



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holtville Middle School	13-631496008528	May 30, 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 Middle 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 and pupil engagement 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 Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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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 and pupil engagement indicators for the student group students with disabilities based on ATSI findings.

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. 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 and develop a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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.

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 Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.39%	0		1
African American	0.4%	%	%	1		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	94.35%	96.75%	95.72%	234	238	246
Pacific Islander	0%	%	%	0		
White	4.03%	2.03%	3.11%	10	5	8
Two or More Races	1.21%	1.22%	0.78%	3	3	2
Not Reported	0%	%	%	0		
Total Enrollment				248	246	257

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	78	83	
Grade 7	76	82	
Grade 8	94	81	
Total Enrollment	248	246	

Conclusions based on this data:

1. Enrollment slightly decreased from 19/20 to 20/21, decreased by 2.8 % and almost stayed the same from 20/21 to 21/22.
2. The number of 8th graders slightly increased, by 5, from 19/20 to 20/21 and decreased by 1 from 20/21 to 21/22.
3. The number of students within Hispanic/Latino student group slightly increased from 19/20 to 20/21 and almost stayed the same from 20/21 to 21/22.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	130	137	97	52.4%	55.7%	37.7%
Fluent English Proficient (FEP)	49	48	71	19.8%	19.5%	27.6%

Conclusions based on this data:

1. EL population decreased from 19/20 to 20/21 by 4 students and decreased by 1 student between 20/21 to 21/22.
2. Number of students Fluent English Proficient (FEP) at enrollment decreased from 19/20 to 21/22 by 7 students.
3. Number of Reclassified Fluent English Proficient (RFEP) decreased by 11 students from 19/20 to 20/21 and increased by 11 students from 20/21 to 21/22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	75	82	86	75	80	85	75	80	85	100.0	97.6	98.8
Grade 7	74	86	89	74	86	81	74	86	81	100.0	100	91
Grade 8	91	81	82	90	81	81	90	81	81	98.9	100	98.8
All Grades	240	249	257	239	247	247	239	247	247	99.6	99.2	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2530.	2528.	2549.	22.67	17.50	29.41	29.33	40.00	30.59	24.00	17.50	21.18	24.00	25.00	18.82
Grade 7	2524.	2568.	2583.	18.92	22.09	25.93	27.03	37.21	43.21	17.57	20.93	13.58	36.49	19.77	17.28
Grade 8	2552.	2552.	2588.	13.33	14.81	20.99	35.56	23.46	39.51	25.56	37.04	22.22	25.56	24.69	17.28
All Grades	N/A	N/A	N/A	17.99	18.22	25.51	30.96	33.60	37.65	22.59	25.10	19.03	28.45	23.08	17.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.00	18.75	22.35	54.67	51.25	51.76	25.33	30.00	25.88
Grade 7	17.57	18.60	24.69	48.65	62.79	58.02	33.78	18.60	17.28
Grade 8	20.00	16.05	23.46	51.11	49.38	49.38	28.89	34.57	27.16
All Grades	19.25	17.81	23.48	51.46	54.66	53.04	29.29	27.53	23.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.00	25.00	37.65	54.67	52.50	51.76	21.33	22.50	10.59
Grade 7	21.62	39.53	48.15	44.59	40.70	39.51	33.78	19.77	12.35
Grade 8	18.89	23.46	33.33	57.78	56.79	51.85	23.33	19.75	14.81
All Grades	21.34	29.55	39.68	52.72	49.80	47.77	25.94	20.65	12.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.00	22.50	11.76	78.67	68.75	74.12	13.33	8.75	14.12
Grade 7	9.46	18.60	12.35	67.57	72.09	72.84	22.97	9.30	14.81
Grade 8	4.44	12.35	13.58	80.00	67.90	81.48	15.56	19.75	4.94
All Grades	7.11	17.81	12.55	75.73	69.64	76.11	17.15	12.55	11.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.33	16.25	21.18	69.33	60.00	58.82	13.33	23.75	20.00
Grade 7	13.51	18.60	27.16	60.81	62.79	60.49	25.68	18.60	12.35
Grade 8	20.00	13.58	19.75	62.22	62.96	72.84	17.78	23.46	7.41
All Grades	17.15	16.19	22.67	64.02	61.94	63.97	18.83	21.86	13.36

Conclusions based on this data:

