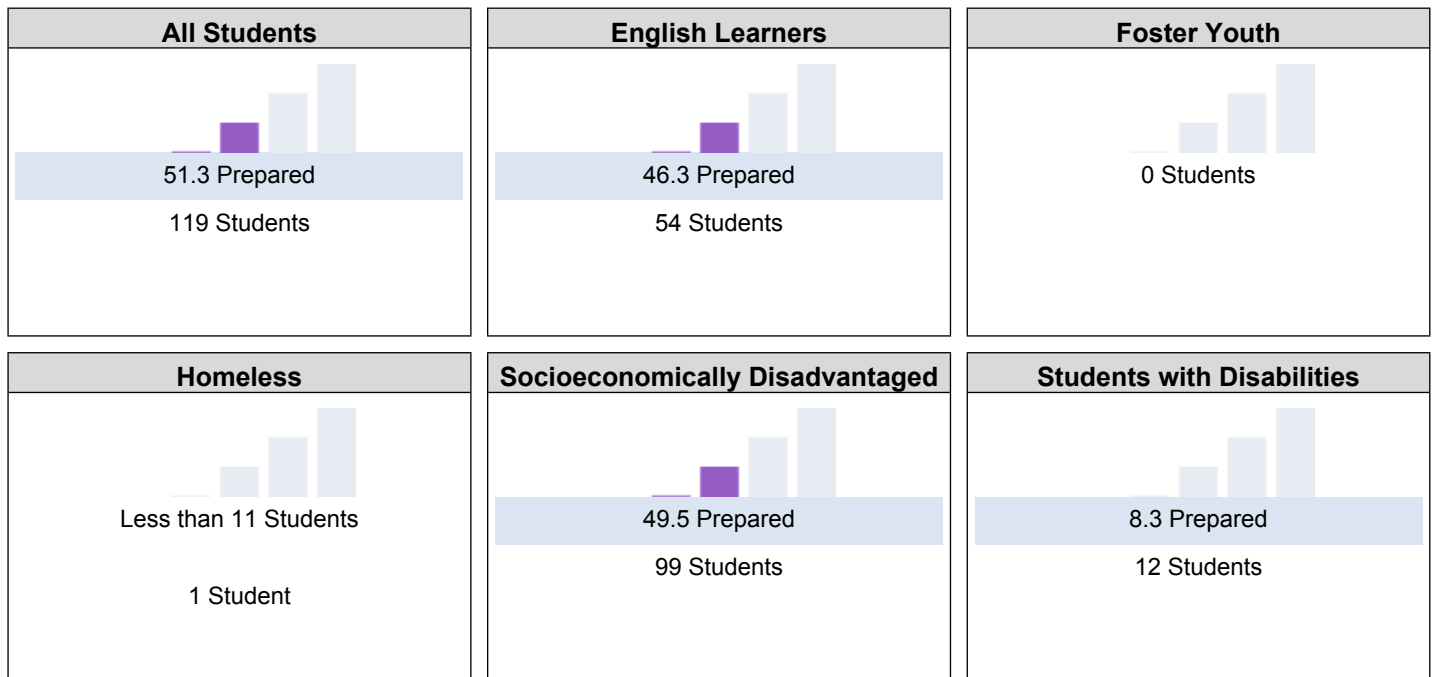


This section provides number of student groups in each level.

