

School Year: 2022-23



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	13-631491335306		

Purpose and Description

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

Schoolwide Program

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

Purpose: Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1514 students currently enrolled at HUSD, 78% of which are socio-economically disadvantaged (SED), 47% are English Learners, and 0.2% are Foster Youth.

Description: Each SPSA is aligned with the goals of the HUSD Local Control and Accountability Plan (LCAP). They are aligned with the district LCAP through collaboration with the district in examining state and local data as part of a comprehensive needs assessment. The process includes developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district. Then, each school implements supplemental services that support improved performance for high-need students and develop a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	6
Analysis of Current Instructional Program.....	6
Educational Partner Involvement	9
WASC Action Plan	9
School and Student Performance Data	13
Student Enrollment.....	13
CAASPP Results.....	15
ELPAC Results	19
Student Population.....	22
Overall Performance	24
Academic Performance	26
Academic Engagement	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1	37
Goal 2.....	51
Goal 3.....	59
Budget Summary	69
Budget Summary	69
Other Federal, State, and Local Funds	69
Budgeted Funds and Expenditures in this Plan	70
Funds Budgeted to the School by Funding Source.....	70
Expenditures by Funding Source	70
Expenditures by Budget Reference	70
Expenditures by Budget Reference and Funding Source	70
Expenditures by Goal	71
School Site Council Membership	72
Recommendations and Assurances	73

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).

2021-2022 HUSD LCAP Survey Results Holtville High School, due to COVID-19 a student survey was not conducted in the 2020-2021 school year.

483 students at Holtville High School participated in the survey in the 2021-2022 survey.

1. I currently attend.

Finley: 0 Pine:0 Holtville Middle School:0 Holtville High School: 426 Freedom Academy:11 Sam Webb:0

2. What grade are you in?

9th: 110 10th: 118 11th: 119 12th: 114

3. I am currently in the following programs.

Migrant:31 Special Education: 20 English Language Development: 35 GATE/Honors: 144 None: 227

4. My school provides standards-aligned textbooks and learning materials that I need while at school.

Agree:423 Disagree:8 Don't Know:30

5. My school is clean and in good condition (classrooms, bathrooms, drinking fountains, etc.)

Agree:423 Disagree:8 Don't Know:30

6. I know the school and classroom rules and the consequences for not following them

Agree:442 Disagree:5 Don't Know:14

7. Staff (principals, deans of students, teachers, secretaries, yard aides, etc.) at the school treat students with respect.

Agree:382 Disagree:34 Don't Know:45

8. Students treat staff (principals, deans of students, teachers, secretaries, yard aides, etc.) at the school with respect.

Agree:292 Disagree:62 Don't Know:107

9. I know the main goal of our school is to prepare me for a successful life, college, and career.

Agree:409 Disagree:23 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:388 Disagree:39 Don't Know:34

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:390 Disagree: 49 Don't Know: 22

12. I feel successful in learning the California State Standards in each of my subjects/courses.

Agree:349 Disagree: 49 Don't Know: 63

13. At school, I participate in the following co-curricular/extra curricular programs:

After School Enrichment: 24 ASB/Student Council: 23 Athletics:199 Band/Chorus/Flags and Shields: 18 Community Activities: 8 Creative Arts Programs:3 Theater/Drama: CTE Pathways: 9 Migrant Speech and Debate: 3 MESA: 4 Robotics/Coding: 2 FFA:

AVID: Dual Enrollment: 12

14. During the year I have classes in:

ELA: Math: Science: History: PE/Health: VAPA: Other(CTE, Technology, etc.):

15. During the year, I have participated in career or college preparation activities including career days/job fairs, college or career presentations, college tours, Higher Ed weeks, and Biz Town:

No: 272 Yes: 189

16. I feel safe at School:

Agree: 367 Disagree: 31 Don't Know: 63

17. Harassment and bullying is addressed and not tolerated at my school:

Agree: 340 Disagree: 50 Don't Know: 71

18. I look forward to coming to school most days:

Agree: 264 Disagree: 136 Don't Know: 61

19. Being at school everyday is important to me:

Agree: 306 Disagree: 86 Don't Know: 69

20. My school contacts my parents if I am often late or absent from school:

Agree: 365 Disagree: 22 Don't Know: 74

21. I regularly receive encouragement from teachers, staff, office staff, and administrators to make my education a priority:

Agree: 332 Disagree: 67 Don't Know: 62

22. I trust my teachers to help and support me when I am having academic or personal problems:

Agree: 333 Disagree: 69 Don't Know: 59

23. I feel supported by my school counselor.

Agree: 336 Disagree: 57 Don't Know: 68

24. If I see or hear about suspicious activity at school (drugs, weapons, aggressive behavior of students, talk of violence) I would report it.

Yes: 334 No: 127

25. 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: 394 No: 67

25. When students see another student being picked on, they try to stop it or tell an administrator, teacher, counselor or other adult.

Yes: 346 No: 115

26. Student at this school are often teased or bullied.

Yes: 140 No: 321

27. At school students treat each other with respect.

Yes: 124 No: 337

28. At school, decisions are made based on what is best for students.

Yes: 384 No: 77

29. Students are given a chance to help make decisions at school.

Yes: 365 No: 96

30. Adults in my community know what goes on inside school.

Yes: 333 No: 128

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, counselors, or Dean of Students 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.

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 five full day, district-wide professional development days during the school 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. A major shift has occurred on campus in regards to the incorporation of technology; moreover, all teachers have received professional development in the area of technology. This was done to better prepare teachers for distance learning.

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

Administration, Counselors, and the Dean of Students 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 as well as Science in regards to Next Generation Science Standards.

