School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holtville High School	13631491335306		

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

2018-2019 HUSD LCAP Survey Results Holtville High School
483 students at Holtville High School participated in the survey.

1. I currently attend.
Finley: 0 Pine:0 Holtville Middle School:0 Holtville High School: 483 Freedom Academy:1 Sam Webb:0
2. What grade are you in?
9th: 21.7% 10th: 26.7% 11th: 24% 12th: 27.7%
3. I am currently in the following programs.
Migrant: 68 Special Education: English Language Development: GATE/Honors:
4. My school provides standards-aligned textbooks and learning materials that I need while at school.
Agree:445 Disagree:17 Don't Know:16
5. My school is clean and in good condition (classrooms, bathrooms, drinking fountains, etc.)
Agree:352 Disagree:79 Don't Know:47
6. I know the school and classroom rules and the consequences for not following them
Agree:457 Disagree:9 Don't Know:11
7. Staff (principals, deans of students, teachers, secretaries, yard aides, etc.) at the school treat students with respect.
Agree:382 Disagree:49 Don't Know:45
8. Students treat staff (principals, deans of students, teachers, secretaries, yard aides, etc.) at the school with respect.
Agree:332 Disagree:48 Don't Know:97
9. I know the main goal of our school is to prepare me for a successful life, college, and career.
Agree:425 Disagree:25 Don't Know:29
10. My teacher(s) makes time to discuss my grades, academic successes, or areas for improvement with me and with my parents (as needed) to help me do my best in school.
Agree:363 Disagree:65 Don't Know:49
11. My teacher(s) help(s) to make learning understandable to me by using different ways of presenting the information. (Videos, hands-on activities, games, etc.)
Agree:401 Disagree: 54 Don't Know: 21
12. I feel successful in learning the California State Standards in each of my subjects/courses.
Agree:351 Disagree: 58 Don't Know: 67
13. At school, I participate in the following co-curricular/extra curricular programs:
ASB/Student Council: 29 Athletics: 282 Band/Chorus/Flags and Shields: 99 Community Activities: 67 Creative Arts Programs: 18 Theater/Drama: 2 CTE Pathways: 9 Migrant Speech and Debate: 14
MESA: 23 Robotics/Coding: 33 FFA: 33 AVID: 25
14. During the year I have classes in:
ELA: 466 Math: 452 Science: 407 History: 359 PE/Health: 334 VAPA: 226 Other(CTE, Technology, etc.): 204
15. My favorite subjects/courses are:

ELA: 78 Math: 171 Science: 114 History: 160 PE/Health: 187 VAPA: 159 Other(CTE, Technology, etc.): 99
16. I feel safe at School:
Agree: 385 Disagree: 41 Don't Know: 50
17. Harassment and bullying is addressed and not tolerated at my school:
Agree: 367 Disagree: 54 Don't Know: 57
18. I look forward to coming to school most days:
Agree: 276 Disagree: 139 Don't Know: 62
19. My school contacts my parents if I am often late or absent from school:
Agree: 431 Disagree: 10 Don't Know: 37
20. I regularly receive encouragement from teachers, staff, office staff, and administrators to make my education a priority:
Agree: 333 Disagree: 78 Don't Know: 66
21. I trust my teachers to help and support me when I am having academic or personal problems:
Agree: 336 Disagree: 85 Don't Know: 57
22. If you see or hear about suspicious activity at school (drugs, weapons, aggressive behavior of students, talk of violence)
Yes: 365 No: 112
23. There is at least one administrator, teacher, counselor or adult at this school whom I feel comfortable to talk to about suspicious activity or other things that are bothering me.
Yes: 376 No: 100
24. When students see another student being picked on, they try to stop it or tell an administrator, teacher, counselor or other adult.
Yes: 323 No: 155
25. Student at this school are often teased or bullied.
Yes: 136 No: 343
26. At school students treat each other with respect.
Yes: 335 No: 142
27. At school, decisions are made based on what is best for students.
Yes: 398 No: 80
28. Students are given a chance to help make decisions at school.
Yes: 382 No: 97
29. Adults in my community know what goes on inside school.
Yes: 345 No: 131

Classroom Observations

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

Probationary teachers are evaluated at least once per year. Permanent teachers are formally evaluated every other year unless they have been employed in the district for at least 10 years. In this case they may be formally evaluated every 5 years, if past evaluations are positive. Informal evaluations are done on a regular, frequent basis, with written or verbal feedback provided by administration when applicable. "Data Sweeps" have also been initiated, where all or most teachers are visited by an administrator, academic coach, or district curriculum director on the same day. Formal evaluations, informal evaluations, and data sweeps indicate that all teachers at Holtville High

School: provide daily objectives which are aligned to the standards, engage their students; promote vocabulary; and consistently use EL strategies.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State assessment data will be analyzed at the beginning of the school year to determine school-wide goals and objectives. The data is used to drive the implementation of curriculum, create the master schedule, provide after school interventions, provide Saturday tutoring sessions, and offer teaching assignments. Local assessments will also be created and analyzed on a regular basis.

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

Formal and informal assessments, progress reports, and diagnostic assessments will be used by administration, counseling, and teachers to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff are required to attend weekly professional staff development meetings. Moreover, staff members are also required to attend three full day, district-wide professional development days during the year.

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

All teachers are credentialed in their respective content areas; however, with the influx of new teachers, several are currently working towards the completion of their credential. Furthermore, all educators are provided with instructional materials, and training towards Common Core State Standards as well as SBE-adopted instructional materials on an as needed basis.

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

Professional development is focused on implementing the California State Standards and providing quality English Learner strategies. Teachers also identify individual areas of need and are provided with trainings, workshops, and conferences.

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

Administration and the District's Curriculum Director all provide instructional assistance and support for teachers.

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

Educators at Holtville High School are provided with time for vertical and horizontal articulation during weekly staff meeting times and during district-wide collaboration days.

Teaching and Learning

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

Curriculum at Holtville High School is aligned to the California State Standards.

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

N/A

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

N/A

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

All teachers have access to standards-based instructional materials. There is a future need to adopt new texts which are aligned to the California State Standards in Social Studies.

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

All ELA, math, science, ELD, and social studies curriculum have been approved by the state and district.

Opportunity and Equal Educational Access

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

ELA and math support classes are offered to select students who are under performing.