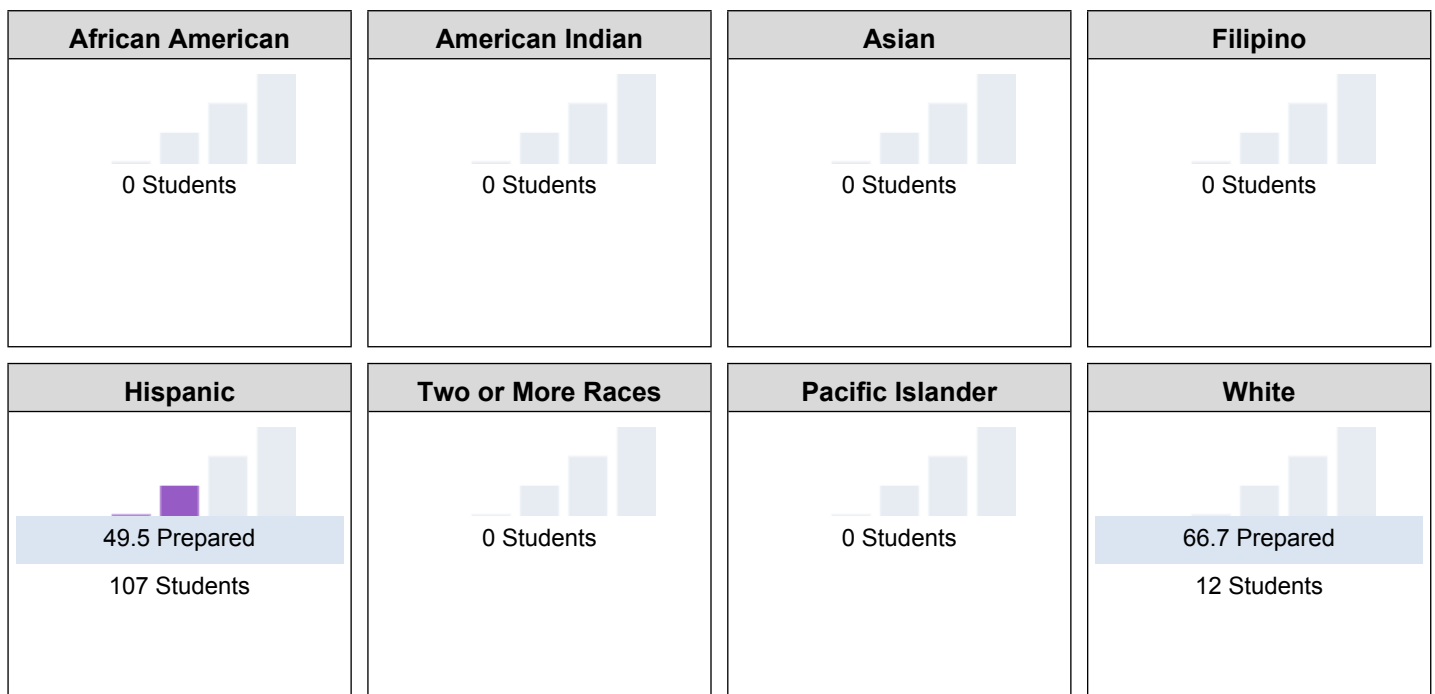


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color 0 Students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 0 Students	Students with Disabilities  No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 98.3% graduated Decreased -1.7 119 Students	English Learners  Blue 98.1% graduated Decreased -1.9 54 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Blue 98% graduated Decreased -2 99 Students	Students with Disabilities 100% graduated 12 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Blue 98.1% graduated Decreased -1.9 107 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White 100% graduated Maintained 0 12 Students

Conclusions based on this data:

- Holtville High School continues to have the highest graduation rate in the Imperial Valley.
- Socioeconomically disadvantaged students account for 79.3% of the graduating class.
- Hispanic students account for 86.7% of the graduating class.

School and Student Performance Data

Conditions & Climate Suspension Rate

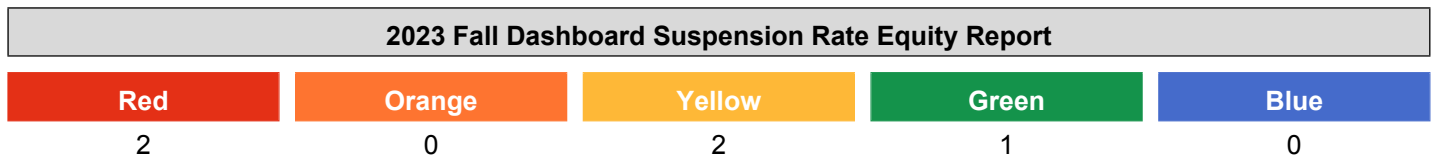
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 9% suspended at least one day Declined -1.2 536 Students	English Learners  Red 13.3% suspended at least one day Maintained 0.2 211 Students	Foster Youth  No Performance Color 0 Students
Homeless 0% suspended at least one day Declined -16.7 13 Students	Socioeconomically Disadvantaged  Red 10.8% suspended at least one day Maintained 0.1 425 Students	Students with Disabilities  Yellow 7.5% suspended at least one day Declined -7.5 53 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino Less than 11 Students 1 Student
Hispanic  Yellow 9.4% suspended at least one day Declined -0.9 468 Students	Two or More Races Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  Green 4.7% suspended at least one day Declined -1.8 64 Students

Conclusions based on this data:

1. Suspension rates were highest amongst students with disabilities as nearly 15% of them were suspended this past school year.
2. The incident that led to the most suspensions involved students who were vaping on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

LCAP Goal 1

School Goal 1:

Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Sub Goals:

By August 2024, 85% of teachers will report that they are prepared to teach in their assigned classroom as the result of the training and support received as measured by a staff survey.