1. 49.81% of all HMS students scored standard met or standard exceeded in Overall ELA in 21/22, this is a 1.85% decrease from 18/19.
2. The highest scoring area of the test was the writing portion. Writing had the largest amount of students in the above standard category in 21/22, 23.55 % scoring above standard.
3. The lowest scoring area of the test was the listening portion, with only 10.42% above standard in 21/22. Reading had the largest amount of students in the below standard category in 21/22, 27.03 below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	75	82	86	75	80	85	75	80	85	100.0	97.6	98.8
Grade 7	74	86	89	74	86	86	74	86	86	100.0	100	96.6
Grade 8	91	81	82	90	81	81	90	81	81	98.9	100	98.8
All Grades	240	249	257	239	247	252	239	247	252	99.6	99.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2495.	2506.	2515.	8.00	13.75	18.82	18.67	25.00	11.76	34.67	23.75	32.94	38.67	37.50	36.47
Grade 7	2497.	2534.	2544.	12.16	18.60	19.77	13.51	20.93	27.91	35.14	29.07	20.93	39.19	31.40	31.40
Grade 8	2539.	2541.	2561.	21.11	13.58	20.99	15.56	18.52	23.46	26.67	32.10	18.52	36.67	35.80	37.04
All Grades	N/A	N/A	N/A	14.23	15.38	19.84	15.90	21.46	21.03	31.80	28.34	24.21	38.08	34.82	34.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.00	18.75	17.65	44.00	42.50	47.06	48.00	38.75	35.29
Grade 7	13.51	24.42	26.74	50.00	50.00	46.51	36.49	25.58	26.74
Grade 8	23.33	19.75	27.16	47.78	50.62	48.15	28.89	29.63	24.69
All Grades	15.48	21.05	23.81	47.28	47.77	47.22	37.24	31.17	28.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.33	11.25	8.24	61.33	58.75	51.76	29.33	30.00	40.00
Grade 7	9.46	13.95	15.12	58.11	51.16	55.81	32.43	34.88	29.07
Grade 8	12.22	12.35	14.81	56.67	48.15	56.79	31.11	39.51	28.40
All Grades	10.46	12.55	12.70	58.58	52.63	54.76	30.96	34.82	32.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.00	8.75	15.29	60.00	63.75	62.35	32.00	27.50	22.35
Grade 7	10.81	11.63	10.47	55.41	69.77	69.77	33.78	18.60	19.77
Grade 8	16.67	13.58	11.11	58.89	67.90	62.96	24.44	18.52	25.93
All Grades	12.13	11.34	12.30	58.16	67.21	65.08	29.71	21.46	22.62

Conclusions based on this data:

1. 40.22% of HMS students scored at Standard Met or Standard Exceeded in Overall Mathematics in 18-19, no improvement from previous year.
2. The highest and the lowest scoring area of the test was in Concepts and Procedures. They had the largest amount of students in the above standard category (21.24%) as well as in the below standard category (38.61) school-wide in 21/22.
3. 8th graders had the highest percentage of students scoring Standard Exceeded and Standard Met for the overall achievement three years in a row with 49.43% in 21/22.

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://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1535.6	1531.2	1539.9	1524.6	1517.8	1529.1	1546.3	1544.2	1550.2	34	36	29
7	1549.2	1556.1	1539.3	1546.1	1548.9	1532.9	1551.9	1562.7	1545.1	41	40	35
8	1568.4	1561.6	1579.1	1556.0	1555.0	1577.5	1580.3	1567.6	1580.0	39	40	29
All Grades										114	116	93

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.59	25.00	20.69	44.12	38.89	44.83	20.59	19.44	20.69	14.71	16.67	13.79	34	36	29
7	36.59	32.50	25.71	26.83	42.50	37.14	19.51	20.00	17.14	17.07	5.00	20.00	41	40	35
8	41.03	27.50	37.93	30.77	45.00	48.28	15.38	22.50	3.45	12.82	5.00	10.34	39	40	29
All Grades	33.33	28.45	27.96	33.33	42.24	43.01	18.42	20.69	13.98	14.91	8.62	15.05	114	116	93

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	35.29	44.44	27.59	26.47	30.56	51.72	29.41	8.33	6.90	8.82	16.67	13.79	34	36	29
7	36.59	45.00	37.14	43.90	40.00	34.29	4.88	10.00	8.57	14.63	5.00	20.00	41	40	35
8	53.85	35.00	51.72	20.51	47.50	37.93	10.26	12.50	3.45	15.38	5.00	6.90	39	40	29
All Grades	42.11	41.38	38.71	30.70	39.66	40.86	14.04	10.34	6.45	13.16	8.62	13.98	114	116	93

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.76	19.44	20.69	47.06	22.22	31.03	17.65	36.11	31.03	23.53	22.22	17.24	34	36	29
7	24.39	22.50	17.14	26.83	30.00	20.00	29.27	32.50	42.86	19.51	15.00	20.00	41	40	35
8	38.46	15.00	31.03	20.51	37.50	44.83	25.64	32.50	10.34	15.38	15.00	13.79	39	40	29
All Grades	25.44	18.97	22.58	30.70	30.17	31.18	24.56	33.62	29.03	19.30	17.24	17.20	114	116	93

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.53	22.22	34.48	67.65	52.78	51.72	8.82	25.00	13.79	34	36	29
7	24.39	17.50	37.14	60.98	75.00	45.71	14.63	7.50	17.14	41	40	35
8	35.90	27.50	44.83	58.97	55.00	55.17	5.13	17.50	0.00	39	40	29
All Grades	28.07	22.41	38.71	62.28	61.21	50.54	9.65	16.38	10.75	114	116	93

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	44.12	60.00	31.03	38.24	25.71	55.17	17.65	14.29	13.79	34	35	29
7	60.98	70.00	52.94	26.83	22.50	29.41	12.20	7.50	17.65	41	40	34
8	56.41	70.00	72.41	23.08	25.00	20.69	20.51	5.00	6.90	39	40	29
All Grades	54.39	66.96	52.17	28.95	24.35	34.78	16.67	8.70	13.04	114	115	92

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.76	13.89	17.24	55.88	47.22	44.83	32.35	38.89	37.93	34	36	29
7	29.27	25.00	20.00	34.15	47.50	37.14	36.59	27.50	42.86	41	40	35
8	41.03	25.00	55.17	33.33	55.00	24.14	25.64	20.00	20.69	39	40	29
All Grades	28.07	21.55	30.11	40.35	50.00	35.48	31.58	28.45	34.41	114	116	93