Evidence-based educational practices to raise student achievement

Nearly all teachers have been trained in Technology Integration strategies, AVID strategies, EL strategies, Close Reading, 3.8 Paragraphs, and Specifically Designed Academic Instruction (SDAIE) strategies. ELA teachers are incorporating writing into their curriculum on a regular basis. Math teachers have been trained in the updated Common Core State Standards. Science teachers are currently being trained in the area of Next Generation Science Standards along with the 8 science and engineering practices. ELD curriculum (English 3D) is being utilized with English Learners in ELD.

Parental Engagement

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

The School Site Council and English Learners Acquisition Committee are two resources that are available to ensure that Holtville High School better assists under achieving students. Additionally, the students of Holtville High School receive support from MESA, ICOE, Talent Search, and Upward Bound.

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

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

Funding

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

The following services will be provided through categorical funding: after school tutoring, Accelerated Reader, Instructional Aides, and SARB support personnel.

Fiscal support (EPC)

Holtville High School's 2019-2020 categorical funds allocated to the school (General Fund, LCFF-EIA, EIA-LEP-LCFF, Title I, Title IIA, Title III, NCLB-Title III, Lotto) are utilized to fund personnel, services, equipment, materials, and supplies necessary to support the Single Plan for Student Achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.2%	%	%	1		
Asian	0.2%	0.19%	0.19%	1	1	1
Filipino	0.2%	0.19%	0.19%	1	1	1
Hispanic/Latino	86.1%	88.01%	87.12%	469	470	460
Pacific Islander	%	0.19%	0.19%		1	1
White	11.6%	9.55%	10.61%	63	51	56
Multiple/No Response	%	%	%			
			Total Enrollment	545	534	528

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	136	137	126
Grade 10	151	137	136
Grade 11	128	140	128
Grade 12	130	120	138
Total Enrollment	545	534	528

Conclusions based on this data:

1. While student enrollment is declining, the senior class of 2019 has been the largest over the past three years.
2. The percentage of Hispanic/Latino students on campus remains nearly the same across three school years and the percentage of White students also remains nearly the same across three school years.
3. The amount of students in the 18-19 school year is identical to the amount of students currently enrolled at Holtville High School for the 2019-2020 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	140	140	156	25.7%	26.1%	29.5%
Fluent English Proficient (FEP)	197		174	36.1%		33.0%
Reclassified Fluent English Proficient (RFEP)	21		6	16.0%		4.2%

Conclusions based on this data:

1. The number of English Learners attending Holtville High School has increased from the 2016-2018 school year to the 2018-2019 school year.
2. The number of English Learners increased by sixteen students or 3.4% of the student population.
3. There was a decrease of students who were Reclassified as Fluent English Proficiency. The number of students dropped from 21 in the 2016-2017 school year to six in the 2018-2019 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	126	138	122	125	138	122	125	138	122	99.2	100	100
All Grades	126	138	122	125	138	122	125	138	122	99.2	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2606.	2595.	2591.	22.40	21.74	19.67	41.60	33.33	33.61	19.20	28.99	31.15	16.80	15.94	15.57
All Grades	N/A	N/A	N/A	22.40	21.74	19.67	41.60	33.33	33.61	19.20	28.99	31.15	16.80	15.94	15.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.40	26.09	24.59	39.20	52.17	45.08	22.40	21.74	30.33
All Grades	38.40	26.09	24.59	39.20	52.17	45.08	22.40	21.74	30.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.00	30.43	35.25	49.60	49.28	48.36	18.40	20.29	16.39
All Grades	32.00	30.43	35.25	49.60	49.28	48.36	18.40	20.29	16.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.40	15.94	19.67	64.80	70.29	66.39	12.80	13.77	13.93
All Grades	22.40	15.94	19.67	64.80	70.29	66.39	12.80	13.77	13.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.80	34.78	23.77	48.80	44.93	59.02	14.40	20.29	17.21
All Grades	36.80	34.78	23.77	48.80	44.93	59.02	14.40	20.29	17.21

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	126	138	122	125	138	122	125	138	122	99.2	100	100
All Grades	126	138	122	125	138	122	125	138	122	99.2	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2572.	2588.	2586.	8.00	10.14	9.84	20.80	27.54	27.87	35.20	26.81	30.33	36.00	35.51	31.97
All Grades	N/A	N/A	N/A	8.00	10.14	9.84	20.80	27.54	27.87	35.20	26.81	30.33	36.00	35.51	31.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.40	27.54	23.77	38.40	28.99	36.89	43.20	43.48	39.34
All Grades	18.40	27.54	23.77	38.40	28.99	36.89	43.20	43.48	39.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.20	13.77	16.39	50.40	54.35	50.82	38.40	31.88	32.79
All Grades	11.20	13.77	16.39	50.40	54.35	50.82	38.40	31.88	32.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.80	15.22	13.11	56.80	59.42	62.30	30.40	25.36	24.59
All Grades	12.80	15.22	13.11	56.80	59.42	62.30	30.40	25.36	24.59