By August 2024, all teachers will have had multiple opportunities to attend professional developments geared towards increasing teacher capacity through the likes of in house, district level, and county/state level professional developments.

By August 2024, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according to the following targets as measured by the English language arts portion of the CAASSPP (California Assessment of Student Performance and Progress)

- All 11th grade students will improve by 5% each year
- English learners will improve by 5% each year
- Socio-economically disadvantaged (SED) will improve by 5% each year

By August 2024, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according the following targets as measured by the Math portion of the CAASPP (California Assessment of Student Performance and Progress)

- All 11th grade students will improve by 5% each year
- English learners will improve by 5% each year
- Socio-economically disadvantaged (SED) will improve by 5% each year

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Holtville High School will provide standards-aligned instructional curriculum and materials for all students in all subjects. The principal will monitor the implementation of all academic and non academic activities of this plan especially the use of Core Materials by conducting weekly walk-throughs. The Principal will provide feedback during walk throughs and will provide individual teachers and whole staff feedback report data by means of notes and presentations in order to make sure that all teachers adhere to district and state guidelines when it comes to the implementation of core materials in our classrooms and technology (ex. laptop, TV). Additionally, HHS will fully implement Integrated Math classes and continue with its transition towards Integrated Science classes that address Next Generation Science Standards. HHS will work towards acquiring new textbooks for Precalculus as well as Agriculture courses. LCAP 1.1	Curriculum	14521.99 Title I 4000-4999: Books And Supplies Curriculum, Integrated Science II and III Materials Curriculum Core Materials Law Enforcement Course Textbooks Motorcycle Repair, AP English, Small Engines, Dual Enrollment Textbooks, Lit Sets Dual Enrollment Textbooks WASC Annual Membership Materials and Supplies Classroom Desks Office Supplies, Ink Cartridges, Copy Machine Overages, Copy Paper
1.2	In an effort to ensure that all teachers, administrators, and other school personnel are	Professional Development	

	prepared to be effective at helping the students of HHS, HHS will: • Offer (5) district wide training days • Provide department collaboration release time as requested. • Provide administrator PD in CCSS, Synergy, best practices, technology implementation, and EL strategies. • Utilize Wednesday Staff Meetings to review various trainings and implement new strategies. • Ensure that teachers are highly qualified by providing them with professional development time and collaborative planning time. • Provide professional development opportunities for non-core instructors teaching electives to learn more engaging teaching strategies that will promote course completion. • Continue to receive professional development in the area of strategies for English Learners. • Provide professional development in the area of Next Generation Science Standards, AVID, and Special Education. • Provide professional development in the area of WASC preparation. LCAP 1.2		Title II Part A: Improving Teacher Quality Teacher Professional Development
1.3	• Develop a systematic process to train and provide support to teachers for the integration of technology into all aspects of learning with a focus on student usage. • Continue to allow teacher/student access to multimedia websites such as YouTube and other live streaming content. • Establish ongoing training in the writing process (1.8) including the use of a standardized rubric. • All new teachers will receive support through the BTSA Induction program as they are required to do for their credentialing. • Provide support to staff in maintaining and utilizing technology in support of student learning. • Staff development Wednesdays will be used to fully address staff concerns as well as students needs. LCAP 1.2, 1.3b	Support	Curriculum Writing Across Disciplines (1.8) Induction Support 8366.15 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures PD: Google Breakout Rooms, AVID, AG, AP Training, CASC, Art, NCTM, Science Staff Development Wednesday 2453.13 Title II Part A: Improving Teacher Quality