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)

Support classes are offered to all students in RSP in which they can gain assistance for their core classes. In addition, ELD students also receive two periods of instruction with an ELD teacher. One period is used for ELD instruction and the other for general support for English Learners.

Evidence-based educational practices to raise student achievement

Nearly all teachers have been trained in Technology Integration strategies, AVID strategies, EL strategies, Close Reading, 1.8 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/8 mathematical practices. Science teachers have been 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, English Language Advisory Committee, and District English Language Advisory Committee are three 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, IVROP, 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 (with distant learning AR is on hold until students return to campus), Instructional Aides, and SARB support personnel. Chromebooks will be provided to all students as Holtville continues with its one to one program.

Fiscal support (EPC)

Holtville High School's 2022-2023 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. As noted by the HUSD Projects Department, only Title I, II, and III funds will be in the SPSA.

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

WASC Action Plan

CAFU 1: English Learners

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

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

CAFU 1:

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

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

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

CAFU 1 Action Plan:

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

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

CAFU 2: College and Career Readiness

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

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

CAFU 2:

Responsible Team: Administrator, Counselors, Dean of Students, Leadership Team

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

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

CAFU 2 Action Plan:

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

- c. Have each 9th grader complete an interest inventory
- d. Review plan on an annual basis with all students
- 3. Provide parent education classes addressing mindsets and cultural barriers of attending college (TK-12).
 - a. Barriers of attending college
 - b. Parental concerns of student leaving to college
 - i. Housing
 - ii. Budgeting for Personal Necessities
 - c. Financial Aid Literacy
 - d. College fair with families
 - e. Dual enrollment courses
 - f. Lifetime earnings high school vs college
- 4. Transitional Information for Seniors
 - a. Budgeting/Housing
 - b. College grading
 - c. Testing
 - d. College survival skills
 - e. Transportation
 - f. Virtual and in person tours of campus
 - g. Lifetime earnings high school vs college

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

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

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

CAFU 3 Action Plan:

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

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

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

SPSA Goal 1: Increase achievement for all students

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

CAFU 4 Action Plan:

Responsible Team: Administrator, Counselors, Dean of Students, CTE Teachers, Leadership Team

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

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

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

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

CAFU 5 Action Plan:

Responsible Team: Administrator, Counselors, Dean of Students, CTE Teachers, Leadership Team

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	0.2%	0.38%	0	1	2
Hispanic/Latino	87.69%	87.4%	87.36%	463	470	456
Pacific Islander	0.19%	0.2%	%	1	1	
White	10.98%	11.3%	11.69%	58	61	61
Multiple/No Response	1.14%	0.9%	0.57%	6	5	3
Total Enrollment				528	538	522

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	142	135	125
Grade 10	129	141	146
Grade 11	136	126	131
Grade 12	121	136	120
Total Enrollment	528	538	522

Conclusions based on this data:

1. The incoming 9th grade class has decreased in size over the past two years while the 10th grade class has increased in size over the past two years.
2. Over the past two years, the 10th grade class tends to be the biggest on campus.
3. Throughout the past 2 out of 3 years, the senior class has been the smallest of the four classes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	186	198	199	35.2%	36.80%	38.1%
Fluent English Proficient (FEP)	155	146	146	29.4%	27.10%	28.0%
Reclassified Fluent English Proficient (RFEP)	10	14	6	6.4%	2.60%	1.1%

Conclusions based on this data:

1. While the percentage of English Learners is on the rise at Holtville High School, the numbers remain fairly consistent.
2. In the 21-22 school year we saw a decline in the number of RFEPs, we are on track in the 22-23 to have the most RFEPs out of the past three years.
3. The percentage of students who are ELs that were reclassified hit its lowest rate in the 21-22 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	122	126	122	122	122	120	122	122	120	100	96.8	98.4
All Grades	122	126	122	122	122	120	122	122	120	100	96.8	98.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2591.	2568.	2554.	19.67	17.21	13.33	33.61	28.69	23.33	31.15	24.59	33.33	15.57	29.51	30.00
All Grades	N/A	N/A	N/A	19.67	17.21	13.33	33.61	28.69	23.33	31.15	24.59	33.33	15.57	29.51	30.00

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	24.59	18.03	18.33	45.08	56.56	51.67	30.33	25.41	30.00
All Grades	24.59	18.03	18.33	45.08	56.56	51.67	30.33	25.41	30.00

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.25	23.77	14.17	48.36	50.82	60.83	16.39	25.41	25.00
All Grades	35.25	23.77	14.17	48.36	50.82	60.83	16.39	25.41	25.00

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	19.67	7.38	9.17	66.39	76.23	70.83	13.93	16.39	20.00
All Grades	19.67	7.38	9.17	66.39	76.23	70.83	13.93	16.39	20.00

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	23.77	24.59	10.00	59.02	59.84	69.17	17.21	15.57	20.83
All Grades	23.77	24.59	10.00	59.02	59.84	69.17	17.21	15.57	20.83

2019-20 Data:

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

Conclusions based on this data:

1. The test completion rates for all juniors at Holtville High School is consistently very high, ranging between 96-100% in the past three years.
2. One area of growth for Holtville High School is in relationship to Reading on the CAASPP test, Reading Comprehension is indicative of our greatest area for growth in the ELA CAASPP.
3. Holtville High School is seeing a downward trend in the area of ELA CAASPP testing students who scored standard exceeded or standard met.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	122	126	122	122	122	120	122	122	120	100	96.8	98.4
All Grades	122	126	122	122	122	120	122	122	120	100	96.8	98.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2586.	2578.	2509.	9.84	4.10	4.17	27.87	25.41	7.50	30.33	43.44	27.50	31.97	27.05	60.83
All Grades	N/A	N/A	N/A	9.84	4.10	4.17	27.87	25.41	7.50	30.33	43.44	27.50	31.97	27.05	60.83