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1538.8		1515.3		1561.8		49	
Grade 10	1557.0		1538.7		1575.0		37	
Grade 11	1559.6		1545.7		1573.1		24	
Grade 12	1570.5		1552.4		1588.1		30	
All Grades							140	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	28.57		32.65		*		22.45		49	
10	32.43		35.14		*		*		37	
12	43.33		*		*		*		30	
All Grades	34.29		30.71		20.00		15.00		140	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	30.61		34.69		*		*		49	
10	43.24		*		*		*		37	
11	54.17		*		*		*		24	
12	50.00		40.00		*		*		30	
All Grades	42.14		30.00		16.43		11.43		140	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		32.65		*		30.61		49	
10	32.43		*		*		*		37	
All Grades	24.29		29.29		22.14		24.29		140	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	30.61		53.06		*		49	
10	43.24		45.95		*		37	
12	40.00		50.00		*		30	
All Grades	37.86		48.57		13.57		140	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	42.86		38.78		*		49	
10	51.35		35.14		*		37	
11	66.67		*		*		24	
12	70.00		*				30	
All Grades	55.00		33.57		11.43		140	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	28.57		36.73		34.69		49	
10	40.54		29.73		29.73		37	
11	*		54.17		*		24	
12	*		46.67		*		30	
All Grades	27.86		40.00		32.14		140	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	22.45		61.22		*		49	
10	*		64.86		*		37	
11	*		54.17		*		24	
12	36.67		56.67		*		30	
All Grades	30.00		60.00		10.00		140	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
534	**74.2%**	**26.8%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	143	26.8%
Foster Youth	1	0.2%
Socioeconomically Disadvantaged	396	74.2%
Students with Disabilities	47	8.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	1	0.2%
Filipino	1	0.2%
Hispanic	470	88.0%
Two or More Races	10	1.9%
Pacific Islander	1	0.2%
White	51	9.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The graduation rate at Holtville High School continues to be a great strength.
2. Suspension rates at Holtville High for the 2018-2019 school year were better than we were anticipating.
3. Math scores at Holtville High continue to improve as we scored the highest out of all high school in the Imperial Valley.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
12.9 points above standard	49.9 points below standard	0 Students
Declined -12 points	Declined -9.9 points	
135 students	44 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	5.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined -25.4 points	9 students
	91 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 2.5 points above standard Declined -14.9 points 112 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	No Performance Color 81.7 points above standard Maintained 1 points 18 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.8 points below standard Declined -6.8 points 24 students	17.2 points above standard Declined -23.2 points 20 students	37.3 points above standard Declined -36.4 points 59 students

Conclusions based on this data:

1. The overall English Language Arts Performance for All Students at Holtville High scored 12 points above standard.
2. The Reclassified English Learners at Holtville High scored 17.2 points above standard.
3. The White population scored 81.7 points above standard and the Hispanic population scored 2.5 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
40 points below standard	101.5 points below standard	0 Students
Increased 11.9 points	Declined -9.6 points	
135 students	44 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	62.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined -12 points	9 students
	91 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 50.5 points below standard Increased 3.9 points 112 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	No Performance Color 23.8 points above standard Increased 60.8 points 18 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
140.4 points below standard Maintained 0.4 points 24 students	54.8 points below standard Declined -29.5 points 20 students	24 points below standard Increased 3.9 points 59 students

Conclusions based on this data:

1. All Students at Holtville High School have increased their Math scores by nearly 12 points.
2. Both English Learner and Socioeconomically Disadvantaged Student subgroups decreased their scores in the area of mathematics.
3. Further work needs to be done on campus to help our English Learners continue to be successful.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
140	34.3%	30.7%	20%	15%

Conclusions based on this data:

1. Out of 140 students who took the ELPAC Assessment, 65% were well developed or moderately developed.
2. 35% of 140 students scored a Level 2 or Level 1 on the ELPAC.
3. Out of Holtville High School's population of 528 students, 140 took the ELPAC test.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
46.5% prepared	13.6% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.3%	Increased 3.4%	1 students
127 students	44 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45% prepared	9.1% prepared
1 students	Increased 2.6%	Increased 9.1%
	100 students	11 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 45.2% prepared Increased 3.8% 115 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
45.3% **Prepared**	45.2 **Prepared**	46.5 **Prepared**
29.1% **Approaching Prepared**	23.7 **Approaching Prepared**	18.1 **Approaching Prepared**
25.6% **Not Prepared**	31.1 **Not Prepared**	35.4 **Not Prepared**

Conclusions based on this data:

1. Out of the three indicators, all three scored within the middle to upper middle areas (yellow/green).
2. Out of 44 English Learners, nearly 6 tested at being College and Career Ready.
3. The number of students who are prepared for College and Career Readiness has increased along with the students who are not prepared for College and Career Readiness. Students who are approaching preparedness need to be further targeted.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
96.9% graduated	93.2% graduated	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2%	Maintained +0.9%	1 students
127 students	44 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	97% graduated	81.8% graduated
1 students	Maintained 0%	Declined -9.8%
	100 students	11 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 96.5% graduated Maintained 0% 115 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
97% graduated	96.9% graduated

Conclusions based on this data:

1. The graduation rate at Holtville High School continues to be one of the highest in the Imperial Valley.
2. The graduation rate for Hispanic and SED students are both above 95%.
3. The graduation rate of English Learners on campus has room for improvement, as it was an indicator in which Holtville High School scored green.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
5.9% suspended at least once	8.6% suspended at least once	Less than 11 Students - Data Not
Declined -1.8%	Declined -2.3%	2 students
561 students	151 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	6% suspended at least once	6.4% suspended at least once
1 students	Declined -2.2%	Declined -9.9%
	419 students	47 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data 1 students	No Performance Color Less than 11 Students - Data 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 5.7% suspended at least once Declined -2.9% 494 students	No Performance Color Less than 11 Students - Data 9 students	No Performance Color Less than 11 Students - Data 1 students	Orange 7.3% suspended at least once Increased 5.8% 55 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
3.6% suspended at least once	7.7% suspended at least once	5.9% suspended at least once

Conclusions based on this data:

1. The suspension rate in 2017 was at 7.7% and it decreased in the 2018 school year to 5.9%.
2. The suspension rate was highest for English Learners.
3. The strongest areas for Holtville High School were in relationship to the suspension of all students as well as the suspension of SED students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 1

LEA/LCAP Goal

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

Goal 1

School Goal 1:

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

Sub Goals:

By August 2020, 85% of teachers will report that they are prepared to teach in their assigned classroom as the result of the training and support received as measured by a staff survey.

By August 2020, teachers will have had multiple opportunities to attend professional developments geared towards increasing teacher capacity through the likes of in house, district level, and county/state level professional developments.

By August 2020, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according to the following targets as measured by the English language arts portion of the CAASSPP (California Assessment of Student Performance and Progress)

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

By August 2020, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according the following targets as measured by the Math portion of the CAASPP (California Assessment of Student Performance and Progress)

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Holtville High School will provide standards-aligned instructional curriculum and materials for all students in all subjects.