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	50.00	45.71	34.48	44.12	51.43	65.52	5.88	2.86	0.00	34	35	29
7	19.51	20.00	14.71	65.85	72.50	79.41	14.63	7.50	5.88	41	40	34
8	33.33	10.00	0.00	64.10	90.00	100.00	2.56	0.00	0.00	39	40	29
All Grades	33.33	24.35	16.30	58.77	72.17	81.52	7.89	3.48	2.17	114	115	92

Conclusions based on this data:

1. 66.66% of all students scored Level 3 or Level 4 in Overall Language in 22/23, 8.46% increase from previous year.
2. Students scored the highest on the speaking domain, school-wide at 54.39% well-developed in 22/23, 12.82% decrease from previous year.
3. The area with the highest room for improvement is Reading, with 31.58% of students scoring in the Beginning Range in 22/23, which is still a decrease of 21.7% from the previous year.

School and Student Performance Data

Student Population

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
257	81.7%	37.7%	0.0%
Total Number of Students enrolled in Holtville Middle 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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	37.7%
Foster Youth	0	0.0%
Homeless	18	7%
Socioeconomically Disadvantaged	210	81.7%
Students with Disabilities	29	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	1	0.4%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	246	95.7%
Two or More Races	2	0.8%
Pacific Islander	0	0.0%
White	8	3.1%

Conclusions based on this data:

1. The largest student group for services is Socioeconomically Disadvantaged (89.1%).

2. Over 52.4%(Dashboard) of students are English Learners.
3. The majority of the student population is Hispanic, 94.4%.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Blue</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Green</div>		

Conclusions based on this data:

- Academic performance in English Language Arts and Mathematics is "Low".
- Chronic Absenteeism is an area to watch as it is "Medium".
- Suspension Rate is "Low".

School and Student Performance Data

Academic Performance English Language Arts

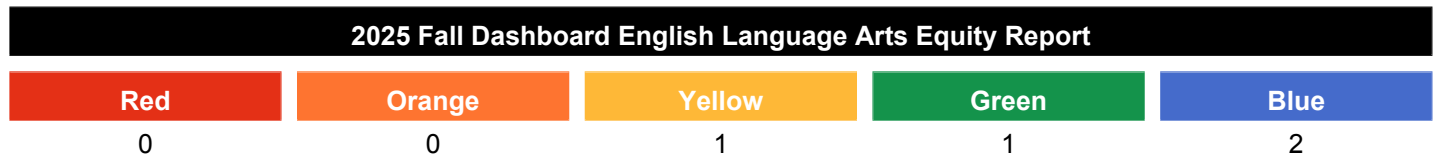
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>25.6 points above standard</div> <div>Increased 24 points</div> <div>235 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>5.5 points above standard</div> <div>Increased 31.7 points</div> <div>141 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>48.6 points below standard</div> <div>Increased 4.3 points</div> <div>59 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>10.8 points above standard</div> <div>Increased 4 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>14.1 points above standard</div> <div>Increased 21.8 points</div> <div>194 Students</div>

Students with Disabilities  No Performance Color 84.2 points below standard Increased 4.7 points 33 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 24.6 points above standard Increased 23.8 points 226 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. All students scored 10.8 points below standard, English Learners scored 29.7 points below standard and Socioeconomically Disadvantaged students scored 18.4 points below standard.
2. The student group that is furthest from standard is English Learners, 29.7 points below standard.
3. Reclassified English Learners scored 77 points above standard in 22/23.

School and Student Performance Data

Academic Performance Mathematics

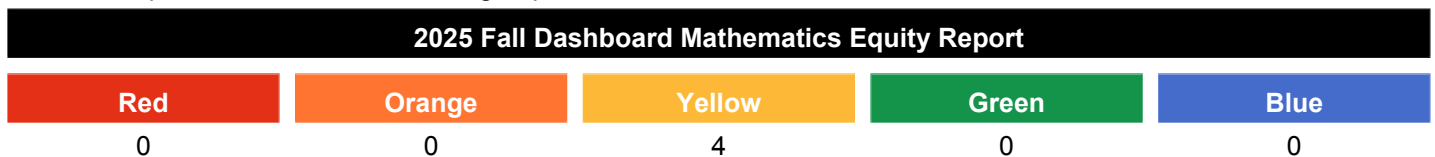
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 26.3 points below standard Increased 12.3 points 239 Students	English Learners Yellow 43.3 points below standard Increased 17.9 points 145 Students	Long-Term English Learners Yellow 92.5 points below standard Increased 12.4 points 59 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 31.2 points below standard Increased 14.2 points 17 Students	Socioeconomically Disadvantaged Yellow 36.6 points below standard Increased 10.8 points 197 Students

Students with Disabilities  No Performance Color 115.1 points below standard Increased 37.7 points 33 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 26.2 points below standard Increased 11.2 points 230 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. All students scored 53.2 points below standard, English Learners scored 71.3 points below standard and Socioeconomically Disadvantaged students scored 61.7 points below standard.
2. Reclassified English Learners scored 7.9 points above standard.
3. The Students with Disabilities student group is the furthest below standard with 159.3 points below standard.