			1000-1999: Certificated Personnel Salaries PD Subs
1.4	Weekly lesson plans, frequent observations, and continued professional development in ELA/Math Classes to support their teaching of English Learners. ELD teacher will present EL strategies at staff meetings. All teachers will incorporate EL strategies in daily instruction. The ELD teacher will attend appropriate workshops/conferences to learn strategies to assist students in acquiring language. HHS will continue to proctor the ELPAC exam on a yearly basis to all English Learners. ELD teachers will also facilitate the interim assessments for English Learners through the CAASPP website. Furthermore, time will be provided for peer observations amongst teachers. LCAP 1.3c	English Language Development	Lesson Plans EL Strategies English Language Development Curriculum Title II Part A: Improving Teacher Quality ELD/ELA PD
1.6	Develop a consistent process by which formative/summative data is collected, disaggregated, analyzed, and communicated to all stakeholders on an ongoing basis. - The District will work individually with all certificated staff to ensure they are proficient in creating, collecting, disaggregating, and analyzing formative data through our Synergy Program. - Staff will produce formative data for review quarterly. - Data will be collected for intervention programs (Accelerated Reader) and analyzed to determine if programs are producing positive results - PSAT and CAASPP data will be reviewed on a yearly basis. LCAP 1.3e, g,	Data	Midterm and Final Renaissance Place (Accelerated Reader)
1.7	Provide access and library services for students and staff. Maintain current and sufficient materials for the library. 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. Holtville High school will continue to purchase books at a variety of reading levels on a yearly basis. LCAP 1.3h, i	Library Services	Extra Textbooks/Textbook Repairs Library Books Accelerated Reader Library Program Destiny Follet

			Library Consultant Fees
1.10	HHS will subscribe and purchase supplemental programs which will benefit the students of HHS. • The school will continue to operate AVID programs to support students' efforts toward qualifying for four year universities. This program will serve students who are academically in the middle and have the potential for success in college prep curriculum. AVID tutors will also be hired on a yearly basis. • HHS will continue to offer credit recovery courses via PEAK, as a supplemental program that will help at risk students graduate on time. • HHS will additionally offer PEAK to students who would like to get back on track towards meeting their A-G graduation requirements. • Students at Holtville High School will have the opportunity to join a college level course through Dual Enrollment. Additionally, as an effect of distance learning, HHS students will now have the opportunity to take dual enrollment courses that are not specific to HHS. • Students at Holtville High School will be able to take a career readiness course and challenge Credit by Exams at Imperial Valley College Welding, Photoshop, Microsoft Word, Microsoft Excel, Medical Terminology, Auto I, Intro. to Business Technology, Intro. to Computer Science, Public Safety I, Public Safety II, and Public Safety III. LCAP 1.3f	Supplemental Programs	AVID Membership/AVID Weekly Peak
1.11	HHS will continue to support innovative classroom instruction by providing teachers with the necessary goods/services/materials/and trainings needed. HHS will also continue to purchase graduation chords for honors students along with diploma covers for those who have met the necessary requirements. LCAP 1.3g/k/l	Innovative Instruction	Diploma Covers and Diplomas Classroom Instruction: Technology Graduation Chords Science Materials for Dissection, Chemistry Materials

1.12	Holtville High School will have Student Study Teams when it is deemed that a student is struggling academically or behaviorally. Teachers and counselors will be trained yearly on the Beyond SST program, which will be used for the online record keeping of all Student Study Teams. LCAP 1.6	Extended Learning Opportunities	SSTs
1.14	Students reading ability is assessed using the AR program. AR determines the appropriate level of challenge for each student and identifies those who need individual help. It provides in-context vocabulary questions and authentic text passages that give a precise measure of each students' reading performance. STAR Reading assessments will be conducted on a quarterly basis. Reading assessments will also be administered through the MyPerspective website associated with the Pearson ELA curriculum. LCAP 1.3e	Accelerated Reading	Renaissance Place (Accelerated Reader)
1.15	Holtville High School follows all rules and regulations as they apply to the "Foster Youth/Homeless" student. Holtville High 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 High 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. LCAP 1.5a	Foster Youth	Foster Youth
1.16	HHS will provide extended learning opportunities for all students through tutoring, Saturday Schools, and the maintenance of summer school programs. - All teachers will provide the counseling department with their availability for tutoring hours. - Throughout the school year Saturday School will be offered to students. - Throughout the school year after school interventions will be offered for core subjects. - Summer School will be offered to assist students with maintaining their academic progress.	Extended Learning	25,791.84 Title I 1000-1999: Certificated Personnel Salaries Tutoring and Saturday School Summer School: Books and Supplies Summer School: Certificated Salaries