The principal will monitor the implementation of all academic and non academic activities of this plan especially the use of Core Materials by conducting weekly walk-throughs. The Principal will provide feedback during walk throughs and will provide individual teachers and whole staff feedback report data by means of notes and presentations in order to make sure that all teachers adhere to district and state guidelines when it comes to the implementation of core materials in our classrooms and technology (ex. document camera, projector, laptop, iPad, Apple TV). Additionally, HHS will fully implement Integrated Math classes and continue with its transition towards Integrated Science classes that address Next Generation Science Standards.
LCAP 1.1

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

Amount(s)	Source(s)
10000.00	EIA Funds 4000-4999: Books And Supplies Curriculum
1500.00	Title III 4000-4999: Books And Supplies
2500.00	General Fund 4000-4999: Books And Supplies Core Materials
5500.00	EIA Funds 4000-4999: Books And Supplies

7993.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
5839.75	Lottery: Instructional Materials 4000-4999: Books And Supplies Dual Enrollment Textbooks: Comm 100 and Psych 101
1050.00	General Fund 5000-5999: Services And Other Operating Expenditures WASC Annual Membership
10870.59	General Fund 4000-4999: Books And Supplies Classroom Desks and Whiteboards
2448.41	General Fund 4000-4999: Books And Supplies Front Office Desks and Chairs

Strategy/Activity 2

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

Strategy/Activity

In an effort to ensure that all teachers, administrators, and other school personnel are prepared to be effective at helping the students of HHS, HHS will:

- Offer (5) district wide training days
- Provide department collaboration release time as requested.
- Provide administrator PD in CCSS, Synergy, best practices, technology implementation, and EL strategies.
- Utilize Wednesday Staff Meetings to review various trainings and implement new strategies.
- Ensure that teachers are highly qualified by providing them with professional development time and collaborative planning time.
- Provide professional development opportunities for non-core instructors teaching electives to learn more engaging teaching strategies that will promote course completion.
- Continue to receive professional development in regards to the implementation of Synergy.
- Provide professional development in the area of Next Generation Science Standards, AVID, and Special Education.

LCAP 1.1

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

Amount(s) Source(s)

1500.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures District Training
3734.65	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Teacher Professional Development
1000.00	EIA Funds 5000-5999: Services And Other Operating Expenditures Administrative PD
5000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Teacher PD
8400	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures NGSS Training through ICOE

Strategy/Activity 3

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

Strategy/Activity

- Develop a systematic process to train and provide support to teachers for the integration of technology into all aspects of learning with a focus on student usage.
- Continue to allow teacher/student access to multimedia websites such as YouTube and other live streaming content.
- Establish ongoing training in the writing process (1.8/RACE) including the use of a standardized rubric. Establish training to include calibration activities. Develop a plan to provide regular feedback to students.
- All new teachers will receive support through the BTSA Induction program as they are required to do for their credentialing.
- Provide support to staff in maintaining and utilizing technology in support of student learning.
- Staff development Wednesdays will be used to fully address staff concerns as well as students needs.
- Provide professional development through ICOE for all science teachers in regards to Next Generation Science Standards with Mr. Lazarcik.

LCAP 1.2, 1.3b

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

Amount(s)	Source(s)
2000.00	Title I 4000-4999: Books And Supplies Curriculum
1000.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures Writing Across Disciplines (1.8/RACE)
5000.00	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures BTSA Support
504.00	Title III 5000-5999: Services And Other Operating Expenditures
3000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development Wednesday
2505.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
2000.00	General Fund 4000-4999: Books And Supplies Copy Machine Overages
5896.00	General Fund 4000-4999: Books And Supplies Copy Machine Overages

Strategy/Activity 4

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

Strategy/Activity

Weekly lesson plans, frequent observations, and continued professional development in ELA/Math Classes to support their teaching of English Learners. ELD teacher will present EL strategies at staff meetings. All teachers will incorporate EL strategies in daily instruction. The ELD teacher will attend appropriate workshops/conferences to learn strategies to assist students in acquiring language. HHS will continue to proctor the ELPAC exam on a yearly basis to all English Learners. Furthermore, time will be provided for peer observations amongst teachers.
LCAP 1.3c

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600.00	Title III Immigrant Education Program 5000-5999: Services And Other Operating Expenditures
500.00	EIA Funds 4000-4999: Books And Supplies Lesson Plans
1500.00	EIA Funds 4000-4999: Books And Supplies EL Strategies
2335.00	Title III Immigrant Education Program 4000-4999: Books And Supplies English Language Development Curriculum
1000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ELD PD
1253.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ELA PD

Strategy/Activity 5

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

Strategy/Activity

Develop a consistent process by which formative/summative data is collected, disaggregated, analyzed, and communicated to all stakeholders on an ongoing basis.

- The District will work individually with all certificated staff to ensure they are proficient in creating, collecting, disaggregating, and analyzing formative data through our Synergy Program.
- Staff will produce formative data for review quarterly.
- Data will be collected for intervention programs (Accelerated Reader) and analyzed to determine if programs are producing positive results
- PSAT and CAASPP data will be reviewed on a yearly basis.

LCAP 1.3e, g, j

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	EIA Funds 4000-4999: Books And Supplies Midterm and Final
8107.00	EIA Funds 4000-4999: Books And Supplies Renaissance Place
2599.00	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures Synergy

Strategy/Activity 6

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

Strategy/Activity

Provide access and library services for students and staff. Maintain current and sufficient materials for the library.

English teachers will be assigned and responsible for taking their students to the library on their appointed day and time. All library time is to be utilized to check-out books for Accelerated Reader or reading for pleasure. The library can be reserved by teachers in other classes on an as needed basis for research, etc.

Holtville High school will continue to purchase books at a variety of reading levels on a yearly basis. LCAP 1.3h, i

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

Amount(s)	Source(s)
3500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Extra Textbooks/Textbook Repairs
6000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Library Books
1335.00	Title III 4000-4999: Books And Supplies

1500.00	General Fund 4000-4999: Books And Supplies Library Materials

Strategy/Activity 7

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

Strategy/Activity

HHS will subscribe and purchase supplemental programs which will benefit the students of HHS.

- The school will continue to operate AVID programs to support students' efforts toward qualifying for four year universities. This program will serve student who are academically in the middle and have the potential for success in college prep curriculum.
- HHS will continue to offer courses in A+, as a supplemental program that will help at risk students graduate on time.
- Students at Holtville High School will have the opportunity to join a college level course through dual enrollment.
- Students at Holtville High School will be able to take a career readiness course.