School and Student Performance Data

Academic Performance Science

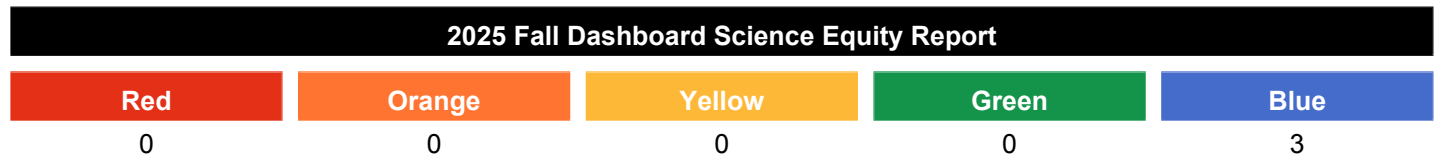
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>56.5 science points</div> <div>Increased 11 points</div> <div>78 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>55.2 science points</div> <div>Increased 17.4 points</div> <div>52 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>43.1 science points</div> <div>Increased 7.8 points</div> <div>23 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>55.4 science points</div> <div>Increased 10.8 points</div> <div>64 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	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 56.2 science points Increased 11.1 points 75 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
58.1 making progress.	57.9 making progress.
Number Students: 86 Students	Number Students: 57 Students

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.

2025 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
12.8%	29.1%	11.6%	46.5%

Conclusions based on this data:

- English Learner Progress is "High" with 64.5 % making progress towards English language proficiency.
- There are 110 English Learner students in 22/23.
- 58 English Learner students are making progress towards English Language proficiency.

School and Student Performance Data

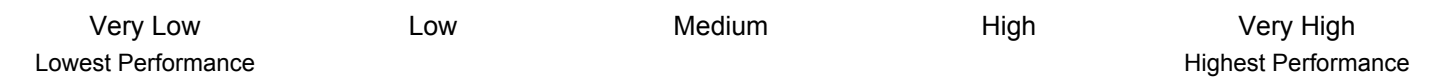
Academic Performance College/Career Report

The 2025 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 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.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

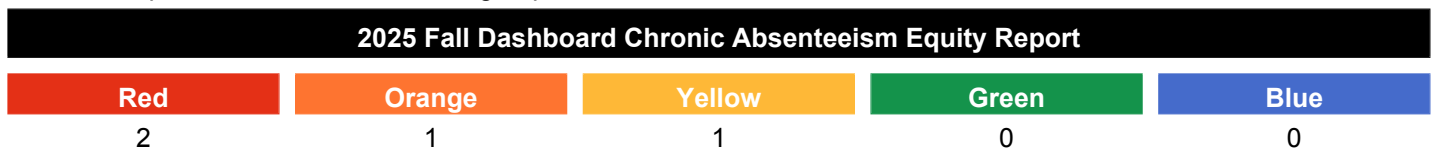
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 13.3% Chronically Absent Declined 1.2 270 Students	English Learners Red 23.3% Chronically Absent Increased 4.2 103 Students	Long-Term English Learners Red 24.6% Chronically Absent Increased 7.8 65 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 26.3% Chronically Absent Increased 6.3 19 Students	Socioeconomically Disadvantaged Orange 15.4% Chronically Absent Maintained -0.3 221 Students

Students with Disabilities  No Performance Color 6.1% Chronically Absent Declined 14.6 33 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 13.6% Chronically Absent Declined 1 257 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. English Learner students group have a "Medium" chronic absenteeism with 14.8%.
2. The Socioeconomically Disadvantaged student group have a "Medium" chronic absenteeism with 13.5%.
3. All students group has a "Medium" chronic absenteeism with 12.2%.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

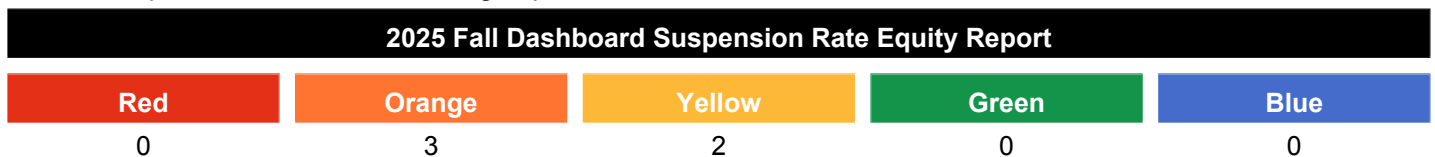
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 1.8% suspended at least one day Increased 1.1% 271 Students	English Learners Orange 2.9% suspended at least one day Increased 1.5% 104 Students	Long-Term English Learners Orange 4.6% suspended at least one day Increased 2.4% 65 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Socioeconomically Disadvantaged Yellow 1.8% suspended at least one day Increased 1% 222 Students

Students with Disabilities  Orange 6.1% suspended at least one day Increased 6.1% 33 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 1.9% suspended at least one day Increased 1.1% 258 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. Students with Disabilities group had the highest suspension rate, 15.6%.
2. 10.4% of all students were suspended at least once in 21/22.
3. Socioeconomically Disadvantaged students group had a 11.9% suspension rate.

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.

Holtville Middle School will demonstrate an 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.

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.