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	23.77	18.03	5.00	36.89	56.56	40.00	39.34	25.41	55.00	
All Grades	23.77	18.03	5.00	36.89	56.56	40.00	39.34	25.41	55.00	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	16.39	5.74	5.83	50.82	68.03	53.33	32.79	26.23	40.83
All Grades	16.39	5.74	5.83	50.82	68.03	53.33	32.79	26.23	40.83

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	13.11	5.74	5.00	62.30	71.31	60.83	24.59	22.95	34.17
All Grades	13.11	5.74	5.00	62.30	71.31	60.83	24.59	22.95	34.17

2019-20 Data:

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

Conclusions based on this data:

1. A substantial decrease occurred during the 21-22 school year in the percentage of students who were in the standard not met category of the math test.
2. The past four years, has marked a decrease in math test scores at Holtville High School for 11th graders.
3. Applying Mathematical Concepts and Procedures was indicative of an area for focus by the Holtville High School math department.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1562.1	1547.2	1551.2	1560.8	1539.3	1561.5	1563.0	1554.6	1540.3	57	55	56
10	1557.3	1569.4	1563.7	1551.2	1564.8	1566.1	1562.9	1573.6	1560.9	43	53	53
11	1563.3	1563.2	1570.4	1535.3	1552.9	1561.6	1590.9	1573.0	1578.7	32	48	45
12	1561.7	1550.5	1579.3	1536.2	1532.6	1584.5	1586.5	1567.9	1573.7	21	35	39
All Grades										153	191	193

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	26.32	20.00	26.79	38.60	38.18	30.36	19.30	25.45	17.86	15.79	16.36	25.00	57	55	56
10	23.26	28.30	26.42	30.23	37.74	37.74	18.60	18.87	18.87	27.91	15.09	16.98	43	53	53
11	15.63	20.83	28.89	40.63	33.33	31.11	34.38	33.33	26.67	9.38	12.50	13.33	32	48	45
12	9.52	14.29	23.08	57.14	42.86	38.46	23.81	17.14	35.90	9.52	25.71	2.56	21	35	39
All Grades	20.92	21.47	26.42	39.22	37.70	34.20	22.88	24.08	23.83	16.99	16.75	15.54	153	191	193

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	40.35	34.55	35.71	35.09	29.09	37.50	10.53	20.00	10.71	14.04	16.36	16.07	57	55	56
10	34.88	45.28	43.40	30.23	28.30	32.08	11.63	16.98	11.32	23.26	9.43	13.21	43	53	53
11	21.88	35.42	42.22	37.50	35.42	33.33	34.38	18.75	11.11	6.25	10.42	13.33	32	48	45
12	14.29	31.43	41.03	52.38	31.43	43.59	23.81	11.43	12.82	9.52	25.71	2.56	21	35	39
All Grades	31.37	37.17	40.41	36.60	30.89	36.27	17.65	17.28	11.40	14.38	14.66	11.92	153	191	193

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	10.53	9.09	14.29	38.60	34.55	21.43	24.56	36.36	21.43	26.32	20.00	42.86	57	55	56
10	13.95	22.64	9.43	20.93	26.42	26.42	30.23	24.53	39.62	34.88	26.42	24.53	43	53	53
11	12.50	6.25	13.33	43.75	25.00	28.89	25.00	45.83	33.33	18.75	22.92	24.44	32	48	45
12	9.52	5.71	5.13	33.33	22.86	35.90	57.14	37.14	41.03	0.00	34.29	17.95	21	35	39
All Grades	11.76	11.52	10.88	33.99	27.75	27.46	30.72	35.60	33.16	23.53	25.13	28.50	153	191	193

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	14.04	7.27	12.50	71.93	69.09	67.86	14.04	23.64	19.64	57	55	56
10	13.95	20.75	5.66	60.47	60.38	83.02	25.58	18.87	11.32	43	53	53
11	6.25	6.25	4.44	68.75	68.75	77.78	25.00	25.00	17.78	32	48	45
12	0.00	0.00	12.82	76.19	68.57	64.10	23.81	31.43	23.08	21	35	39
All Grades	10.46	9.42	8.81	68.63	66.49	73.58	20.92	24.08	17.62	153	191	193

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	59.65	65.45	71.43	29.82	14.55	14.29	10.53	20.00	14.29	57	55	56
10	65.12	69.81	81.13	16.28	22.64	5.66	18.60	7.55	13.21	43	53	53
11	46.88	66.67	64.44	43.75	25.00	22.22	9.38	8.33	13.33	32	48	45
12	61.90	62.86	84.62	38.10	17.14	12.82	0.00	20.00	2.56	21	35	39
All Grades	58.82	66.49	75.13	30.07	19.90	13.47	11.11	13.61	11.40	153	191	193

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	15.79	16.36	17.86	57.89	56.36	28.57	26.32	27.27	53.57	57	55	56
10	23.26	35.85	13.21	41.86	35.85	52.83	34.88	28.30	33.96	43	53	53
11	18.75	12.50	17.78	53.13	54.17	44.44	28.13	33.33	37.78	32	48	45
12	9.52	2.86	12.82	90.48	60.00	53.85	0.00	37.14	33.33	21	35	39
All Grades	17.65	18.32	15.54	56.86	50.79	44.04	25.49	30.89	40.41	153	191	193