LCAP 1.3f

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

Amount(s)	Source(s)
3000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
4559.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Program
1000.00	Title III 5000-5999: Services And Other Operating Expenditures
1000.00	General Fund 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

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

Strategy/Activity

HHS will continue to support innovative classroom instruction by providing teachers with the necessary goods/services/materials/and trainings.
LCAP 1.3g

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

Amount(s)	Source(s)
3500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
3000.00	Title I 4000-4999: Books And Supplies Classroom Instruction: Technology
5500.00	General Fund 4000-4999: Books And Supplies Teacher Classroom Supplies
5500.00	General Fund 4000-4999: Books And Supplies Copy Machine Paper

Strategy/Activity 9

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

Strategy/Activity

Holtville High School will have Student Study Teams when it is deemed that a student is struggling academically or behaviorally.
Teachers and counselors will be trained yearly on the Beyond SST program, which will be used for the online record keeping of all Student Study Teams.
LCAP 1.6

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

Amount(s)	Source(s)

Strategy/Activity 10

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

Strategy/Activity

Students reading ability is assessed using the AR program. AR determines the appropriate level of challenge for each student and identifies those who need individual help. It provides in-context vocabulary questions and authentic text passages that give a precise measure of each students' reading performance. Reading assessments will also be administered through the MyPerspective website associated with the Pearson ELA curriculum.
LCAP 1.3e

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

Amount(s)	Source(s)
	None Specified None Specified Renaissance Place

Strategy/Activity 11

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

Strategy/Activity

Holtville High School follows all rules and regulations as they apply to the "Foster Youth/Homeless" student. Holtville
High School also understands its responsibility to provide transportation to and from school for students who are not yet placed in a permanent "Foster Home", either back with their family or one authorized and licensed by the State. Holtville High School understands that the Foster Youth requires special notifications to multiple parties and may require assistance with basic needs as it relates to the school day. HUSD sets aside $ 1000.00 dollars from Title 1 Part A funds yearly for use with the Homeless and Foster Youth Population to meet some of these needs. In addition, each school site will set aside $500.00 from the General Fund to assist with the unique needs that accompany any and all Foster Youth that attend their school site. In the event the School site has no foster youth students, these funds can be used to help support their Homeless populations and their unique needs.
LCAP 1.5a

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

Amount(s)	Source(s)
500.00	General Fund 4000-4999: Books And Supplies Foster Youth
1000.00	Title I

	5000-5999: Services And Other Operating Expenditures

Strategy/Activity 12

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

Strategy/Activity

HHS will provide extended learning opportunities for all students through tutoring, Saturday Schools, and the maintenance of summer school programs.

- All teachers will provide the counseling department with their availability for tutoring hours.
- Throughout the school year Saturday School will be offered to students.
- Throughout the school year after school interventions will be offered for core subjects.
- Summer School will be offered to assist students with maintaining their academic progress.
- Students will have the opportunity to take further classes through Freedom Academy as well as A+.

LCAP 1.6

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

Amount(s)	Source(s)
3000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Summer School
7000.00	Title I 1000-1999: Certificated Personnel Salaries After School Tutoring
4980.00	Title I 1000-1999: Certificated Personnel Salaries Summer School

Strategy/Activity 13

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

Strategy/Activity

Holtville High School will maintain/repair/expand technology to ensure that students are being exposed to 21st Century technology and innovative teaching methods:

- All classrooms will be equipped with a laptop, document camera, and projector/tv, Apple TV, iPad.
- All students at HHS will have a Google Classroom e-mail address along with access to the Google Education Suite

- All students at HHS will have access to Synergy, the online Student Portal to check their grades
- All students at HHS will be given a Chromebook to complete online coursework as needed.
- All teachers at HHS will continue to utilize Synergy for their attendance and gradebook
- All parents of HHS students will be encouraged to utilize the Synergy Student Data Management system to monitor their students grades.
- All teachers at HHS will be provided with a new laptop, monitor, docking station, and keyboard in the beginning of the 19-20 school year.
- Wireless access points will be maintained regularly to ensure the smooth running of the wireless network at HHS.

LCAP 1.7

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

Amount(s)	Source(s)
35000.00	Title I 5000-5999: Services And Other Operating Expenditures Teacher Laptops
3500.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Technology Implementation
1000.00	Title I 5000-5999: Services And Other Operating Expenditures Google Accounts
5500.00	EIA Funds 4000-4999: Books And Supplies Synergy Accounts Students/Parents
5000.00	General Fund 4000-4999: Books And Supplies Report Card Postage
1000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Technology Training

Strategy/Activity 14

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

Strategy/Activity

Two computer labs are available for teachers/students on a daily basis. Teachers can reserve a computer lab with the Computer Technician. Time spent in the computer lab is to be utilized for project based learning and researching.

Add/Upgrade/Support technology for students/teachers to ensure CCSS readiness as well as AP testing readiness.
LCAP 1.7b

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

Amount(s)	Source(s)
5500.00	Title I 5000-5999: Services And Other Operating Expenditures Go Guardian

Strategy/Activity 15

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

Strategy/Activity

Holtville High School will continue to monitor and maintain its ELD program.

- Students who are identified as having scored a 1, or 2 on the ELPAC test will be placed in an ELD class as well as an ELA class with teachers who have been properly trained.
- After school intervention/tutoring will be offered to all EL students.
- Counselors will review transcripts and ELPAC scores to ensure proper placement.
- All HHS teachers will be familiarized with the ELPAC Assessment in order to aid efforts at supporting student success on this assessment.
- Resources will be provided to ensure that students have optimum opportunities to meet A-G requirements.
- Teachers will be provided with a list of ELPAC scores for students identified as ELs or RFEP at the beginning of the school year. Teachers may use additional classroom or school site assessments along with personal observations to monitor progress throughout the course of the school year.
- Develop a systematic process for the monitoring of English Learners and Reclassified Fluent English Proficient students to determine individual student achievement in learning English and grade-level content, as well as the effectiveness of the district's academic program and the implementation of the instructional materials for English Learners; the SOLOM report will also be completed by teachers as a part of the process.
- Ensure that school/district provides an ELPAC testing environment that is most conducive to student success.
- All English Learners will be assessed annually with the ELPAC assessment.
- All English Learners will receive English Language Development services based on their ELD proficiency level (emerging, expanding, bridging).