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

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

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

Annual Measurable Outcomes

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
The overall number of students meeting or exceeding standards will improve by 1% in ELA as measured by CAASPP Summative Assessment for all students.	Based on the 2024- 2025 school year, Grade 6 - 58% Grade 7 - 65% Grade 8 - 61%	Based on the 2025-2026 school year, Grade 6 - 59% Grade 7 - 66% Grade 8 - 62%
The overall number of students meeting or exceeding standards will improve by 1% in Math as measured by CAASPP Summative Assessment for all students.	Based on the 2024-2025 school year, Grade 6 - 30% Grade 7 - 45% Grade 8 - 44%	Based on the 2025-2026 school year, Grade 6 - 31% Grade 7 - 46% Grade 8 - 45%
The overall number of students meeting or exceeding standards will improve by 1% in Science by CAASPP Summative Assessment for students in 8th grade.	Based on the 2024-2025 school year, Grade 8 - 35%	Based on the 2024-2025 school year, Grade 8 - 36%
Increase or maintain the percentage of English Learners being reclassified by 0.5%.	Based on the 2024-2025 school year, 12 % of English Learners were reclassified based on RFEP data CALPADS.	12.5% of English Learners will be reclassified in the 2025-2026 school year.

Increase or maintain the percentage of students proficient as demonstrated by the Summative ELPAC by 1%.	The percentage of students scoring in Level 3 and Level 4 demonstrated by the summative ELPAC assessment administered in the 2024-2025 school year was the following: Grade 6 - 68% Grade 7 - 59% Grade 8 - 86%	The percentage of students scoring in Level 3 and Level 4 as demonstrated by the summative ELPAC assessment administered in the 2025-2026 school year was the following: Grade 6 - 69% Grade 7 - 60% Grade 8 - 87%
Increase or maintain % of English Learners that improved their CAASPP ELA score from the previous year by 1%	77.4% English Language Learners improved their CAASPP ELA score	78.4% English Language Learners improved their CAASPP ELA score
Increase or maintain % of English Learners that improved their CAASPP Math score from the previous year by 1%	67.7% English Language Learners improved their CAASPP Math score	68.7% English Language Learners improved their CAASPP Math score
Increase or maintain the percentage of English Learners making progress towards English proficiency by 5%.	58.1% of English Learners made progress towards English language proficiency per the ELPI in the 2024-2025 school year (CA Dashboard).	62.1% of English Learners will make progress towards English proficiency per the ELPI in the 2025-2026 school year.

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	Supplemental standards-aligned instruction	All students	<p>Title I 4000-4999: Books And Supplies Books and materials</p> <p>Lottery: Instructional Materials 4000-4999: Books And Supplies Books</p>
1.2	Teacher and Paraprofessionals effectiveness	All Students	<p>25557.67 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Partial Resource Teacher Salary</p> <p>10596.85 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional development and travel</p> <p>9641.52 Title I Part A: Basic Grants Low-Income and Neglected</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Partial Resource Teacher Benefits 6903.67 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Professional development and travel for counselor 226.56 Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Extra hours 2000 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Substitutes for professional learning 453.13 Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Substitutes for professional learning 2000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Substitutes for professional learning
1.3	Promote and monitor academic proficiency	All Students	11578 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Professional learning services 10000 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Teacher professional learning and travel

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Further Reduce Class size	All Students	
1.5	Intensive Academic Support	All Students	
1.6	Extended learning opportunities	All Students	LCFF 4000-4999: Books And Supplies Books and materials
1.7	Additional Technology	All Students	LCFF 4000-4999: Books And Supplies Technology equipment LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional learning services 8767.15 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Technology equipment 1200 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Technology equipment
1.8	Supplemental ELD Programs and Support	English learner students	3886.57 Title III 5800: Professional/Consulting Services And Operating Expenditures Supplement online programs Title III 1000-1999: Certificated Personnel Salaries Partial ELD teacher salary Title III 3000-3999: Employee Benefits Partial ELD teacher benefits Title III 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			ELD Professional learning and travel
1.9	Additional Student Health Services	All Students	LCFF 4000-4999: Books And Supplies Books and materials

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Last year CAASPP data indicated that HMS made progress to meeting all STAR Reading, STAR Mat, and CAASPP data goals as set by 2024/2025 SPSA. This was due to focused and purposeful professional development that was driven by student data. The implementation of new standards based curriculum for ELD courses and Science courses was instrumental in student academic increases.

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

No major differences.

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.

Broad course of study

Holtville Middle School will continue to provide a broad course of study to 6th grade to 8th students that will prepare them for promotion, college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs.

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.

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

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

Metrics used to measure the effectiveness of counseling services, dual language, the seal of bi-literacy, and the integration of STEAM include the number of students enrolled in those courses, the number of students receiving the seal of bi-literacy, the number of students completing A-G requirements, the number of students passing AP courses, and the percentage of students participating in a broad course of study. Metrics used to measure the effectiveness of additional CTE pathways, career and college readiness, AVID, and post-secondary enrollment include the percentage of students participating in ELD courses, the percentage of students completing a CTE pathway, the number of students participating in AVID, the number of students completing A-G requirements, and the percentage of students participating in a broad course of study.

Annual Measurable Outcomes

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
Increase or maintain the number of 6th-8th grade students enrolled in AVID electives by 1 student.	47 students were in enrolled in AVID electives 6th-8th at the end of the 2024-2025 school year.	students will be in enrolled in AVID electives 6th-8th at the end of the 2025-2026 school year.
Increase or maintain the percentage of all students proficient (at/above 50 PR score) as demonstrated by the STAR Reading assessment by 2%.	% of students, by grade, tested proficient as demonstrated by the STAR Math assessment in Quarter 1 2025 (beginning).	% of students, by grade, tested proficient as demonstrated by the STAR Math assessment in Quarter 4 2026 (end).