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	7.02	1.82	3.57	73.68	81.82	60.71	19.30	16.36	35.71	57	55	56
10	18.60	5.66	5.66	62.79	77.36	79.25	18.60	16.98	15.09	43	53	53
11	6.25	18.75	20.00	87.50	62.50	66.67	6.25	18.75	13.33	32	48	45
12	4.76	25.71	10.26	90.48	48.57	76.92	4.76	25.71	12.82	21	35	39
All Grades	9.80	11.52	9.33	75.82	69.63	70.47	14.38	18.85	20.21	153	191	193

2019-20 Data:

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

Conclusions based on this data:

1. More 9th graders take the ELPAC exam than 12th graders on a yearly basis.
2. Of the four domains of the exam, students do best in regards to Speaking. A higher percentage of students are scoring well developed.
3. The lowest domain that students scored in, was in relationship to reading.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	79.7	38.1	0.2
Total Number of Students enrolled in Holtville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	199	38.1
Foster Youth	1	0.2
Homeless	12	2.3
Socioeconomically Disadvantaged	416	79.7
Students with Disabilities	51	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino	2	0.4
Hispanic	456	87.4
Two or More Races	3	0.6
Pacific Islander		
White	61	11.7

Conclusions based on this data:

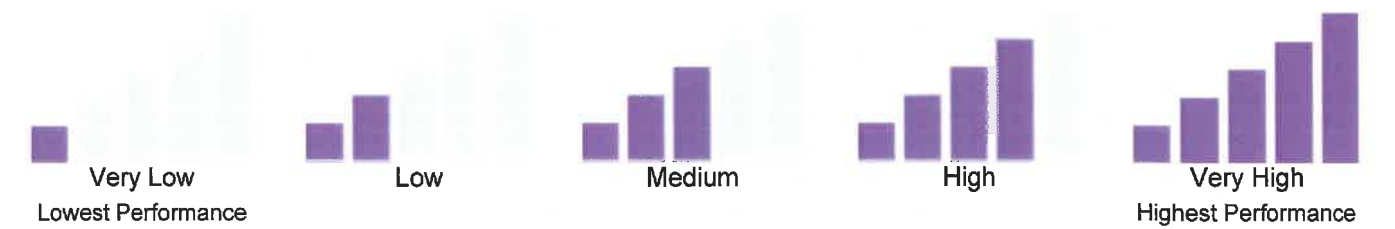
1. Out of 522 students that attend Holtville High School, 416 of them meet the requirements to be considered SED students.
2. Hispanic students make up the majority of Holtville High School at nearly 456 students out of 522.
3. at 38.1% of the student population, English Learners account for nearly 40% of all students on campus.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Very High	Suspension Rate Very High
Mathematics Very Low		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

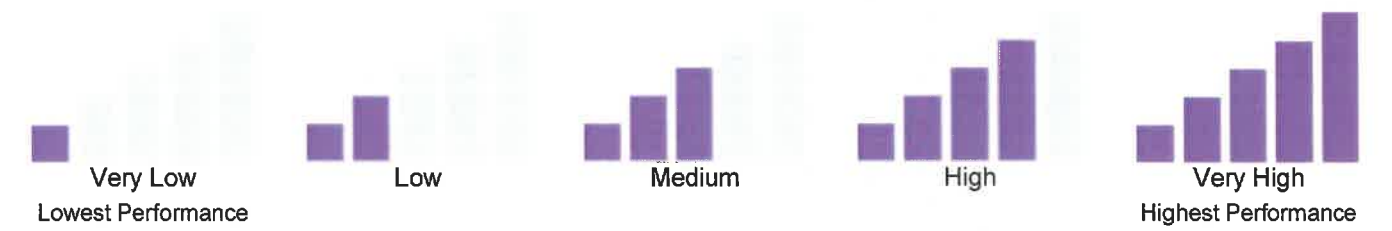
1. An area of success for Holtville High School lies in graduation rate. We have the highest graduation rate in the Imperial Valley.
2. Two areas of improvement for HHS include suspensions as well as mathematic scores.
3. English Learner Progress is trending in an upward direction.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low 26.5 points below standard 117 Students</p>	<p>Very Low 76.2 points below standard 54 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Low 36.9 points below standard 94 Students</p>	<p>No Performance Level 117.7 points below standard 11 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.7 points below standard 43 Students	0.1 points above standard 11 Students	6.2 points below standard 36 Students

Conclusions based on this data:

1. While the majority of students scored low, English Learners scored very low.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
3	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low 116.5 points below standard 117 Students</p>	<p>Very Low 145.3 points below standard 54 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Very Low 123.8 points below standard 94 Students</p>	<p>No Performance Level 239.4 points below standard 11 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
160.6 points below standard 43 Students	85.4 points below standard 11 Students	117.9 points below standard 36 Students

Conclusions based on this data:

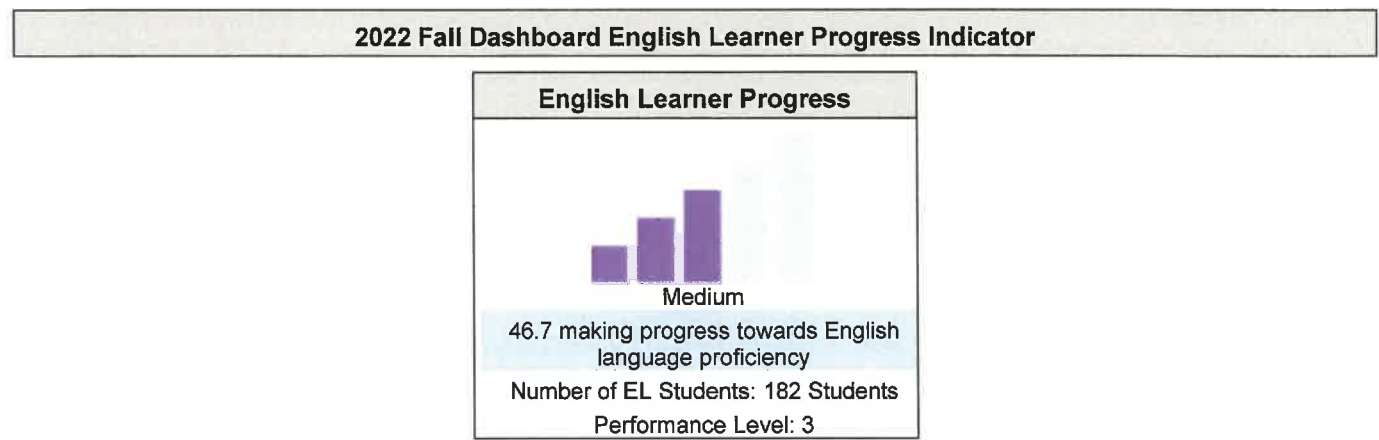
1. The rating for math testing data was very low.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36	61	28	57

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

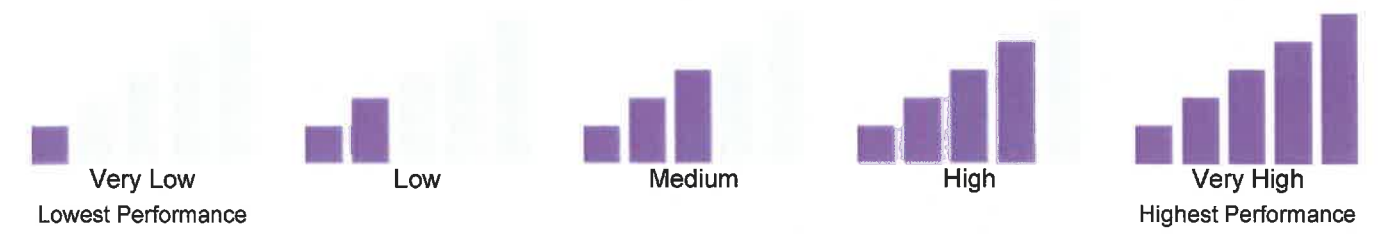
Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



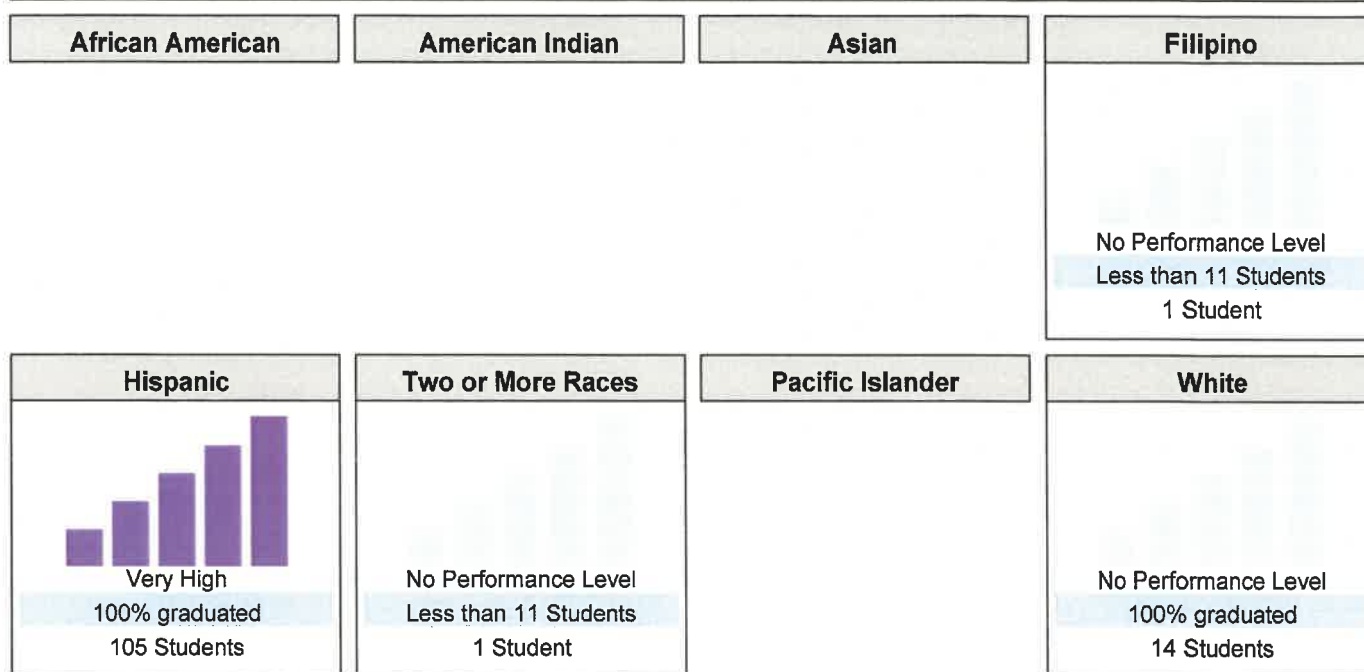
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	3

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High 100% graduated 121 Students</p>	<p>Very High 100% graduated 47 Students</p>	<p>No Performance Level Less than 11 Students 2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level Less than 11 Students 4 Students</p>	<p>Very High 100% graduated 96 Students</p>	<p>No Performance Level Less than 11 Students 10 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