	Students will have the opportunity to take further classes through Freedom Academy, PEAK, and Dual Enrollment. LCAP 1.6		APEX at Freedom Academy and Edgenuity
1.17	Holtville High School will maintain/repair/expand technology to ensure that students are being exposed to 21st Century technology and innovative teaching methods: - All classrooms will be equipped with a laptop, TV, Wireless HDMI, Apple TV, and iPad. - All students at HHS will have a Google Classroom e-mail address along with access to the Google Education Suite - All students at HHS will have access to Synergy, the online Student Portal to check their grades - All students at HHS will be given a Chromebook to complete online coursework as needed. (A new round will be purchased for all 9th graders and distributed to them once they arrive.) - All teachers at HHS will continue to utilize Synergy for their attendance and gradebook. - All teachers at HHS will have access to link their Google Classrooms and Synergy Accounts for ease of grade transfers. - All parents of HHS students will be encouraged to utilize the Synergy Student Data Management system to monitor their students grades. - HHS will continue to expand upon its access points, to provide better Internet to all on campus. LCAP 1.7 a/b	Technology	11209.97 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Student Chromebooks, TVs and Cables, Drops and APs MACs for Photoshop Mosyle Licenses 3619.86 Title III 4000-4999: Books And Supplies Student Chromebooks Ink Cartridges Tech Toolkit
1.18	All students will be given a school issued Chromebook. Add/Upgrade/Support technology for students/teachers to ensure CCSS readiness as well as AP testing readiness. Go Guardian will be used as an additional Internet filter. LCAP 1.7b	Chromebooks	Title I Go Guardian
1.19	Holtville High School will continue to monitor and maintain its ELD program. - Students who are identified as having scored a 1, or 2 on the ELPAC test will be placed in an ELD class as well as an ELA class with teachers who have been properly trained. - After school intervention/tutoring will be offered to all EL students. - Counselors will review transcripts and ELPAC scores to ensure proper placement.	English Learners	English Language Development 55431.00 Title I 1000-1999: Certificated Personnel Salaries ELD Teacher 21331.00 Title I

	• All HHS teachers will be familiarized with the ELPAC Assessment in order to aid efforts at supporting student success on this assessment. • Resources will be provided to ensure that students have optimum opportunities to meet A-G requirements. • Teachers will be provided with a list of ELPAC scores for students identified as ELs or RFEP at the beginning of the school year. Teachers may use additional classroom or school site assessments along with personal observations to monitor progress throughout the course of the school year. • Develop a systematic process for the monitoring of English Learners and Reclassified Fluent English Proficient students to determine individual student achievement in learning English and grade-level content, as well as the effectiveness of the district's academic program and the implementation of the instructional materials for English Learners; the SOLOM report will also be completed by teachers as a part of the process. • Ensure that school/district provides an ELPAC testing environment that is most conducive to student success. • All English Learners will be assessed annually with the ELPAC assessment. • All English Learners will receive English Language Development services based on their ELD proficiency level (emerging, expanding, bridging). • English Learners at the emerging, low expanding, and mid expanding levels will be placed in ELD 1, and 2. Upper expanding, lower bridging, and upper bridging students will be placed in ELD 3 and 4. • A counselor will meet with each EL student annually to ensure academic progress. All RFEP (Reclassified Fluent English Proficient) students will be monitored regularly by a counselor. • Holtville High School will provide language support and instructional support to EL students in the SDC classroom. • An RSP teacher aide will be assigned to selected classes to provide supplemental support to RSP/EL students. The RSP teacher aide will also assist all EL students on an individual basis. • HHS will have a recognition ceremony for those students who are		2000-2999: Classified Personnel Salaries ELD Paraprofessional 4000.00 Title I 1000-1999: Certificated Personnel Salaries ELD Substitute Teachers EL Institute ELPAC Testing English 3D ELD Textbooks
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	Redesignated to Fluent English Proficient. LCAP 1.8		
1.20	Holtville High School will provide materials, programs, and services to meet the goals and needs in accordance with student's IEPs: Provide supplemental instructional support to all students through teachers and paraprofessionals, including RSP students. Provide supplemental instructional support to SDC students through teachers and paraprofessionals. HHS will provide access to technology in SPED classrooms to support learning and test preparedness.	Individualized Learning Plan	SPED Training

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 2

Title and Description of School Goal

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

LCAP Goal 2

School Goal:

HHS will continue to provide a broad course of study to all students, including English Learners, Low-Income, foster youth, and students with exceptional needs that will prepare them for college and career upon graduation.

Sub Goals:

By August 2024, the percentage of students who are graduating who have met their A-G requirements will increase by 5%.