	Grade 6 - 32% Grade 7 - 38% Grade 8 - 46% Schoolwide- 41%	Grade 6 - 34% Grade 7 - 40% Grade 8 - 48% Schoolwide- 43%
Increase or maintain the percentage of all students proficient (at/above 50 PR score) as demonstrated by the STAR Math assessment by 2%.	% of students, by grade, tested proficient as demonstrated by the STAR Math assessment in Quarter 1 2025(beginning). Grade 6 - 29% Grade 7 - 27% Grade 8 - 33% Schoolwide- 29%	% of students, by grade, tested proficient as demonstrated by the STAR Math assessment in Quarter 4 2026 (end). Grade 6 - 31% Grade 7 - 29% Grade 8 - 35% Schoolwide- 31%
Increase or maintain the percentage of SWD proficient (at/above 50 PR score) as demonstrated by the STAR Reading assessment by 2%.	% of SWD tested proficient as demonstrated by the STAR Reading assessment in Quarter 1 2025. *****DATA NOT OUT YET*****	% of SWD will test proficient as demonstrated by the STAR Reading assessment in Spring 2024.
Increase or maintain the percentage of students with disabilities (SWD) proficient (at/above 50 PR score) as demonstrated by the STAR Math assessment by 2%.	% of SWD tested proficient as demonstrated by the STAR Math assessment in Quarter 1 2025. *****DATA NOT OUT YET*****	% of SWD will test proficient as demonstrated by the STAR Math assessment in Spring 2024.
Increase or maintain the percentage of EL students proficient (at/above 50 PR score) as demonstrated by the STAR Reading assessment by 2%.	% of EL students tested proficient as demonstrated by the STAR Reading assessment in Quarter 1 2025. *****DATA NOT OUT YET*****	% of EL students will test proficient as demonstrated by the STAR Reading assessment in Quarter .
Increase or maintain the percentage of English Learner (EL) students proficient (at/above 50 PR score) as demonstrated by the STAR Math assessment by 2%.	% of EL students tested proficient as demonstrated by the STAR Math assessment in Quarter 1 2025. *****DATA NOT OUT YET*****	% of EL students will test proficient as demonstrated by the STAR Math assessment in Spring 2024.
Increase or maintain the distance from standard of all students as demonstrated by the CAASPP ELA assessment by 2 points.	All students scored 25.6 points above standard on the 2025 CAASPP test for ELA.	All students will score 25.6 points above standard on the 2026 CAASPP testing for ELA.
Increase or maintain the distance from standard of all students as demonstrated by the CAASPP Math assessment by 2 points.	All students scored 26.3 points above standard on the 2025 CAASPP test for Math.	All students will score 26.3 points below standard on the 2026 CAASPP testing for Math.
Increase or maintain the distance from standard of EL students as demonstrated by the CAASPP ELA assessment by 2 points.	EL students scored 75.3 points below standard on the 2025 CAASPP test for ELA.	EL students will score 73.5 points below standard on the 2026 CAASPP test for ELA.
Increase or maintain the distance from standard of EL students as demonstrated by the CAASPP Math assessment by 2 points.	EL students scored 43.3 points below standard on the 2025 CAASPP test for Math.	EL students will score 41.3 points below standard on the 2026 CAASPP test for Math.

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	School Counselors	All Students	LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries Extra Hours
2.2	Dual Language	All Students	
2.3	Seal of Biliteracy	All Students	
2.4	Support the Integration of STEAM	All Students	LCFF 4000-4999: Books And Supplies Materials and Supplies LCFF 4000-4999: Books And Supplies Music supplies LCFF 5000-5999: Services And Other Operating Expenditures Rentals and repairs
2.5	Career and Technical Education Pathways	All students	
2.6	College and Career Readiness	All Students	
2.7	AVID	All Students	LCFF 4000-4999: Books And Supplies Materials and supplies LCFF 5000-5999: Services And Other Operating Expenditures Professional Learning Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Center
2.8	Post-Secondary Enrollment	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Last year CAASPP data indicated that HMS made progress to meeting all STAR Reading, STAR Mat, and CAASPP data goals as set by 2024/2025 SPSA. This was due to focused and purposeful professional development that was driven by student data. The implementation of new standards based curriculum for ELD courses and Science courses was instrumental in student academic increases.

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

No major differences.

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.

School Connectedness and Involvement

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

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 the safety and security of pupils, staff, and 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.

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

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

The metric to maintain or increase district-wide attendance will be used to measure the effectiveness of actions 1 and 5. The metric to maintain or increase high school graduation rate will be used to measure the effectiveness of action 1. The metric to maintain or decrease the district expulsion rate will be used to measure the effectiveness of actions 1, 3, 4, 5, and 6. The metric to maintain or decrease the district suspension rate will be used to measure the effectiveness of actions 1, 2, 3, 4, and 6. The metrics to maintain or decrease both the high school and middle school dropout rates will be used to measure the effectiveness of actions 1, 3, 4, 5, and 6. The metric to maintain good or exemplary ratings on the FIT will be used to measure the effectiveness of action 2. The metric to maintain a district-wide safety plan will be used to measure the effectiveness of actions 1, 2, and 3. The metric to increase perceived parental input will be used to measure the effectiveness of actions 1 and 3. The metric to increase perceived student safety on campus will be used to measure the effectiveness of actions 1, 2, 4, and 6. Lastly, the metric to maintain or decrease chronic absenteeism will be used to measure the effectiveness of actions 1, 2, 3, 5, and 6.