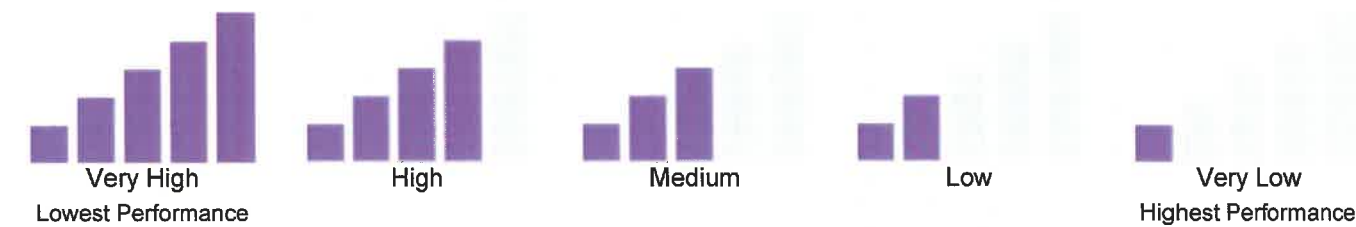
1. Holtville High School continues to have the highest graduation rate in the Imperial Valley.
2. Socioeconomically disadvantaged students account for 79.3% of the graduating class.
3. Hispanic students account for 86.7% of the graduating class.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).





Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



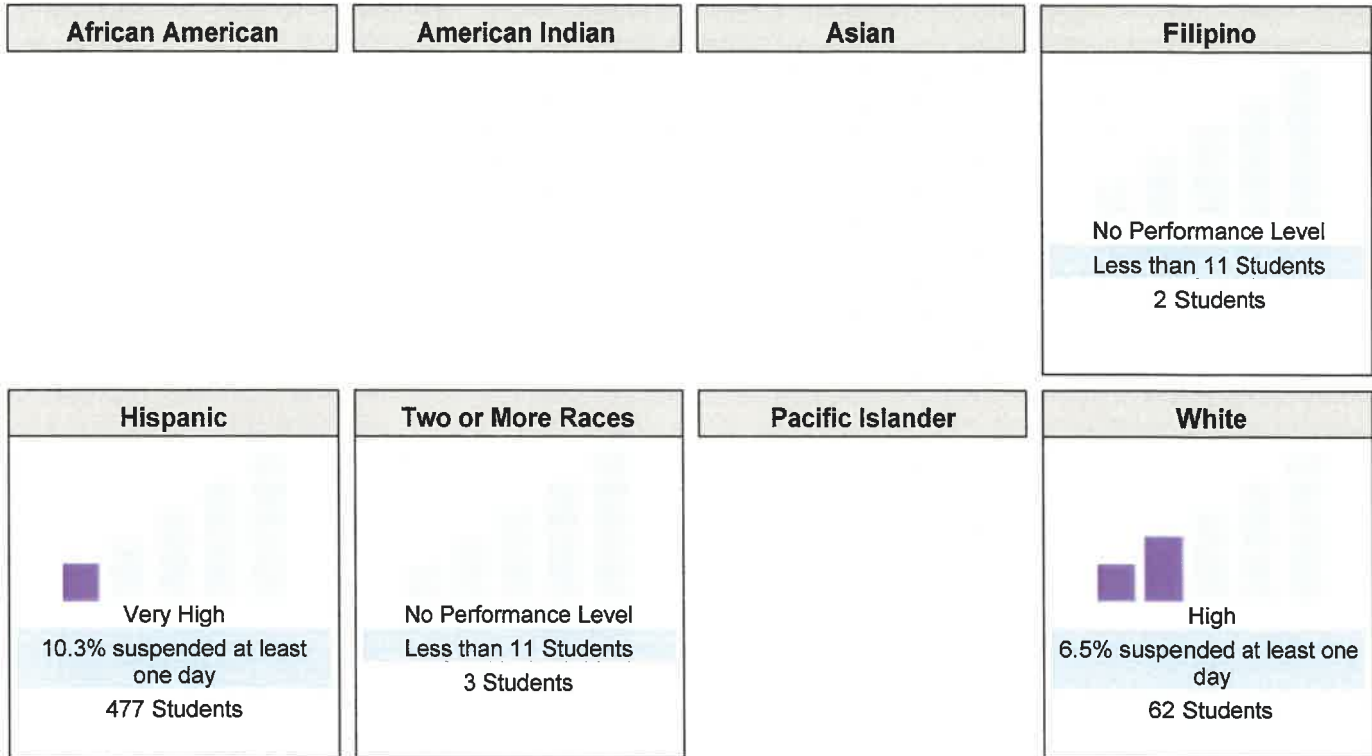
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
4	1	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Very High 10.1% suspended at least one day 544 Students	 Very High 13% suspended at least one day 215 Students	No Performance Level Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 16.7% suspended at least one day 12 Students	 Very High 10.8% suspended at least one day 437 Students	 Very High 15.1% suspended at least one day 53 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 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 2023, 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 2023, all teachers will have had multiple opportunities to attend professional developments geared towards increasing teacher capacity through the likes of in house, district level, and county/state level professional developments.

By August 2023, 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 2023, 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)

Curriculum

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. laptop, TV). Additionally, HHS will fully implement Integrated Math classes and continue with its transition towards Integrated Science classes that address Next Generation Science Standards.