- English Learners at the emerging, low expanding, and mid expanding levels will be placed in ELD 1, and 2. Upper expanding, lower bridging, and upper bridging students will be placed in ELD 3 and 4.
- A counselor will meet with each EL student annually to ensure academic progress. All RFEP (Reclassified Fluent English Proficient) students will be monitored regularly by a counselor.
- Holtville High School will provide language support and instructional support to EL students in the SDC classroom.
- An RSP teacher aide will be assigned to selected classes to provide supplemental support to RSP/EL students. The RSP teacher aide will also assist all EL students on an individual basis.
- HHS will have a recognition ceremony for those students who are Redesignated to Fluent English Proficient.

LCAP 1.8

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

Amount(s)	Source(s)
3034.00	Title III Immigrant Education Program 5000-5999: Services And Other Operating Expenditures English Language Development
1500.00	Title III 4000-4999: Books And Supplies
3000.00	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures ELPAC Testing
1500.00	Title III 4000-4999: Books And Supplies English 3D ELD Textbooks
1000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures EL Institute

Strategy/Activity 16

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

Strategy/Activity

Holtville High School will provide materials, programs, and services to meet the goals and needs in accordance with student's IEPs:
Provide supplemental instructional support to all students through teachers and paraprofessionals, including RSP students.
Provide supplemental instructional support to SDC students through teachers and paraprofessionals.

HHS will provide access to technology in SPED classrooms to support learning and test preparedness.
LCAP 1.9, 1.10

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

Amount(s)	Source(s)
1000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
1000.00	Title I 4000-4999: Books And Supplies SPED Technology
1500.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures SPED Training

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 2

LEA/LCAP Goal

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

Goal 2

School Goal:
HHS will continue to provide a broad course of study to all students, including English Learners, Low-Income, foster youth, and students with exceptional needs that will prepare them for college and career upon graduation.
Sub Goals:
By August 2020, the percentage of students who are graduating who have met their A-G requirements will remain at 50%.
By August 2020, the percentage of students taking the Advanced Placement, and SAT/ACT exams will increase by 5%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Holtville High School will continue to provide support for all students to progress toward meeting all grade level requirements including attaining proficiency in ELA and Math as well as achieving high school graduation.

Maintain a Summer School program for interventions to maintain academic progress for all students including Low Income, English Learners, Foster Youth, and students with exceptional needs.
LCAP 2.1a

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

Amount(s)	Source(s)
3500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Summer School
1500.00	Title I 4000-4999: Books And Supplies Summer School Program

Strategy/Activity 2

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

Strategy/Activity

HHS Counselors will provide workshops to review college applications as well as SAT, and ACT test prep. Additionally, SAT and ACT test preparation will be offered to students prior to every test. HHS Counselors will additionally provide workshops related to FAFSA, A-G counseling, paying for college, college entrance requirements, and they will host a Viking Signing Day to celebrate student success.
LCAP 2.2b

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

Amount(s)	Source(s)
1500.00	EIA Funds 4000-4999: Books And Supplies SAT and ACT Test Prep Materials

Strategy/Activity 3

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

Strategy/Activity

HHS Counselors will provide informational workshops as well as 1 on 1 appointments to review A-G requirements on a regular basis with all students at Holtville High School.

LCAP 2.1c

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

Amount(s)	Source(s)
1500.00	General Fund 5000-5999: Services And Other Operating Expenditures A-G Requirements

Strategy/Activity 4

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

Strategy/Activity

HHS will provide college and career readiness to 9-12 students by implementing the following programs at HHS:

- Teachers will be presented with AVID strategies on a monthly basis. They will also be expected to implement the aforementioned strategies.
- Students will be placed in the AVID program to promote college awareness and provide students with the support needed for academic success in grades 9-12.
- Multiple teachers and a counselor will be sent to the AVID Summer Institute.
- Four tutors will be hired to better meet the needs of students in AVID as they work through tutorials.
- Higher Education Weeks 1 and 2 will be adhered to at Holtville High School to further expose all 11th and 12th graders to various universities.
- Holtville High School will implement its partnership with IVC through the newly offered collegiate level courses of Communication 100 and Psychology 101.
- Counselors will provide classroom presentations on a range of topics related to college and career readiness. They will additionally facilitate college/university field trips throughout the year.
- The workability program will be offered to students in the Special Education setting.

LCAP 2.1d

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

Amount(s)	Source(s)
2500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies AVID Materials

1500.00	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies AVID Strategies
5000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures AVID Summer Institute
9000.00	EIA Funds 5000-5999: Services And Other Operating Expenditures AVID Tutors
1000.00	Title III 5000-5999: Services And Other Operating Expenditures
500.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Strategies
4750.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute

Strategy/Activity 5

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

Strategy/Activity

Identify students who are eligible to complete the Dual Language assessment that will help place Dual Language students into the AP Spanish Language course their Freshman year of high school.

Implement the new AP Spanish Literature Class at Holtville High School to all students who have passed the AP Spanish Language course.

HHS counselors will monitor students to determine which are eligible to receive the Seal of Bi-literacy.
LCAP 2.2/2.3

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

Amount(s)	Source(s)
4000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies

	Dual Language Program: AP Literature Course Textbook
250.00	General Fund 4000-4999: Books And Supplies Dual Language Placement Assessment
750.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Dual Language Institute

Strategy/Activity 6

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

Strategy/Activity

To further increase the graduation rate at the Holtville High School, it will continue with its development and offerings of AVID, AP classes, ROP classes, electives, and credit recovery. Furthermore,teachers will attend trainings and inservices to provide them with the necessary skill-set. Additionally, a Robotics/MESA and computer coding class will be offered at HHS, which will allow students to progress with Science, Technology, Engineering, and Mathematics standards. LCAP 2.4

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

Amount(s)	Source(s)
5000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
2000.00	General Fund 5000-5999: Services And Other Operating Expenditures Robotics
7791.00	Title I 5000-5999: Services And Other Operating Expenditures Robotics First and Hotels
1250.00	Title I 4000-4999: Books And Supplies Science Materials
2000.00	General Fund 4000-4999: Books And Supplies
1000.00	Lottery: Instructional Materials

	4000-4999: Books And Supplies NGSS

Strategy/Activity 7

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

Strategy/Activity

Holtville High School will continue to offer additional pathways to prepare students for college and career readiness.