By August 2024, the percentage of students obtaining college credit by AP exams, Credit by exams, and Dual Enrollment courses will increase by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Holtville High School will continue to provide support for all students to progress toward meeting all grade level requirements including attaining proficiency in ELA and Math as well as achieving high school graduation. Maintain a Summer School program for interventions to maintain academic progress for all students including Low Income, English Learners, Foster Youth, and students with exceptional needs.	Support with Interventions	Summer School Summer School Program

	LCAP 2.1a		
2.2	HHS Counselors will provide workshops to review college applications as well as test prep. HHS Counselors will additionally provide workshops related to FAFSA, A-G counseling, paying for college, college entrance requirements, and they will host a Viking Signing Day to celebrate student success. LCAP 2.1b, c, d	Counselor Workshops	Test Prep Materials
2.3	HHS Counselors will provide informational workshops as well as 1 on 1 appointments to review A-G requirements on a regular basis with all students at Holtville High School. HHS counselors will also begin goal setting and future goal setting with all students. LCAP 2.1c	1 on 1 Appointments	A-G Requirements
2.4	HHS will provide college and career readiness to 9-12 students by implementing the following programs at HHS: - Teachers will be presented with AVID strategies on a monthly basis. They will also be expected to implement the aforementioned strategies. - Students will be placed in the AVID program to promote college awareness and provide students with the support needed for academic success in grades 9-12. - Multiple teachers and a counselor will be sent to the AVID Summer Institute. - Four tutors will be hired to better meet the needs of students in AVID as they work through tutorials. - Higher Education Weeks 1 and 2 will be adhered to at Holtville High School to further expose all 11th and 12th graders to various universities. - Holtville High School will implement its partnership with IVC through the newly offered collegiate level courses which students can begin their freshmen year of school. - Counselors will provide classroom presentations on a range of topics related to college and career readiness. They will additionally facilitate college/university field trips throughout the year. - The workability program will be offered to students in the Special Education setting. LCAP 2.1e, 2.7 a, b, c	College and Career Readiness	5118.13 Title I 5000-5999: Services And Other Operating Expenditures AVID Membership Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures AVID Summer Institute 2761.09 Title I 5000-5999: Services And Other Operating Expenditures AVID Weekly
2.5	Identify students who are eligible to complete the Dual Language assessment that will help place Dual Language students into the AP Spanish	Seal of Biliteracy	

	Language course their Freshman year of high school. Implement the new AP Spanish Literature Class at Holtville High School to all students who have passed the AP Spanish Language course. HHS counselors will monitor students to determine which are eligible to receive the Seal of Bi-literacy. LCAP 2.3 a, b c		Dual Language Program: AP Literature Course Textbook Dual Language Placement Assessment Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Dual Language Institute
2.6	To further increase the graduation rate at the Holtville High School, it will continue with its development and offerings of AVID, AP classes, ROP classes, electives, and credit recovery. Furthermore, teachers will attend trainings and inservices to provide them with the necessary skill-set to teach the aforementioned classes. Additionally, a Robotics/MESA and computer coding class will be offered at HHS, which will allow students to progress with Science, Technology, Engineering, and Mathematics standards. LCAP 2.4b	STEAM Classes	5686.61 Title I 5800: Professional/Consulting Services And Operating Expenditures MESA/Robotics Program Band, Instrument Repairs, Band Uniform Dry Cleaning Yearly Art Supplies
2.7	Holtville High School will continue to offer additional pathways to prepare students for college and career readiness. • A college and career readiness certificate will be available to those students who complete the Career Readiness course. • Law Enforcement, Transportation, Intro. to Business Technology, and Intro. to Computer Information Systems also became articulated courses during the 23-24 school year. • Students not on track to graduate will enroll in the online course, Peak, to earn credits for graduation. • To provide a broad course of study at HHS the following electives will be offered: Art, Weight Training, AG, AG Leadership Medical Occupations, Health, Sports Medicine, Business Technology, Band, Choir, Percussion, Welding, Aerobics, ROP Office, Coding, Medical Terminology, Spanish Literature and Culture, and Career Readiness. LCAP 2.5 a, b, c	Additional Pathways	Agriculture: Materials, Supplies, College and Career Readiness Certificate Law Enforcement Books Law Enforcement: Materials and Supplies Law Enforcement Agriculture
2.8	Holtville High School will promote college and career readiness through a variety of events: • Holtville High School will continue to offer Higher Ed Weeks 1 and 2 throughout	Promoting College and Career Readiness	Test Prep