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)
9616.28	Title I 4000-4999: Books And Supplies Curriculum, Integrated Science II and III Materials
	Curriculum
	Core Materials
	Law Enforcement Course Textbooks

	Motorcycle Repair, AP English, Small Engines, Dual Enrollment Textbooks, Lit Sets
	Dual Enrollment Textbooks
	WASC Annual Membership
	Materials and Supplies
	Classroom Desks
	Office Supplies, Ink Cartridges, Copy Machine Overages, Copy Paper

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Professional Development

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 1.2

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)

Title II Part A: Improving Teacher Quality

Teacher Professional Development

Administrative PD

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Support

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) including the use of a standardized rubric.
- All new teachers will receive support through the BTSA Induction program as they are required to do for their credentialing.
- Provide support to staff in maintaining and utilizing technology in support of student learning.
- Staff development Wednesdays will be used to fully address staff concerns as well as students needs.

LCAP 1.2, 1.3b

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)

17142.24

Curriculum

Writing Across Disciplines (1.8)

BTSA Support

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

	PD: Google Breakout Rooms, AVID, AG, AP Training, CASC, Art, NCTM, Science
	Staff Development Wednesday

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Development

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)
	Lesson Plans
	EL Strategies
	English Language Development Curriculum
	Title II Part A: Improving Teacher Quality
	ELD/ELA PD

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Data

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,

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)

Midterm and Final

Renaissance Place (Accelerated Reader)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Library Services

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. (The library will only be utilized to allow textbook checkouts during distance learning.)

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)

	Extra Textbooks/Textbook Repairs
	Library Books
	Accelerated Reader
	Library Program Destiny Follet
	Library Consultant Fees

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Supplemental Programs

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 students who are academically in the middle and have the potential for success in college prep curriculum. AVID tutors will also be hired on a yearly basis.
- HHS will continue to offer credit recovery courses via PEAK, as a supplemental program that will help at risk students graduate on time.
- HHS will additionally offer PEAK to students who would like to get back on track towards meeting their A-G graduation requirements.
- Students at Holtville High School will have the opportunity to join a college level course through Dual Enrollment. Additionally, as an effect of distance learning, HHS students will now have the opportunity to take dual enrollment courses that are not specific to HHS.
- Students at Holtville High School will be able to take a career readiness course and challenge Credit by Exams at Imperial Valley College Welding, Photoshop, Microsoft Word, Microsoft Excel, Medical Terminology, and Plant and Soil Science.

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)

AVID Membership/AVID Weekly

Peak

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Innovative Instruction

Strategy/Activity

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

HHS will also continue to purchase graduation chords for honors students along with diploma covers for those who have met the necessary requirements.

LCAP 1.3g/k/l

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)

Diploma Covers and Diplomas

Classroom Instruction: Technology

Graduation Chords

Science Materials for Dissection, Chemistry Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Extended Learning Opportunities

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)

SSTs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Accelerated Reading

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)

Renaissance Place (Accelerated Reader)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Foster Youth

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)

Foster Youth

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Extended Learning

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, PEAK, and Dual Enrollment.

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)

Summer School: Books and Supplies

Summer School: Certificated Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Technology

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, TV, Wireless HDMI, Apple TV, and iPad.
- All students at HHS will have a Google Classroom e-mail address along with access to the Google Education Suite
- All students at HHS will have access to Synergy, the online Student Portal to check their grades
- All students at HHS will be given a Chromebook to complete online coursework as needed. (A new round will be purchased for all 9th graders and distributed to them once they arrive.)
- All teachers at HHS will continue to utilize Synergy for their attendance and gradebook.
- All teachers at HHS will have access to link their Google Classrooms and Synergy Accounts for ease of grade transfers.
- All parents of HHS students will be encouraged to utilize the Synergy Student Data Management system to monitor their students grades.
- HHS will continue to expand upon its access points, to provide better Internet to all on campus.

LCAP 1.7 a/b

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)

16408.00

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies
Student Chromebooks, TVs and Cables, Drops and APs

MACs for Photoshop

Mosyle Licenses

16356.00

Title III

	4000-4999: Books And Supplies Student Chromebooks
	Drops and APs
	Ink Cartridges
	Tech Toolkit

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Computer Labs

Strategy/Activity

All students will be given a school issued Chromebook.
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.
Go Guardian will be used as an additional Internet filter.
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)

	Title I
	Go Guardian

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

English Learners

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)
	English Language Development
	ELPAC Testing
	English 3D ELD Textbooks

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Individualized Learning Plan

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.

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)

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 that will prepare them for college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs.

Goal 2

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 2023, the percentage of students who are graduating who have met their A-G requirements will increase by 5%.

By August 2023, 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)

Support with Interventions

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)

Summer School

--

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)

Counselor Workshops

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 2.1b, c, d

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)

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)

1 on 1 Appointments

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)

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)

College and Career Readiness

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 which students can begin their freshmen year of school.
- Counselors will provide classroom presentations on a range of topics related to college and career readiness. They will additionally facilitate college/university field trips throughout the year.
- The workability program will be offered to students in the Special Education setting.

LCAP 2.1e, 2.7 a, b, c

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)

5118.13

Title I

	5000-5999: Services And Other Operating Expenditures AVID Membership
	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures AVID Summer Institute
2761.09	Title I 5000-5999: Services And Other Operating Expenditures AVID Weekly

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Seal of Biliteracy

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 Biliteracy.

LCAP 2.3 a, b c

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)

	Dual Language Program: AP Literature Course Textbook
	Dual Language Placement Assessment
	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Dual Language Institute

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

STEAM Classes

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 to teach the aforementioned classes. Additionally, a Robotics/MESA and computer coding class will be offered at HHS, which will allow students to progress with Science, Technology, Engineering, and Mathematics standards.