- A college and career readiness certificate will be available to those students who complete the Career Readiness course.
- Students not on track to graduate will enroll in the online course for A+ to earn credits for graduation.
- To provide a broad course of study at HHS the following electives will be offered: Art, Weight Training, AG, AG Leadership Medical Occupations, Health, Sports Medicine, Business Technology, Band, Choir, Percussion, Welding, Aerobics, ROP Office, Coding, Medical Terminology, Spanish Literature and Culture, and Career Readiness.
- New course offerings within the 2019-2020 school year will include Small Engines, Agricultural Food Safety, and AP Spanish Literature.

LCAP 2.5

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

Amount(s)	Source(s)
18688.00	Agriculture Vocational Incentive 4000-4999: Books And Supplies Agriculture: Materials, Supplies,
1000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies College and Career Readiness Certificate
2000.00	Title I 5000-5999: Services And Other Operating Expenditures A+ Program
10000.00	EIA Funds 4000-4999: Books And Supplies Band Instruments
6533.00	Title I 4000-4999: Books And Supplies Band Repairs/Uniforms
1500.00	Title I

	5000-5999: Services And Other Operating Expenditures Electives
250.00	Title I 5000-5999: Services And Other Operating Expenditures ASB Training
1270.00	Agriculture Vocational Incentive 5000-5999: Services And Other Operating Expenditures Agriculture

Strategy/Activity 8

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

Strategy/Activity

Holtville High School will promote college and career readiness through a variety of events:

- Holtville High School will continue to offer Higher Ed Weeks 1 and 2 throughout the school year to promote college and career readiness.
- The amount of students in AP level courses will increase by 5% for the 2019-2020 school year. EL's in AP courses will also increase by 5% yearly.
- Counselors will review the multiple measures that will be utilized by colleges/universities for their placement.
- CALSOAP will continue to target and support Juniors and Seniors with how to plan for as well as apply to college.
- An ROP representative will help students with their "My Next Moves" program and provide them with information about four year universities and trade schools.
- SAT and ACT test preparation will be offered to students prior to every test.
- Educational Talent Search and Upward Bound will continue to provide services to students regarding tutoring.

LCAP 2.6

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

Amount(s)	Source(s)
1500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Test Prep
500.00	General Fund 5000-5999: Services And Other Operating Expenditures Higher Education Weeks I and 2

250.00	Title I 4000-4999: Books And Supplies AP Test Prep
150.00	Title I 4000-4999: Books And Supplies Accuplacer Test Prep IVC
150.00	Title I 4000-4999: Books And Supplies SAT and ACT Test Prep CALSOAP

Strategy/Activity 9

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

Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 3

LEA/LCAP Goal

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

Goal 3

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

Sub Goals:
By August 2020, the yearly attendance rate at Holtville High School will increase by .25%.
By August 2020, the chronic absenteeism rate at Holtville High School will decrease by .25%.
By August 2020, the drop out rate will remain at 0%.
By August 2020, suspension and expulsion rates will decrease by 2.5%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

The Dean of Students/Counselors will provide behavioral intervention support to assist with discipline strategies that will help to prevent future suspension and expulsions. The Dean of Students/Attendance Officer will additionally monitor all attendance at Holtville High School on a regular basis.
LCAP 3.1a

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

Amount(s)	Source(s)
	Synergy
1500.00	Title I 5000-5999: Services And Other Operating Expenditures Attendance Trainings

Strategy/Activity 2

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

Strategy/Activity

The Principal, Dean of Students, Attendance Clerk, and Counselor will be a part of the Student Attendance Review Team to monitor and provide interventions to students who are chronically absent or who have been deemed as Truant.
LCAP 3.1b

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

Amount(s)	Source(s)
500.00	General Fund 4000-4999: Books And Supplies SARB Postage
	None Specified None Specified SARTs

Strategy/Activity 3

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

Strategy/Activity

The Principal, Dean of Students, and Counselors will continue to counsel students in order to lower suspension rates. The Dean of Students will additionally monitor all student attendance on campus.
ASB and Link Crew will promote a cohesive school environment which promotes school connectedness through school clubs.
LCAP 3.1c

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

Amount(s)	Source(s)
	None Specified None Specified Student Counseling

Strategy/Activity 4

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

Strategy/Activity

HHS will offer three Compulsory Saturday School Days for students with chronic absenteeism.
LCAP 3.1d

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

Amount(s)	Source(s)
2000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Saturday School Materials
2500.00	LCFF 5000-5999: Services And Other Operating Expenditures Saturday School

Strategy/Activity 5

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

Strategy/Activity

HHS will develop as well as update the School Safety Plan on a yearly basis. Furthermore, several staff meetings will be utilized to review the updated plan. HHS will conduct several emergency/safety drills throughout the school year which include earthquake, lockdown, and fire drills. Also, signs will be posted on campus to exhibit building names and water bottles will be placed in all classrooms in the event of a lockdown. All teachers will be provided with an emergency binder which contains the school safety plan along with class rosters with phone numbers. Furthermore, all classes will be provided with classroom fire extinguishers.
LCAP 3.2a

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

Amount(s)	Source(s)
885.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures School Safety Professional Development
250.00	EIA Funds 4000-4999: Books And Supplies School Safety Plan, Binders, Rosters

Strategy/Activity 6

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

Strategy/Activity

HHS will regularly inspect and maintain all Emergency Kits. Additionally, all teachers will be provided with an Emergency Binder at the beginning of the school year which includes class rosters as well as the School Safety Plan.
LCAP 3.2b

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

Amount(s)	Source(s)
500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
1000.00	EIA Funds 4000-4999: Books And Supplies Emergency Kits/Binders

Strategy/Activity 7

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

Strategy/Activity

The facilities at Holtville High School will remain in good repair and be serviced as needed to enhance campus security and school safety.
The Principal as well as Dean of Students will regularly enter work orders to ensure that the campus is in good repair.

LCAP 3.2c

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

Amount(s)	Source(s)
	None Specified Facilities

Strategy/Activity 8

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

Strategy/Activity

HHS will provide nursing/health support to all students. Furthermore, the nurse will help facilitate meetings regarding student allergies, medications, and the nurse will advise on other health concerns.
The nurse at HHS will also create health plans as necessary and provide training to staff members regarding student health concerns.
LCAP 3.2d

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

Amount(s)	Source(s)
	None Specified None Specified School Nurse

Strategy/Activity 9

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

Strategy/Activity

HHS will maintain an up to date website with a list of activities and teacher contact information.