Annual Measurable Outcomes

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
Maintain or increase school-wide attendance by 0.1%.	The school-wide attendance was 90.44 % for the 2024-2025 school year.	The district-wide attendance will be 90.54 % for the 2025-2026 school year.
Maintain or decrease the school expulsion rate by 0.1%.	The school expulsion rate was 0 % for the 2024-2025 school year.	The school expulsion rate will be 0% for the 2025-2026 .
Maintain or decrease the school suspension rate by 0.5%.	The school suspension rate was 1.8 % for the 2024-2025 school year.	The school suspension rate will be 1.7% for the 2025-2026 school year.
Maintain or decrease the middle school drop out rate by 0.1%.	The dropout rate for students in grades 6-8 was 0% for the 2024-2025 school year.	The dropout rate for students in grades 6-8 will be 0 % for the 2025-2026 school year.
Maintain a rating of Good or Exemplary on the FIT demonstrating that school facilities are maintained and are in good repair.	Holtville Middle School earned a rating of on the FIT for the 2024-2025 school year. *****DATA NOT OUT YET*****	All sites will earn a rating of Good on the FIT for the 2025-2026.
Maintain a district-wide safety plan with input from all sites and all sites will conduct safety drills.	Holtville Middle School assisted with the district-wide safety for the 2024-2025 school year.	Holtville Middle School assisted with the district-wide safety for the 2025-2026 school year.
Increase the percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation as reported on a parent survey by 1%.	The percentage of parents who felt their child's school seeks parent input in decision making and encourages parental participation was % as reported on a parent survey in the 2024-2025 school year. *****DATA NOT OUT YET*****	The percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation was % as reported on a parent survey in the 2025-2026 school year.
Increase the percentage of students who feel safe when they are at school 1%.	The percentage of students who feel safe at school: 7th grade - 80% as reported on the California Healthy Kids Survey in the 2024-2025 school year. *****DATA NOT OUT YET*****	The percentage of students who will feel safe at school: 7th grade - 81% as reported on the California Healthy Kids Survey in the 2025-2026 school year.
Maintain or decrease the school chronic absenteeism rate by 0.1%	The school chronic absenteeism rate was % for the 2024-2025 school year. *****DATA NOT OUT YET*****	The district chronic absenteeism rate will be % or lower for the 2025-2026 school year.

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	Enhance Attendance and Student Engagement	All students	<p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Teacher Salary</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Teacher Benefits</p> <p>Unrestricted</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5800: Professional/Consulting Services And Operating Expenditures Administrator Professional Learning
3.2	Additional Site and Student Health, Safety, and Security	All Students	LCFF 4000-4999: Books And Supplies Safety Equipment and Additional security cameras LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional Learning
3.3	Additional Parent Involvement	All students	LCFF 4000-4999: Books And Supplies Materials and supplies LCFF 5800: Professional/Consulting Services And Operating Expenditures Document Tracking and Blackboard
3.4	Supplemental Discipline Program	All students	
3.5	Additional Transportation: Look at student attendance data and determine if additional transportation routes can assist with improving student attendance.	All students	
3.6	Social-Emotional Learning	All students	LCFF 5000-5999: Services And Other Operating Expenditures Professional Learning

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

HMS faced a challenging year when it comes to attendance. Different approaches were attempted throughout the year. Community and family outreach regarding the importance of attendance was conducted throughout the year. Several reward practices were introduced throughout the year in an attempt to reduce tardies.

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

For the 2025/2026 school year and updated student handbook with updated/modified attendance policies will be introduced to all staff, parents, and students at the beginning of the year. HMS also plans to work closer with HUSD Attendance personnel in an attempt to increase student attendance.

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
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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
4.1	To further increase attendance rates throughout the 2022-2023 school year, office staff, the principal, and a district truancy officer will monitor daily and monthly attendance rates at Holtville Middle School .	All students	
4.2	To increase positive school culture around attendance and academics, Holtville Middle School will provide school-wide, classroom and individual incentives for academic and attendance achievement. Examples include: class trophies, participation in school assemblies, t-shirts, bracelets, etc.	All students	General Fund 0000: Unrestricted School Culture and Climate
4.3	Attendance Secretary will mail out Truancy Letters to the students who have accumulated 3 or more unexcused absences. SART meetings will be scheduled by the counselor to meet with parent and student to further help the family with attendance.	All students	LCFF 4000-4999: Books And Supplies Postage
4.4	To further increase promotion rates the Holtville Middle School Counselor will continue to monitor students' grades and counsel with the students regarding promotion requirements. Counselor will also make a courtesy phone call to the parents of	All students	None Specified None Specified Counseling