LCAP 2.4b

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)
5686.61	Title I 5800: Professional/Consulting Services And Operating Expenditures MESA/Robotics Program
	Band, Instrument Repairs, Band Uniform Dry Cleaning
	Yearly Art Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Additional Pathways

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.
- Law Enforcement and Transportation will expand its pathway to include a third course; this marks the first year for completers in each of these pathways.
- 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.

LCAP 2.5 a, b, c

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)
	Agriculture: Materials, Supplies,
	College and Career Readiness Certificate
	Law Enforcement Books
	Law Enforcement: Materials and Supplies
	Law Enforcement
	Agriculture

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Promoting College and Career Readiness

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 2022-23 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 a, b

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)
	Test Prep
	Higher Education Weeks I and 2/Tables and Chairs
	Title I 4000-4999: Books And Supplies PSAT 10 Testing
8997.13	Title I 4000-4999: Books And Supplies AP Testing
	Title I 4000-4999: Books And Supplies Credit by Exam at IVC
	SAT and ACT Test Prep CALSOAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Promoting Post Secondary Enrollment

Strategy/Activity

Holtville High School will promote post-secondary enrollment by providing students the opportunity to take dual enrollment courses with Imperial Valley College.

Holtville High School will articulate more classes with IVC to provide students with further opportunities to challenge credit by exam tests at IVC. During the 2022-23 school year, seven high school courses are articulated with IVC.

Holtville High School will further assist students by promoting AP exams and paying for a percentage of each students exam.

LCAP 2.8 a, b

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)

Articulated Course Books

Strategy/Activity 10

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 that promotes a culture of school connectedness and involvement, student health and well-being, and safety and security of pupils, staff, 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 2023, the yearly attendance rate at Holtville High School will increase by .25%.

By August 2023, the chronic absenteeism rate at Holtville High School will decrease by .25%.

By August 2023, the drop out rate will remain at 0%.

By August 2023, 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)

Behavioral Interventions

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Student Attendance Review Team

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. During distance learning SARBs will not be issued.
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)

Attendance Verification Slips

SARTs/Attendance Letters

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Cohesive School Environment

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. The HHS team will grill burgers for students two times throughout the school year to promote a cohesive school environment.

LCAP 3.1 b, c, d

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

HHS will offer three Compulsory Saturday School Days for students with chronic absenteeism. Saturday schools will be placed on hold until students are able to return to school for in person learning.

LCAP 3.1e

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

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.

HHS will further replace all components of the PA system and bell schedule to ensure that all areas of campus can hear the PA system. Video cameras and a monitoring system will be installed to

ensure the safety of students on campus. In addition, a new fence will be installed at Holtville High School to enclose the school.
LCAP 3.2a, b, c, d, e

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)

School Safety Plan, Binders, Rosters

Forensic Drug Testing

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Emergency Kits

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)

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)

Facilities in Good Repair

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)

Maintenance and Facilities

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

School Nurse

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)

District Nurse

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Parent Contact

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 marquee. The Holtville High School staff will call home to invite parents to Open House, SST's, Parent Conferences, School Site Council, and ELAC meetings.

Teachers will use the Synergy gradebook to maintain grades which parents/students can view through the Parent Vue in Synergy.

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

LCAP 3.3a, b

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)

Doc Tracking for SPSA

Synergy Report Card Postage

HHS Envelopes

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Parent 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)

School Site Council

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

District Support

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)

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

Community Events/School Ceremonies

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.
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. A majority of these will be modified during the COVID-19 pandemic due to not being able to have students/parents on campus.
LCAP 3.3

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)

	Graduation Programs and Diplomas
	Graduation Audio and Screen
	Tables/Chairs HEW 1 and 2, Awards Ceremony, Graduation

Strategy/Activity 13

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.

	AVID Night
	CSF Ceremony
	HHS Graduation
	Open House

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Responsibility Centered Discipline

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.

3.4

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)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

PD on Discipline

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 3.4

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)

Professional Development

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Transportation

Strategy/Activity

HHS will provide low income students with home to school transportation to minimize chronic absenteeism.
LCAP 3.5

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)

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	\$82,085.48

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	\$32,179.24
Title II Part A: Improving Teacher Quality	\$17,142.24
Title III	\$16,356.00
Title IV Part A: Student Support and Academic Enrichment	\$16,408.00

Subtotal of additional federal funds included for this school: \$82,085.48

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$82,085.48

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
Title I	32,179.24
Title II Part A: Improving Teacher Quality	17,142.24
Title III	16,356.00
Title IV Part A: Student Support and Academic Enrichment	16,408.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	51,377.41
5000-5999: Services And Other Operating Expenditures	25,021.46
5800: Professional/Consulting Services And Operating Expenditures	5,686.61

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	18,613.41
5000-5999: Services And Other Operating Expenditures	Title I	7,879.22
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,686.61
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	17,142.24
4000-4999: Books And Supplies	Title III	16,356.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	16,408.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,522.52
Goal 2	22,562.96

School Site Council Membership

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

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

Name of Members	Role
Anthony Arevalo	Principal
Nicolas Moreno	Classroom Teacher
Melissa Palacios	Classroom Teacher
Michelle Johnson	Classroom Teacher
Jason Turner	Parent or Community Member
Joe Escalera	Parent or Community Member
Tiffany Terrill	Parent or Community Member
Pedro Campos	Secondary Student
Athan Escamilla	Secondary Student
Arielle Sotelo	Secondary Student
Carl Johnston	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee



The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12-2-21.

Attested:

Principal, Anthony Arevalo on 12-6-22



SSC Chairperson, Jason Turner on 12-6-22