The following will serve as venues to promote parent contact/community involvement: Auto-dialer messages, mailings, news letters, Open House, SES Vendor Services Night,Newspaper advertisements, report cards, web-based grading parent portal, and the school marquis. The Holtville High School staff will call home to invite parents to Open House, SST's, Parent Conferences, School Site Council, and ELAC meetings.
Teachers will use the Synergy gradebook to maintain grades which parents/students can view through the Parent Vue in Synergy.

Students and parents will be provided with access to the Synergy gradebook in order to better monitor student grades/progress.
LCAP 3.3b

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

Amount(s)	Source(s)
1500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Auto Dialer
4500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Synergy Report Card Postage

Strategy/Activity 10

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

Strategy/Activity

HHS will have functional parent groups such as the School Site Council (meets monthly) as well English Language Acquisition Committee (meets quarterly).
LCAP 3.3c

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

Amount(s)	Source(s)
	None Specified None Specified School Site Council
1394.00	Title III 5000-5999: Services And Other Operating Expenditures English Language Acquisition Committee
2655.00	EIA Funds 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11

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

Strategy/Activity

All students, parents, and teachers at Holtville High School will complete surveys to provide feedback to the site as well as the District.
LCAP 3.3e

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

Amount(s)	Source(s)
1500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
500.00	EIA Funds 4000-4999: Books And Supplies Student and Parent Surveys

Strategy/Activity 12

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

Strategy/Activity

The Parent Liaison, SARB Clerk, Migrant Office, Curriculum Department will continue to work with students, teachers, and administrators to support students in regards to their academics and attendance. Moreover, district level services will be continued to assist with the SARC, Safety Plan, Tech Plan, SARB Process, Freedom Academy, and ordering of textbooks/materials.
LCAP 3.3e

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

Amount(s)	Source(s)
685.00	General Fund 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 13

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

Strategy/Activity

Parents will receive support from administration, counselors, and teachers through parent nights and workshops: back to school night, parent conferences, AVID parent night, agriculture parent meetings, athletic parent meetings, and awards ceremonies.
LCAP 3.3f

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

Amount(s)	Source(s)
250.00	EIA Funds 4000-4999: Books And Supplies Parent Nights

Strategy/Activity 14

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

Strategy/Activity

HHS will promote parent, family, and community involvement with schools through ceremonies (EL Reclassification, HHS Graduation, Sporting Banquets, Senior Banquet, Student of the Month, AVID Night, CSF Ceremony, and Awards Assemblies), events, and activities.
LCAP 3.3g

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

Amount(s)	Source(s)
500.00	EIA Funds 4000-4999: Books And Supplies AVID Night
1000.00	EIA Funds 4000-4999: Books And Supplies CSF Ceremony
2273.00	EIA Funds 5000-5999: Services And Other Operating Expenditures HHS Graduation
200.00	EIA Funds 4000-4999: Books And Supplies Open House

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Strategy/Activity

HHS will explore responsibility centered discipline, character education, and/or positive behavior intervention strategies.
Teachers will be trained in responsibility centered discipline practices.
LCAP 3.4a

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

Amount(s)	Source(s)
1000.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 16

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

Strategy/Activity

HHS will provide professional development in the area of effective discipline procedures.
Staff meetings will also be utilized to share effective strategies amongst teachers.
LCAP 3.4b

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

Amount(s)	Source(s)
1000.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 17

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

Strategy/Activity

HHS will provide low income students with home to school transportation.
LCAP 3.5a

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

Amount(s)	Source(s)
	Transportation

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$362,217.40

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$96,163.00
Title II Part A: Improving Teacher Quality	$33,137.65
Title III	$9,733.00
Title III Immigrant Education Program	$5,969.00

Subtotal of additional federal funds included for this school: $145,002.65

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 ($)
Agriculture Vocational Incentive	$19,958.00
EIA Funds	$72,834.00
General Fund	$58,085.00
LCFF	$2,500.00
Lottery: Instructional Materials	$63,837.75

Subtotal of state or local funds included for this school: $217,214.75

Total of federal, state, and/or local funds for this school: $362,217.40

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Agriculture Vocational Incentive	19,958.00
EIA Funds	72,834.00
General Fund	58,085.00
LCFF	2,500.00
Lottery: Instructional Materials	63,837.75
Title I	96,163.00
Title II Part A: Improving Teacher Quality	33,137.65
Title III	9,733.00
Title III Immigrant Education Program	5,969.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,980.00
4000-4999: Books And Supplies	199,800.75
5000-5999: Services And Other Operating Expenditures	129,952.65
5800: Professional/Consulting Services And Operating Expenditures	20,484.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Agriculture Vocational Incentive	18,688.00

5000-5999: Services And Other Operating Expenditures	Agriculture Vocational Incentive	1,270.00
4000-4999: Books And Supplies	EIA Funds	47,307.00
5000-5999: Services And Other Operating Expenditures	EIA Funds	14,928.00
5800: Professional/Consulting Services And Operating Expenditures	EIA Funds	10,599.00
4000-4999: Books And Supplies	General Fund	44,465.00
5000-5999: Services And Other Operating Expenditures	General Fund	6,735.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	6,885.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	63,837.75
1000-1999: Certificated Personnel Salaries	Title I	11,980.00
4000-4999: Books And Supplies	Title I	15,833.00
5000-5999: Services And Other Operating Expenditures	Title I	65,350.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	31,637.65
4000-4999: Books And Supplies	Title III	5,835.00
5000-5999: Services And Other Operating Expenditures	Title III	3,898.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,335.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	3,634.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	234,043.40
Goal 2	100,082.00
Goal 3	28,092.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Anthony Arevalo	Principal
Alicia Arevalo	Classroom Teacher
James Anderholt	Classroom Teacher
Carl Johnston	Classroom Teacher
Christina Toten	Parent or Community Member
Alan Morgan	Parent or Community Member
Yesenia Gonzalez	Parent or Community Member
Ricardo Mendez	Secondary Student
Diego Torres	Secondary Student
Devon Alvarez	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 11-7-19.

Attested:

Principal, Anthony Arevalo on

SSC Chairperson, Yesenia Gonzalez on

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