	the school year to promote college and career readiness. - The amount of students in AP level courses will increase by 5% for the 23-24 school year. EL's in AP courses will also increase by 5% yearly. We will start the new AP Pre Calculus course. - Counselors will review the multiple measures that will be utilized by colleges/universities for their placement. - CALSOAP will continue to target and support Juniors and Seniors with how to plan for, as well as, apply to college. - An ROP representative will help students with their "My Next Moves" program and provide them with information about four year universities and trade schools. - SAT and ACT test preparation will be offered to students prior to every test. - Educational Talent Search and Upward Bound will continue to provide services to students regarding tutoring. LCAP 2.6 a, b		Higher Education Weeks I and 2/Tables and Chairs Title I 4000-4999: Books And Supplies PSAT 10 Testing 8997.13 Title I 4000-4999: Books And Supplies AP Testing Title I 4000-4999: Books And Supplies Credit by Exam at IVC SAT and ACT Test Prep CALSOAP
2.9	Holtville High School will promote post-secondary enrollment by providing students the opportunity to take dual enrollment courses with Imperial Valley College. Holtville High School will articulate more classes with IVC to provide students with further opportunities to challenge credit by exam tests at IVC. During the 2023-24 school year, twelve high school courses are articulated with IVC. Holtville High School will further assist students by promoting AP exams and paying for a percentage of each students exam. LCAP 2.8 a, b	Promoting Post Secondary Enrollment	Articulated Course Books
2.10			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 3

Title and Description of School Goal

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

LCAP Goal 3

School Goal:

HHS will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff, parents.

Sub Goals:

By August 2024, the yearly attendance rate at Holtville High School will increase by .25%.

By August 2024, the chronic absenteeism rate at Holtville High School will decrease by .25%.

By August 2024, the drop out rate will remain at 0%.

By August 2024, suspension and expulsion rates will decrease by 2.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Assistant Principal/Counselors will provide behavioral intervention support to assist with discipline strategies that will help to prevent future suspension and expulsions. The Assistant Principal/Attendance Officer will additionally monitor all attendance at Holtville High School on a regular basis. LCAP 3.1a	Behavioral Interventions	

3.2	The Principal, Assistant Principal, Attendance Clerk, and Counselor will be a part of the Student Attendance Review Team to monitor and provide interventions to students who are chronically absent or who have been deemed as Truant. LCAP 3.1a	Student Attendance Review Team	Attendance Verification Slips SARTs/Attendance Letters
3.3	The Principal, Assistant Principal, and Counselors will continue to counsel students in order to lower suspension rates. The Assistant Principal will additionally monitor all student attendance on campus. ASB and Link Crew will promote a cohesive school environment which promotes school connectedness through school clubs. The HHS team will grill burgers for students two times throughout the school year to promote a cohesive school environment. HHS will also celebrate the success of students with CAASPP scores. LCAP 3.1 b, c, d	Cohesive School Environment	Student Counseling
3.4	HHS will offer Saturday Schools on a monthly basis for students with chronic absenteeism. LCAP 3.1e	Saturday Schools	Saturday School
3.5	HHS will develop as well as update the School Safety Plan on a yearly basis. Furthermore, several staff meetings will be utilized to review the updated plan. HHS will conduct several emergency/safety drills throughout the school year which include earthquake, lockdown, and fire drills. Also, signs will be posted on campus to exhibit building names and water bottles will be placed in all classrooms in the event of a lockdown. All teachers will be provided with an emergency binder which contains the school safety plan along with class rosters with phone numbers. Furthermore, all classes will be provided with classroom fire extinguishers. The PA system, bell schedules, video cameras, and school fencing were installed at HHS in the 22-23 school year. LCAP 3.2a, b, c, d, e	School Safety	School Safety Plan, Binders, Rosters Forensic Drug Testing
3.6	HHS will regularly inspect and maintain all Emergency Kits. Additionally, all teachers will be provided with an Emergency Binder at the beginning of the school year which includes class rosters as well as the School Safety Plan. LCAP 3.2b	Emergency Kits	Emergency Kits/Binders
3.7	The facilities at Holtville High School will remain in good repair and be serviced as needed to enhance campus security and school safety. The Principal as well as Assistant Principal will regularly enter work orders to ensure that the campus is in good repair.	Facilities in Good Repair	Maintenance and Facilities