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	the students who are at risk. To decrease dropout rates, counselor and teachers will make sure that students are involved and have an established support system within the school to feel connected to the school and the peers.		
4.5	To further increase the promotion rate the Holtville Middle School will continue with its development and offering of the Dual program in Spanish/English. Furthermore, teachers will attend trainings and in-services to provide them with the necessary skill-set. English Learners will also be provided additional support in English Language Development for Newcomers and support with a grade-level designated ELD class.	All students	Lottery: Instructional Materials 4000-4999: Books And Supplies Dual Program
4.6	To further decrease suspension, and expulsion rates the Principal will counsel with students and parents on student behavior to better resolve the issue.	All students	
4.7	Holtville Middle School follows all rules and regulations as they apply to the "Foster Youth" student. Holtville Middle School also understands its responsibility to provide transportation to and from school for students who are not yet placed in a permanent "Foster Home", either back with their family or one authorized and licensed by the State. Holtville Middle School understands that the Foster Youth requires special notifications to multiple parties and may require assistance with basic needs as it relates to the school day. HUSD sets aside \$ 1000.00 dollars from Title 1 Part A funds yearly for use with the Homeless and Foster Youth Population to meet some of these needs. In addition, each school site will set aside \$500.00 from the General Fund to assist with the unique needs that accompany any and all Foster Youth that attend their school site. In the event the School site has no foster youth students, these funds can be used to help support their Homeless populations and their unique needs.	All students	General Fund 5800: Professional/Consulting Services And Operating Expenditures Foster Youth Title I 1000-1999: Certificated Personnel Salaries Title I 2000-2999: Classified Personnel Salaries Title I 3000-3999: Employee Benefits
4.8	The facilities at Holtville Middle School will remain in good repair.	All students	General Fund 0000: Unrestricted Maintenance and Up-keep

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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
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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
5.1		All students and staff	4000-4999: Books And Supplies Student Laptops CARES Act 4000-4999: Books And Supplies Staff iPads, cases and stylus CARES Act 4000-4999: Books And Supplies Staff Lightboard CARES Act 4000-4999: Books And Supplies Headsets and cables

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>CARES Act 4000-4999: Books And Supplies Laptop carts</p> <p>CARES Act 4000-4999: Books And Supplies Student Laptop sleeves</p> <p>CARES Act 4000-4999: Books And Supplies Printers and scanners</p> <p>CARES Act 4000-4999: Books And Supplies Laminator</p> <p>CARES Act 4000-4999: Books And Supplies Reading novels and books</p> <p>CARES Act 4000-4999: Books And Supplies Student whiteboard kits</p>
5.2	HMS students and staff will have access to online resources to facilitate distance learning such as Nearpod.	All students and staff	<p>CARES Act 5800: Professional/Consulting Services And Operating Expenditures Nearpod</p> <p>CARES Act 5800: Professional/Consulting Services And Operating Expenditures Edgenuity</p> <p>CARES Act 5800: Professional/Consulting Services And Operating Expenditures Reading Plus</p> <p>CARES Act</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5800: Professional/Consulting Services And Operating Expenditures SEL Professional Learning CARES Act 5800: Professional/Consulting Services And Operating Expenditures Great Minds Eureka Affirm CARES Act 5800: Professional/Consulting Services And Operating Expenditures Distance learning Professional learning CARES Act 5800: Professional/Consulting Services And Operating Expenditures Parallels
5.3	HMS students and staff will have access to PPE including face masks, nitrile gloves, face shields and goggles, contactless thermometers, hand sanitizer, Lysol wipes, and spray and sanitization sprayers.	All students and staff	CARES Act 4000-4999: Books And Supplies Face masks CARES Act 4000-4999: Books And Supplies Sneeze guards CARES Act 4000-4999: Books And Supplies Sanitizer sprayers CARES Act 4000-4999: Books And Supplies Lysol spray and wipes CARES Act 4000-4999: Books And Supplies Thermometers
5.4	HMS students and staff will have access to additional hand-washing stations and hand sanitizer dispensers.	All students	CARES Act 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Hand washing and sanitizer stations CARES Act 4000-4999: Books And Supplies Canopies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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	\$92,811.12
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 Part A: Basic Grants Low-Income and Neglected	\$69,197.47
Title II Part A: Improving Teacher Quality	\$12,823.41
Title III	\$3,886.57
Title IV Part A: Student Support and Academic Enrichment	\$6,903.67

Subtotal of additional federal funds included for this school: \$92,811.12

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

Total of federal, state, and/or local funds for this school: \$92,811.12

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 Part A: Basic Grants Low-Income and Neglected	69,197.47
Title II Part A: Improving Teacher Quality	12,823.41
Title III	3,886.57
Title IV Part A: Student Support and Academic Enrichment	6,903.67

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	29,557.67
3000-3999: Employee Benefits	10,321.21
4000-4999: Books And Supplies	9,967.15
5000-5999: Services And Other Operating Expenditures	27,500.52
5800: Professional/Consulting Services And Operating Expenditures	15,464.57

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	27,557.67
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	10,094.65
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	9,967.15
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	11,578.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,000.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	226.56

5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	10,596.85
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,886.57
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	6,903.67

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,811.12

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mario A Garcia	Principal
Juan Carlos Nevarez	Classroom Teacher
David Avila	Classroom Teacher
Fernanda Ledezma	Other School Staff
Hilda Yanez	Parent or Community Member
Dalia Padilla	Parent or Community Member
Xema Sotelo	Secondary Student

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 12/7/2023.

Attested:



Principal, Mario Garcia on 12/7/2023

SSC Chairperson, Hilda Yanez on 12/7/2023

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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