	LCAP 3.2c		
3.8	HHS will provide nursing/health support to all students. Furthermore, the nurse will help facilitate meetings regarding student allergies, medications, and the nurse will advise on other health concerns. The nurse at HHS will also create health plans as necessary and provide training to staff members regarding student health concerns. LCAP 3.2d	School Nurse	District Nurse
3.9	HHS will maintain an up to date website with a list of activities and teacher contact information. The following will serve as venues to promote parent contact/community involvement: Auto-dialer messages, mailings, news letters, Open House, SES Vendor Services Night, Newspaper advertisements, report cards, web-based grading parent portal, and the school marquee. The Holtville High School staff will call home to invite parents to Open House, SST's, Parent Conferences, School Site Council, and ELAC meetings. Teachers will use the Synergy gradebook to maintain grades which parents/students can view through the Parent Vue in Synergy. Students and parents will be provided with access to the Synergy gradebook in order to better monitor student grades/progress. LCAP 3.3a, b	Parent Contact	Doc Tracking for SPSA Synergy Report Card Postage HHS Envelopes
3.10	HHS will have functional parent groups such as the School Site Council (meets monthly) as well English Language Acquisition Committee (meets quarterly). LCAP 3.3c	Parent Groups	School Site Council English Language Acquisition Committee
3.12	The Parent Liaison, SARB Clerk, Migrant Office, Curriculum Department will continue to work with students, teachers, and administrators to support students in regards to their academics and attendance. Moreover, district level services will be continued to assist with the SARC, Safety Plan, Tech Plan, SARB Process, Freedom Academy, and ordering of textbooks/materials. LCAP 3.3e	District Support	
3.13	Parents will receive support from administration, counselors, and teachers through parent nights and workshops: back to school night, parent conferences, AVID parent night, agriculture parent meetings, athletic parent meetings, and awards ceremonies. HHS will promote parent, family, and community involvement with schools through ceremonies (EL Reclassification, HHS Graduation, Sporting	Community Events/School Ceremonies	Graduation Programs and Diplomas Graduation Audio and Screen

	Banquets, Senior Banquet, Student of the Month, AVID Night, CSF Ceremony, and Awards Assemblies), events, and activities. A majority of these will be modified during the COVID-19 pandemic due to not being able to have students/parents on campus. LCAP 3.3		Tables/Chairs HEW 1 and 2, Awards Ceremony, Graduation
3.14			AVID Night CSF Ceremony HHS Graduation Open House
3.15	HHS will explore responsibility centered discipline, character education, and/or positive behavior intervention strategies. Teachers will continue to receive training in student discipline practices for the classroom. 3.4	Responsibility Centered Discipline	
3.16	HHS will provide professional development in the area of effective discipline procedures. Staff meetings will also be utilized to share effective strategies amongst teachers: AVID strategies, ELD strategies, Best Teaching Practices. LCAP 3.4	PD on Discipline	Professional Development
3.18	HHS will provide low income students with home to school transportation to minimize chronic absenteeism. LCAP 3.5	Transportation	Transportation

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2			
4.3			
4.4			
4.5			
4.6			
4.7			
4.11			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$169,287.90
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$143,638.79
Title II Part A: Improving Teacher Quality	\$10,819.28
Title III	\$3,619.86
Title IV Part A: Student Support and Academic Enrichment	\$11,209.97

Subtotal of additional federal funds included for this school: \$169,287.90

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 (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$169,287.90

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	143,638.79
Title II Part A: Improving Teacher Quality	10,819.28
Title III	3,619.86
Title IV Part A: Student Support and Academic Enrichment	11,209.97

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	87,675.97
2000-2999: Classified Personnel Salaries	21,331.00
4000-4999: Books And Supplies	38,348.95
5000-5999: Services And Other Operating Expenditures	16,245.37
5800: Professional/Consulting Services And Operating Expenditures	5,686.61

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	85,222.84
2000-2999: Classified Personnel Salaries	Title I	21,331.00
4000-4999: Books And Supplies	Title I	23,519.12
5000-5999: Services And Other Operating Expenditures	Title I	7,879.22
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,686.61
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,453.13
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	8,366.15

4000-4999: Books And Supplies	Title III	3,619.86
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	11,209.97

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,724.94
Goal 2	22,562.96

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Anthony Arevalo	Principal
CC Wells	Classroom Teacher
Ruben Macias	Classroom Teacher
Marisela Valenzuela	Classroom Teacher
Jason Turner	Parent or Community Member
Tiffany Terrill	Parent or Community Member
Jasmine Garewal	Secondary Student
Jeshua Garcia	Secondary Student
Britney Gonzalez	Secondary Student
Jacob Deutsch	Other School Staff

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

English Learner Advisory Committee

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 .

Attested:

Principal, Anthony Arevalo on 11-7-23

SSC Chairperson, Jason Turner on 11-7-23

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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